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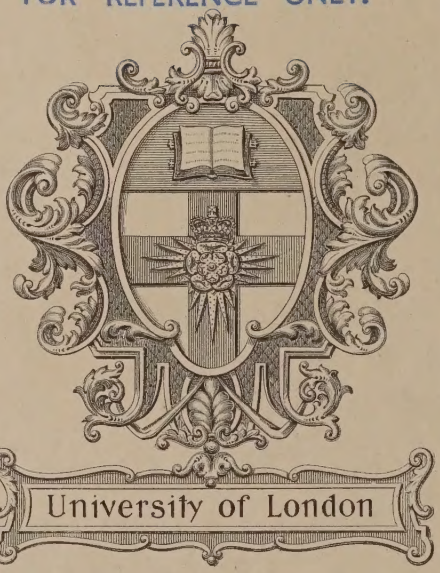

REPORTS

FROM

COMMISSIONERS:

TWENTY-NINE VOLUMES.

—(17.—Part II.)—

PRIMARY EDUCATION (IRELAND)—*continued.*

Vol. I. Part II. Vol. II.

Session

8 *February* —— 10 *August* 1870.

VOL. XXVIII.—Part II.

1870.

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1870.

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SEVENTEENTH VOLUME.—PART II.

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ROYAL COMMISSION OF INQUIRY

INTO

PRIMARY EDUCATION (IRELAND).

VOL. I.—PART II.

CONTAINING

APPENDIX TO THE REPORT

AND ALSO

SPECIAL REPORTS BY ROYAL COMMISSIONERS

ON

MODEL SCHOOLS (DISTRICT AND MINOR),

THE CENTRAL TRAINING INSTITUTION, &c., DUBLIN,

AND ON

AGRICULTURAL SCHOOLS.

Presented to both Houses of Parliament by Command of Her Majesty.

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1870.

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APPENDIX No. 5.

Note to Letter from Mr. Gibson.

In the preceding letter, at top of page 600, Mr. Gibson cites within inverted commas these words :—

"~~That the amount for pass shall be fixed liberally, so as to give a fair encouragement to exertion, and in the smaller schools it must probably be higher than in schools attended by larger numbers.~~"

He adds: "(*See* General Report, 101)."

And he proceeds to make some observations founded upon the recommendation thus cited.

It is right to remark that the sentence quoted above does not occur in any part of the Report, as adopted by the Commission. It is taken from a *Draft* chapter on "Maintenance of Schools," which was considered during the May sittings; but the words printed above in erased type were not adopted by the Commission.

Mr. Gibson's attention was called to these facts, and he was informed that the passage he professes to quote does not exist in the Report. But he declined to make any alteration in his Letter, or even to omit the reference, now erroneous, to page 101.

APPENDIX No. 6.

Scheme of "School Districts," under an enlarged system, submitted to the consideration of the Commission, and referred to in the Report, *Part* III., *Chapter* VIII. (*Maintenance of Schools*), *p.* 347.

The following scheme is submitted as one possible mode of carrying out in detail some of the principles affirmed by the Royal Commission. By it the majority in any school district wishing to retain the present educational system in their schools could do so. In like manner, it would facilitate the establishment of denominational schools where the majorities preferred that system. It would also prevent an undue multiplication of schools of the same religious denomination in any district.

While thus adapted to all parties, it would secure to the smallest minorities the right to avail themselves of State-aided schools, under approved teachers, and free from all suspicion of proselytising influences.

It is hoped also that it will be found free from any restrictions which would prevent the Church Education Society on the one hand, or the Christian Brothers on the other, from availing themselves of State-aid for their schools under its provisions.

1. That the country shall be divided into "Educational Districts," whose areas shall vary according to the density of the population and physical character of the locality, and shall in no case exceed an area of ——

2. Wherever a "vested" school-house already exists, in a suitable situation, that school-house may be constituted the centre of an "Educational District"—("vested" schools chosen as being presumably in good condition.)

3. If in any district, of sufficient area and population, there be in existence a commodious school-house (well built, slated, floored and furnished), whether it be "non-vested" National or otherwise, and with an average attendance of not less than —— the owner or owners of such school-building may make a claim to have it constituted the centre of an "E.D."

4. If in any district, whose area and population would entitle it to be an "E.D.," there be in existence no commodious and fitting school-house, steps shall be taken to have one built. (*Infra, paragraph* 11.)

5 [**A**]. In any "E.D." where all the children of school age are of one religious denomination, there shall be but one State-aided school (or *two,* if one for boys and one for girls), and that school may, if the patron (*see paragraph* 16) and the majority of the population so wish it, be a "denominational school." (*See paragraph* 8 *a.*)

6 [**B**]. If in any "E.D." the population be "mixed," *i.e.*, "Catholic" and "Protestant" (*see paragraph* 17).

(*a.*) In such proportions that there are of the minority a sufficient number of children of school age to form a minimum school (minimum to be defined); or

(*b.*) If there be in such district, or within reasonable distance of all the school children of the minority in such district, an existing school with a teacher of the same "R.D." as the minority, then there may be in said district two (*or, if required, more*) State-aided schools, each of which may (as in paragraph 5) be a "Denominational" school.

[**C**]. If in any "E.D." the population be "mixed" (Catholic and Protestant), but in such proportions—

(*a.*) That of the minority there are *not* a sufficient number of children of school age to form a "minimum" school—or

(*b.*) If there be not within reasonable distance an existing school belonging to the R.D. of the minority in said "E.D.," then the district school shall receive the children of said minority for instruction in all such secular subjects taught in the school as their parents or guardians may desire, and with the protection against interference with their religious belief of a sufficient "Conscience Clause." (*See infra paragraph* 17.)

8. (*a.*) In all schools of Classes A and B (and which shall be classed as "denominational schools"), the nature and amount of religious instruction shall be unrestricted.

(*b.*) In all schools of Class C (and which shall be classed as "mixed" schools), there shall be fixed hours for religious instruction—such hours to be before the opening or after the closing of the school for secular instruction.

(*c.*) In all schools of Class C, there shall be provided a separate class-room for the use of the minority, in case any of them should be in school during the hours devoted to religious instruction of majority.

(*d.*) In all schools of Class C such pastors, or other persons as shall be approved of by the parents or guardians of the children respectively, shall have access to them in the school-room for the purpose of giving them religious instruction there, at convenient times to be appointed for that purpose. (*The adoption of "payment for results," will insure that in the schools of classes A and B, the religious instruction, although unrestricted, shall not lessen the efficiency of the school in those secular matters, for which alone the State will pay.*)

9. (*c.*) In all State-aided schools State Inspectors shall hold periodical examinations.

(*d.*) In all schools State Inspectors shall confine their inspection and examinations to secular subjects.

(*e.*) In schools of class C they shall inquire and report if the conscience clause is enforced.

10. To prevent undue multiplication of schools (*a*), State aid shall not be given in the same "E. D." to more than one school of classes A or C (or to *two*, if one for boys and one for girls).

(*b.*) Or to more than one school of each "R. D." in class B.

11. In any district circumstanced as described in paragraph 4, a State Grant in aid of proportionate local effort may be made to build a fitting school-house and a *free* residence for the teacher, due security being given for a proper expenditure of the grant, and that the school or residence shall not be alienated to other than educational uses.

12. In the case of any existing school (as in paragraphs 2 and 3), if there be not already in existence a fitting free residence for a teacher, the grant of State aid towards the payment of teacher's salary, &c., shall be conditional on the erection of such a "teacher's house," and a liberal grant in aid of local efforts may be made for this purpose. (*The principle on which loans are made under* "Land Improvement Act" *might be here adopted.*)

13. No teacher's house built in part with money granted by the State shall (unless the State grant be repaid) be used for any other purpose but as a teacher's residence. Should the teacher prefer to live elsewhere, and should the "patron" consent to his doing so, the "teacher's house" shall remain vacant, and be kept in proper repair, until again required for the use of a teacher of the school to which it is attached.

14. Whatever machinery may be devised for keeping State-aided schools in proper repair, the same shall be extended to the maintenance of "teachers' residences."

15. It is desirable that, where practicable, a small portion of land shall be devoted to the use of the teacher—which he shall be bound to cultivate, for his own benefit, under the directions of the State Inspector, in such a way as that it may be an example to his pupils.

16. (*a.*) The actual "patrons" of schools, such as those described in paragraphs 2 and 3, may claim to be "patrons" of same schools under new arrangement—subject to the conditions laid down in paragraph 12.

(*b.*) Schools such as those described in paragraph 4 shall be under the "patronage" of the persons receiving the grant for building, &c., under the scheme proposed in paragraph 11.

Conscience Clause.

17. Every pupil entering a State-aided school shall be enrolled by its guardian as being either a "Protestant" or a "Roman Catholic."

Should a Protestant parent or guardian so desire, the particular denomination of Protestantism to which the pupil belongs shall be specially registered.

18. In all cases of mixed schools, *i.e.*, where there may be in the same school pupils registered as "Protestants," and pupils registered as "Roman Catholics," the Protestant teacher shall be bound to exclude all such "Roman Catholic" pupils from the school-room during all times set apart for Protestant religious instruction; and in like manner, at like times, the "Roman Catholic" teacher shall be bound to exclude all such Protestant pupils (*in order to prevent any interference with parental authority, it will be*

made known that a Roman Catholic parent or guardian desiring his child or ward to receive Protestant religious instruction, can attain his object by registering said pupil as a Protestant, and vice versa.)

19. No Protestant teacher shall give religious instruction to any pupil registered as being of a different denomination of Protestantism from that of said teacher, unless the parent or guardian of such Protestant pupil shall have, in writing, and on a prescribed form, expressed a desire that said teacher should do so.

JAMES A. DEASE.

APPENDIX No. 7.

REPORT from SELECT COMMITTEE on EDUCATION in IRELAND REPORTS.

Referred to *supra*, Part I., page 21.

[Ordered, by the House of Commons, to be printed, 19th May, 1828; and to be re-printed, 16th March, 1829.]

THE SELECT COMMITTEE to whom the REPORTS on the subject of EDUCATION in IRELAND were referred, and who were empowered to report their observations and opinion thereon to the House, have agreed to the following REPORT:—

In the execution of the duties intrusted to them, your committee have proceeded to consider the Reports on the state of Education in Ireland, with a full sense of the importance of the subject, and of the peculiar difficulties with which it is at the present moment encompassed.

During several centuries the Legislature has recognised the necessity and expediency of providing means for the education of the Irish people. So far back as the 28 Henry VIII., an Act was passed for the general establishment of parochial schools. By the 12 Elizabeth the diocesan schools were founded, affording to the higher classes facilities for education analogous to those provided for the poorer orders under the Statute of Henry VIII. It is worthy of observation that even at this early period the progress of crime is traced by the Legislature to the ignorance of the people, and education is relied upon as producing moral improvement and of supporting the institutions of civil policy. Various Statutes have been passed on this important subject in the reigns of Charles II., William III., George I., George II., and George III., and charters have been granted and endowments made with the same intent. These laws and institutions have varied extremely in their spirit and character, according to the temper of the times and the disposition of the Government and of the Legislature, the latest in their foundation being generally the most comprehensive in their principles.

Inquiries have at different periods been instituted both by Committees of Parliament and by Parliamentary Commissioners, appointed for the purpose of considering the state of education in Ireland. Of these the most important are the two latest, to which the committee will feel it their duty to make frequent reference. The first of these commissions was issued under the authority of the Act 46 George III., c. 122, and produced, during the six years ending in 1812, fourteen reports upon the schools of royal and of private foundation, the charter schools, foundling hospital, and the parochial and diocesan schools. The second commission was issued in consequence of an address from the House of Commons to His Majesty, voted in 1824. This last inquiry was continued till the month of June, 1827, and has led to nine reports on the various establishments for education.

Nor has the interference of the State been solely confined to regulation and to inquiry. Parliamentary grants have been at various times most liberally made for the purposes of education. The amount of the expenditure will appear from the following account:—

	£	s.	d.		£	s.	d.
Charter schools,	1,105,869	0	0	Maynooth College,	271,869	18	6
Foundling hospital,	820,005	3	4	Belfast Institution,	4,155	0	0
Association for discountenancing Vice,	101,991	18	6	Cork Institution,	43,710	0	0
Kildare-place Society,	170,508	0	0	Hibernian school,	240,356	1	6
Lord Lieutenant's Fund,	40,998	0	0	Marine Society,	64,262	10	9
				Female orphan school,	50,414	10	9

Having thus adverted shortly to the legislative proceedings and the Parliamentary grants for promoting education in Ireland, it is important to consider the existing state of the schools now in operation. The number of scholars receiving instruction in 1826 was 560,549, leaving in all probability upwards of 150,000 without the means of education. Of the actual number of scholars returned, 394,732 are brought up in the common pay schools; 46,119 in schools supported exclusively by the Roman Catholic priesthood and laity; 84,295 under various establishments of private charity; and 55,246 (or less than one-tenth of the whole) are instructed in schools maintained in the whole or in part at the public expense. It is also worthy of consideration that whilst in

the least exclusive of the latter establishments (the Association for discountenancing Vice, and the Kildare-place Society) the number of Protestants as compared with Catholics is as 35,364 to 34,616; in the pay schools the proportion of scholars of the respective religious persuasions is as 87,338 to 307,405. It is, however, right to observe that at the time these returns were made many of the children are stated to have been withdrawn from the schools, and consequently the numbers are probably below the real strength of scholars in permanent attendance at other times.

In pursuing their inquiries your committee have avoided as much as possible the consideration of all questions that would add to existing irritation and party violence. Their sole object has been to consider the principle upon which it is expedient hereafter to grant public money in aid of Irish education. With this view your committee have preferred dealing with the proposition in the abstract, to entering upon any detailed examination of the comparative merits of existing establishments. After the most anxious deliberation your committee adopted the following resolutions, founded upon a consideration of the documents referred to by the House.

Resolved,—That it appears to this committee that Commissioners were appointed under legislative authority in the year 1806 for the purpose of inquiring into the state and condition of schools in Ireland.

Resolved,—That it appears to this committee that a report was agreed to by these Commissioners in the year 1812 communicating the result of their deliberations "on the subject of extending and improving the education of the poorer classes of His Majesty's Irish subjects."

Resolved,—That it appears to this committee that such general report, signed by three prelates, by the Provost of the University of Dublin, and by several other distinguished ecclesiastical as well as lay members of the Established Church, was presented to Parliament.

Resolved,—That it appears to this committee that in that report the Commissioners felt it their duty to express their unanimous opinion "That no plan of education, however wisely and unexceptionably contrived in other respects, can be carried into effectual operation in Ireland, unless it be explicitly avowed and clearly understood as its leading principle that no attempt shall be made to influence or disturb the peculiar religious tenets of any sect or denomination of Christians."

Resolved,—That it appears to this committee that a second commission issued in 1824, by command of His present Majesty, in consequence of an address from the House of Commons for the purpose of inquiring into the state of education in Ireland.

Resolved,—That it appears to this committee that the first report of the Commissioners so appointed has been presented to Parliament by His Majesty's command.

Resolved,—That it appears to this committee that in such report it is stated as the opinion of all the Commissioners "That in a country where mutual divisions exist between different classes of the people, schools should be established for the purpose of giving to children of all religious persuasions such useful instructions as they may severally be capable and desirous of receiving without having any ground to apprehend any interference with their respective religious principles." And the Commissioners further express "their entire concurrence in the principles laid down in the 14th Report," already adverted to.

Resolved,—That it appears to this committee that the schools recommended to be founded under the 14th Report of the Commissioners of Education were intended for the purpose of affording a *common* education for Protestant and Roman Catholic.

Resolved,—That it appears to this committee that the opinion of the second commission of inquiry has also been given "in favour of the expediency of devising a system of mutual education from which suspicion should if possible be banished, and the causes of distrust and jealousy should be effectually removed, and under which the children may imbibe similar ideas and form congenial habits tending to diminish not to increase that distinctness of feeling now but too prevalent."

Resolved,—That this committee, with reference to the opinions above recorded, consider that no system of education can be expedient which may be calculated "to influence or disturb the peculiar religious tenets of any sect or denomination of Christians."

Resolved,—That it is the opinion of this committee that it is of the utmost importance to bring together children of the different religious persuasions in Ireland for the purpose of instructing them in the general subjects of moral and literary knowledge, and providing facilities for their religious instruction *separately* when differences of creed render it impracticable for them to receive religious instruction together.

Resolved,—That it appears to this committee that it is recommended in the 14th Report that Commissioners should be appointed, empowered to receive and dispose of Parliamentary grants, and to have a general control over the whole of the proposed establishments for the instruction of the poorer classes in Ireland.

That it is also recommended in the first report of the second Board of Commissioners that there should be formed a distinct Board of persons responsible for the execution of the duties committed to their charge in the foundation and management of schools of general instruction.

Resolved,—That it is the opinion of this committee, that considering the very large sums of public money annually voted for the encouragement of education in Ireland, as well as the extreme discretion required in adopting a new system of united education without permitting any interference in the peculiar religious tenets of scholars, that it is indispensably necessary to establish a fixed authority, acting under the control of the Government and of the Legislature, bound by strict and impartial rules, and subject to full responsibility for the foundation, control, and management of such public schools of general instruction as are supported on the whole or in part at the public expense.

Resolved,—That it is the opinion of this committee, that the selection of teachers in the schools of general education should be made without religious distinction; but that the qualifications of such teachers should be proved by instruction or examination in a model school established under the direction of the fixed authority appointed by the Government; every such teacher being first required to produce a certificate of moral conduct and character from a clergyman of the communion to which he belongs.

Resolved,—That it is the opinion of this committee, that for the purpose of carrying into effect the combined literary and the separate religious education of the scholars, the course of study for four fixed days of the week should be exclusively moral and literary; and that of the two remaining days, the one be appropriated solely to the separate religious instruction of the Protestant children, the other for the separate religious instruction of the Roman Catholic children. In each case no literary instruction to be given, or interference allowed on the part of the teacher, but the whole of this separate religious instruction to be placed under the exclusive superintendence of the clergy of the respective communions.

Resolved,—That it is the opinion of this committee, that copies of the New Testament, and of such other religious books as may be printed in the manner hereinafter mentioned, should be provided for the use of the children, to be read in school at such times of separate instruction only, and under the direction of the attending clergyman; the established version for the use of the Protestant scholars, and the version published with the approval of the Roman Catholic bishops, for the children of that communion.

Resolved,—That it is the opinion of this committee, that it be the invariable rule in such schools of general instruction, that the scholars shall attend on Sunday at their respective places of worship, unless prevented by some sufficient excuse.

That certificates be required from every child, of attendance both at divine worship, and at the times appointed for separate religious instruction; and that the fact of such attendance be entered regularly in the school register.

Resolved,—That it is the opinion of this committee, that Parliamentary aid for the establishment and support of schools in Ireland should be for the future restricted to the following objects:

1. Granting aid to parishes, local subscribers or charitable societies for the erection of school-houses, such aid not to exceed two-thirds of the sum required, and the school-house and site to be conveyed to the Commissioners; the managers of such school entering into an engagement to conduct their establishment according to the rules prescribed.

2. Gratuities to teachers of schools conducted on the principles laid down by the Commissioners, not exceeding £5; £10 at the least being provided in addition, locally, as a permanent salary for such teacher.

3. The publication of books for the *literary* instruction of children, to be furnished to schools adopting the rules of the Commissioners, at *half price.*

4. School requisites and stationery, and books for the *separate religious* instruction of children, to be furnished at *prime cost.*

5. The establishment of a model school for the education of teachers.

6. A system of inspection, either by the Commissioners or by persons appointed by them.

7. All public aid to be dependent on private contributions, and an adherence to the rules of the Commissioners.

Resolved,—That it is the opinion of this committee, that the following objects should be provided for by local contribution, upon which all aid from Parliamentary funds is to be made strictly dependent:

1. A grant to the Commissioners of a site for school-house, either of one acre of land, or of land to the value of 40*s.* This to be required only when aid for building is applied for

2. Annual repairs of school-house and school furniture.

3. Local contributions, for building schools, of one-third of the expense.

4. Books for general instruction, stationery, school requisites, at half price.

5. Books for the separate religious education of the scholars, at prime cost.

6. Permanent salary for master, not less than £10.

Resolved,—That it is the opinion of this committee, that it be competent to the Commissioners to entertain any applications for the grant of aid to schools, coming either from individuals, charitable committees, or associations, or select vestries of parishes assembled under provisions analogous to those of the Tithe Composition Act.

That where a school has been built at their desire, vestries so assembled should have a power of assessing their respective parishes, for raising that portion of school expenditure which is required to be provided locally.

Resolved,—1. That it is the opinion of this committee, that a Board of Education should be appointed by the Government, receiving salaries and holding their offices, during pleasure; all persons being eligible, without reference to religious distinctions.

2. The Commissioners to receive all applications for public aid, in the establishment or maintenance of the schools of general instruction.

3. To decide on the appropriation of all grants made by Parliament for the purposes of education in Ireland, according to the principles laid down in these regulations; to keep record, and make an annual report of all their proceedings to the Government and Legislature.

4. To superintend the model schools for the instruction of teachers for the schools of general instruction; such teachers to be supported during their instruction at the public expense, when recommended by select vestries, or by persons or societies permanently endowing or having endowed schools.

5. To edit and print all books for the general literary instruction of scholars, and to supply such books to schools adopting the proposed regulations at half price.

6. To print all books for the separate religious instruction of scholars which are approved of by the Commissioners, and to supply such books, stationery, slates, and school requisites, at prime cost. The books for the separate religious instruction of the children, to be recommended by the Episcopal authorities of the Church, and by the Roman Catholic bishops in Ireland.

7. To grant certificates of qualification to teachers having been duly instructed, or having passed an examination in the model schools.

8. To hear and determine any complaint against teachers in the schools of general instruction, for violation of the rule laid down by Parliament; with power to fine, suspend, or remove teachers so transgressing.

9. To receive returns duly certified of the attendance of children at school, and of their attendance at divine worship, and at the times appropriated to separate religious instruction; and also of all sums received and disbursed on account of such schools.

10. To receive conveyances of the sites of all school-houses built at the public expense and receiving aid from the Commissioners.

11. To receive a return of all books used in schools supported in the whole or in part at the public expense, and to have a power of rejecting any disapproved of by such Commissioners.

Resolved,—That it is the opinion of this committee, that as a rule, the children received in the schools of general instruction be required to pay such small sums for their education as may be directed; but that free scholars, being either orphans or the children of parents unable to afford payment, be received on the recommendation of the parochial clergy and of the dissenting ministers, and of persons subscribing to the schools, or having granted land for a site; the power of recommendation being in proportion to the amount of money subscribed.

Such is the plan of education which your committee recommend to the most serious consideration of the House; it is founded on the principles laid down in 1812 and 1824 by the Commissioners of Inquiry, but it carries these principles into effect more strictly than has as yet been suggested or attempted. Your committee cannot avoid expressing the most earnest hope, that, if adopted by the House, their recommendation will satisfy moderate and rational men of all opinions. It has been the object of your committee to discover a mode in which the combined education of Protestant and Catholic may be carried on, resting upon religious instruction, but free from the suspicion of proselytism. Your committee have endeavoured to avoid any violation of the liberty of conscience, or any demands or sacrifices inconsistent with the religious faith of any denomination of Christians. They propose leaving to the clergy of each persuasion the duty and the privilege of giving religious instruction to those who are committed to their care. This plan cannot be objected to as disconnecting religion from morality and learning; on the contrary, it binds them together indissolubly, and appears to unite them in a manner suited to the principles of sound policy, good faith, and Christian charity.

May 19, 1828.

APPENDIX No. 8.

Collection of Rules and Regulations of the Commissioners of National Education in Ireland, showing the Successive Alterations made from time to time.

No. 1.

Rules and Regulations as First Issued.

Code I., 1831.

Board's Order, 13th December, 1831.

The Commissioners appointed for administering the Funds placed at the disposal of His Excellency The Lord Lieutenant, for the Education of the Poor of Ireland, are ready to receive Applications for Aid towards the building and fitting-up of Schools, the paying of Teachers, and the obtaining of Books and School-requisites, on the following Conditions:

I. They will require that local funds be raised: 1st. For the annual repair of the school-house and furniture. 2ndly. Towards a permanent salary for the teacher; the amount of such salary, in each case, to be settled with the approbation of the Commissioners. 3rdly. For the purchase of books and school-requisites, at half price.

II. Where aid is sought from the Commissioners for building a school-house, they will require, that, at least, one-third of the estimated expense be locally contributed; that a site for building, to be approved of by the Commissioners, be secured for the purpose: and that the school-house, when finished, be vested in Trustees, to be also approved of by them.

III. They will require that the schools be kept open for a certain number of hours, on four or on five days of the week, at the discretion of the Commissioners, for moral and literary education only; and that the remaining one or two days in the week be set apart, for giving, separately, such religious education to the children as may be approved of by the clergy of their respective persuasions. They will also permit and encourage the clergy to give religious instruction, either before or after the ordinary school hours, on the other days of the week.

IV. They will require to have the entire control over all books to be used in the schools, whether in the combined moral and literary, or separate religious instruction; none to be employed in the former, except under the sanction of the Board, nor in the latter, but with the approbation of those members of the Board who are of the same religious persuasion with the children for whose use they are intended.

Although it is not designed to exclude from the list of books, for the combined instruction, such portions of Sacred history, or of religious or moral teaching, as may be approved of by the entire Board; it is to be understood that the use of such books is by no means intended to constitute a perfect and sufficient religious education, or to supersede the necessity of separate religious instruction on the days set apart for that purpose.

V. "They will require that in all schools a register be kept, in which shall be entered the attendance, or non-attendance of each child on Divine Worship on Sundays." Omitted in all subsequent Codes.

VI. They will allow to the individuals or bodies, applying for aid, the appointment of their teachers, subject to the following restrictions and regulations: 1st. All teachers (except of schools now existing, and which shall be approved of by the Board) shall have received previous instruction in a model school in Dublin, to be sanctioned by the Board, and shall also have obtained from the Board testimonials of good conduct and general fitness. 2ndly. All teachers shall be liable to be fined, suspended, or removed, when the Commissioners deem it necessary.

VII. The Commissioners, by themselves or their Inspectors, to be allowed to visit and examine the schools whenever they think fit.

VIII. They will particularly require that the principles of the following lesson be strictly inculcated in all schools approved of by them, and that the lesson itself be printed, and copies of it on pasteboard be hung up in each school:—

Christians should endeavour, as the Apostle Paul commands them, to "live peaceably with all men;" (Romans, ch. 12, v. 18), even with those of a different religious persuasion.

Our Saviour Christ commanded his Disciples to "love one another." He taught them to love even their enemies, to bless those that cursed them, and to pray for those who persecuted them. He himself prayed for his murderers.

Many men hold erroneous doctrines; but we ought not to hate or persecute them. We ought to seek for the truth, and to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend his religion to be forced on men by violent means. He would not allow his Disciples to fight for him.

If any persons treat us unkindly we must not do the same to them; for Christ and his Apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we should wish them to do to us.

Quarrelling with our neighbours and abusing them, is not the way to convince them that we are in the right, and they in the wrong. It is more likely to convince them that we have not a Christian spirit.

We ought to show ourselves followers of Christ, who, "when he was reviled, reviled not again." (1 Pet., ch. 2, ver. 23), by behaving gently and kindly to everyone.

As one of the main objects of His Majesty's Government is to unite in one system children of different creeds, and as much must depend upon the co-operation of the resident clergy, the Board will look with peculiar favour upon applications proceeding, either from—

1st. A Protestant clergyman and Roman Catholic clergyman conjointly—

2ndly. A clergyman of the one denomination and a certain number of laymen of the other.

3rdly. Laymen of both denominations.

Queries to be answered by Applicants for Aid towards the Fitting-up of Schools, the Paying of Teachers, and the obtaining of School-requisites. The Queries in this Form omitted in Code II.

1. What is the name of the school, and when was it established?
2. In what parish, county, and townland is it situated?
3. What is the name of the nearest Post-town

CODE I., 1831.

4. State particularly, whether the school is in connexion with, or derives aid from any other society—and if so, the name of the society, the amount of the aid received, and the nature of the connexion?

5. Upon what days of the week, and during how many and what hours of each day, is the school kept, or intended to be kept, open?

6. How many scholars are there usually in attendance?

In Summer males females | In Winter males females

7. What are the dimensions of the school-room and the number of its windows—from what funds was it erected, and what is the number of scholars it can accommodate?

8. What are the sources from whence the annual income of the school is derived, and what is the amount of such income—do the scholars pay anything and what?

9. State the names of the present master and mistress, with the amount of their respective salaries, and whether they have been educated in any and what model school or schools, and what testimonials they can produce of fitness for their office?

10. Is the school under the direction of an individual or individuals, or a committee? State the name and address of the individual or individuals; if a committee, state the names and address of the treasurer, secretary, or correspondent?

11. State the names of *all* books used in the school, specifying the editions; also by whom, or from whence, and at what time or times they have been supplied?

12. In what state of repair is the school-house?

13. What number of desks and seats are there in the school-room, and how many children do they accommodate?

14. What number of schools are there in the parish or neighbourhood, at what distance from the school-house for which aid is sought, and under whose patronage or direction?

Specify, particularly, the nature and extent of the aid required for the school, on behalf of which this application is made.

The Queries in this Form omitted from Code II.

QUERIES to be answered by Applicants for Aid towards the Building of School-houses.

1. In what county, parish, and townland is it proposed to build the School-house, and which is the nearest post town?

2. Has ground affording a commodious site for building been obtained? and if so, from whom, and by what tenure?

3. Is the ground liable to any, and what rent?

4. What is the estimated expense of the building, and what are its dimensions?

5. Has any and what progress been made in the building? and what is the estimated expense of finishing it?

N.B.—In addition to the answers to these Queries, the Commissioners will require to be furnished with a plan and estimate of the building.

6. Has any and what sum of money been actually contributed towards the building? and if so, state where the same is lodged and in whose name.

7. As the Commissioners require that the School-house, when finished, shall be vested in Trustees, to be approved of by them, state the names and address of the Trustees in whom the building may be already vested; or, if not already vested, of the persons in whom it is proposed to vest the same?

N.B.—The trusts must be distinctly declared. The property must continue in the original Trustees, or be vested, when necessary, in others, to be approved of by the Commissioners, upon the original trusts. Power of exchange and of appointment of new Trustees to be given, subject to the approval of the Commissioners.

8. What number of children may be expected to attend the school, distinguishing males and females, and what are the circumstances and the population of the neighbourhood?

9. What number of schools are there in the parish or neighbourhood, of what description, and under whose patronage or direction are they, and at what distance from the intended School-house?

State, particularly, the nature and extent of the aid required for the Building of the School-house, on behalf of which this application is made.

We, the undersigned, agree to the conditions embodied in the foregoing Regulations, and believe the above Queries are fully and truly answered.

PROTESTANTS. ROMAN CATHOLICS

CODE II., 1832. (First change.)

No. 2.

The COMMISSIONERS appointed for administering the Funds placed at the disposal of His Excellency The Lord Lieutenant, for the Education of the Poor of Ireland, are ready to receive Applications for Aid towards the building and fitting-up of Schools, the Paying of Teachers, and obtaining of Books and School Requisites, on the following conditions:

II. in Code III., but differently worded.

I. They will require that local funds be raised: 1st, For the annual repair of the school-house and furniture. 2ndly, Towards a permanent salary for the teacher; the amount of such salary, in each case, to be settled with the approbation of the Commissioners. 3rdly, For the purchase of books and school requisites, at half price.

[1] *When* in Code III. Part between [ ] omitted in Code III. Part between " " worded differently in Code III III. §. 1 in Code III, but differently worded.

II. *Where*[1] aid is sought from the Commissioners for building a school-house, they will require that, at least, one-third of the estimated expense be locally contributed; [that a site for building, to be approved of by the Commissioners, be secured for the purpose;] "and that the school-house, when finished, be vested in Trustees, to be also approved of by them."

III. They will require that the schools be kept open for a certain number of hours, on four or on five days of the week, at the discretion of the Commissioners, for moral and literary education only; and that the remaining one or two days in the week be set apart for giving, separately, such religious education to the children as may be approved of by the

clergy[2] of their respective persuasions. [They will also permit and encourage the clergy to give religious instruction, either before or after the ordinary school hours, on the other days of the week.]

Code II., 1832. (First change.)

[2] Or other persons, &c., added in III. §. 1, Code III.

IV. They will require to have the entire control over all books to be used in the schools, whether in the combined moral and literary, or separate religious instruction; none to be employed in the former, except under the sanction of the Board, [nor in the latter, but with the approbation of those members of the Board who are of the same religious persuasion with the children for whose use they are intended.]

[ ] omitted in subsequent Codes. IV. §. 1 in Code III., but differently worded. [ ] omitted in Code III.

[Although it is not designed to exclude from the list of books, for the combined instruction, such portions of Sacred history, or of religious or moral teaching, as may be approved of by the entire Board, it is to be understood that the use of such books is by no means intended to constitute a perfect and sufficient religious education, or to supersede the necessity of separate religious instruction on the days set apart for that purpose.]

[ ] omitted in this Form in Code III. See III. § 1 of this Code.

V. They will allow to individuals or bodies, applying for aid, the appointment of their teachers, subject to the following restrictions and regulations: 1st, All teachers, (except of schools now existing, and which shall be approved of by the Board,) shall have received previous instruction in a model school in Dublin, to be sanctioned by the Board, and shall also have obtained from the Board testimonials of good conduct and general fitness. 2ndly, All teachers shall be liable to be fined, suspended, or removed, when the Commissioners deem it necessary.

VI. in Code I.

VI. The Commissioners, by themselves, or their Inspectors, to be allowed to visit and examine the schools whenever they think fit.

VII. in Code I.

VII. They will particularly require that the principles of the following lesson be strictly inculcated in all schools approved of by them, and that the lesson itself be printed, and copies of it, on pasteboard, be hung up in each school:—

VIII. in Code I.

Christians should endeavour, as the Apostle Paul commands them, to "live peaceably with all men;" (Rom. ch. 12, v. 18,) even with those of a different religious persuasion.

Our Saviour, Christ, commanded his disciples to "love one another:" He taught them to love even their enemies, to bless those that cursed them, and to pray for those who persecuted them. He himself prayed for his murderers.

Many men hold erroneous doctrines; but we ought not to hate or persecute them. We ought to seek for the truth, and to hold fast what we are convinced is the truth; but not to treat harshly those who are in error.—Jesus Christ did not intend his religion to be forced on men by violent means. He would not allow his disciples to fight for him.

If any persons treat us unkindly, we must not do the same to them; for Christ and his apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we should wish them to do to us.

Quarrelling with our neighbours, and abusing them, is not the way to convince them that we are in the right, and they in the wrong. It is more likely to convince them that we have not a Christian spirit.

We ought to show ourselves followers of Christ, who, "when he was reviled, reviled not again." (1 Pet. ch. 2, ver. 23,) by behaving gently and kindly to everyone.

[As one of the main objects of His Majesty's Government is to unite in one system children of different creeds; and as much must depend upon the co-operation of the resident clergy, the Board will look with peculiar favour upon applications proceeding, either from—

[ ] omitted in Code III., but see VI. § 1 of that Code.

"1st. A Protestant clergyman and Roman Catholic clergyman conjointly."

"2ndly. A clergyman of the one denomination and a certain number of laymen of the other."

"3rdly. Laymen of both denominations."]

The following Document explanatory of some of the foregoing Conditions which have been misunderstood, having been drawn up by the Commissioners as containing their views of them, has received the approbation and sanction of His Majesty's Government.

New matter.

As some parts of the plan of education committed to the Commissioners, to be by them carried into effect, have, as it appears, been misunderstood, the Commissioners beg to submit to Government the sense in which they have understood, and acted upon, the instructions given in the letter of the Chief Secretary for Ireland, that the Government may confirm them in their mode of procedure where they are right, and correct them where they are wrong.

I. In giving a control, to individual members of the Board, over books to be used in the particular religious instruction of different denominations of pupils, the Board do not understand that it was the intention of His Majesty's Government either to claim for themselves, or to vest in the Commissioners, any control over the use of the Sacred Scriptures, or over the standards of the Established Churches of Ireland—or of Scotland—or of the Roman Catholic Church, but only over books composed by private authors; and that the control over these is required merely for the purpose of checking the introduction of books of injurious tendency.

[II. The Board do not understand that it is imperative upon them to edit all books used in the schools receiving grants from them; but that they are at liberty to sanction such books as may previously be in use in schools, in behalf of which applications are made; or such as may be preferred by the local patrons and conductors of schools, provided that they find nothing objectionable in them. Under this view of the duty assigned to them, they require a list of the books used in the schools which they are requested to aid, and have already frequently sanctioned the school-books issued by the Kildare-place Society—and also, after certain alterations, the school-books issued by the Catholic Book Society, the Board wish to remark, that they have never conceived it would be expedient to render the use of any particular book or books imperative.]

[ ] omitted in Code III.

III. The Board understands that the control over teachers of schools is vested primarily in their local patrons and conductors; and that the power required by the Government to be conceded to the Board, of fining and dismissing teachers, is to be exercised only in case of such local patrons and conductors, after receiving grants, seeking to protect teachers in violating [the rules of the Board; or retaining teachers found, on trial, to be incompetent.]

Words in [ ] modified in Code III., V. § 2.

[IV. The Board understands that they are to require a permanent submission to its regulations, only in those cases in which grants have been made towards the erection of

Not in subsequent Codes.

Code II., 1832. (First change.)

school-houses, to be vested in Trustees, according to the directions of Government; and that in schools receiving occasional or annual grants, such as salaries for the teachers, &c., they are to require submission to their regulations only during the period for which grants are made.]

Not in subsequent Codes.

[V. By encouraging the pastors of different denominations to give religious instruction to the children of their respective flocks, out of school-hours, the Board understand, merely affording to such pastors facility of access to the pupils at the times specified, and not employing or remunerating them. And they understand that the parents and guardians of the children are to determine to what denomination they respectively belong—the Board taking no cognizance of the matter.]

[ ] omitted in subsequent Codes.

VI. The Board understand that the times for religious instruction are to be determined by the local patrons and conductors of schools; [the power vested in the Board on that subject being merely to see that at least one week-day in the week is set apart for that purpose; they also understand, that the religious instruction given may, or may not, be in the school-room; the choice of the place being left to the pastors of the children, but that liberty is to be secured to them to assemble the children of their respective flocks in the school-room, if they see fit.]

VII. The Board understand that they are not, in ordinary cases, to exercise control over the use of the school-rooms on Sundays, that control being left to the local conductors of the school; but[1] [that, if any use be made of them,] tending to contention "and well-founded complaints between adverse parties, it is competent for the Board to interfere for the purpose of remedying the evil."

[1] [ ] "they expect that no use shall be made of the school-room," in VI. § 3, Code III. The remainder of paragraph from "and," &c., omitted in that Code.

[ ] omitted in Code III.

[The Board beg leave to add, that they do not regard these observations as altering or modifying, in any degree, the original instructions communicated to them in the Chief Secretary's letter, of October, 1831; they offer them as containing views which they have always entertained of their instructions, and upon which they have uniformly acted since the commencement of their labours.]

By desire of the Commissioners,
THOMAS F. KELLY, Secretary.

No. 3.

Code III., 1833. (Second change.)

REGULATIONS and DIRECTIONS to be attended to in making application to the Board of Commissioners of National Education, for Aid towards the Building of School-houses, or for the Support of Schools.

I. On Building School-houses.

II. Code II. [1] "*Where*" in ditto.

1. When[1] aid is sought from the Commissioners for building a school-house, the site of the intended building is to be described, the tenure by which it is held stated, and a plan of the house, with estimates by one or more respectable tradesmen, furnished. One-third at least of the expense must be locally contributed.

2. The school-house, when finished, is to be vested in trustees, to be chosen by the applicants themselves, and their names reported to the Commissioners for their approbation. [These trustees to hold the school-house for the purpose of National education, according to the regulations "set forth in this paper."]

[ ] new matter not in Code II.
" " These regulations in I. § 2, Code IV.

3. No alteration is to be made in the trusteeship without the concurrence of the Commissioners. If any of the trustees die, or resign, new trustees shall be elected to supply their place, subject to the approval of the Board.

New matter not in Code II.

4. Although the Commissioners do not absolutely refuse aid in all cases towards the erection of school-houses on ground connected with a place of worship, yet they much prefer their being erected on ground which is not so connected, where it can be obtained: they therefore expect that before church, chapel, or meeting-house ground be adopted as the site of a school-house, inquiry be made whether another convenient site may be obtained, and the result of the inquiry stated to them.

New matter not in Code II.

5. The Board do not contribute to the ornamenting of school-houses, but merely to the accommodation of the children in plain substantial buildings. If buildings of a more ornamented and expensive kind be preferred, the whole of the extra expenses must be provided by the applicants.

New Rule omitted in Code IV.

6. The Board do not contribute towards the erecting of apartments for the teachers.

II. On Assistance given towards conducting Schools.

I. Code II., but differently worded.

1. "It is required that a portion of the different expenses requisite for conducting schools, such as providing" school furniture, repairing the school-houses, and paying teachers' salaries, be locally raised. [The Board will determine, in every case, the proportion to be contributed from the public funds towards these and similar expenses, according to the circumstances of each. All schools connected with the Board have permission to purchase the books issued by the Board, and other school requisites, such as paper, slates, quills, &c., at half cost price.]

[ ] new matter not in Code II.

III. On the Regulation of the Schools as to Tuition, Attendance, etc.

III. Code II.

1. The ordinary school business, during which all the children, of whatever denomination they be, are required to attend, "and which is expected" to embrace a competent number of hours [*in each day,*] is to consist exclusively of instruction in those branches which belong to a literary and moral education. [Such extracts from Scripture as are prepared under the sanction of the Board, may be used, and are earnestly recommended by the Board to be used during those hours allotted to this ordinary school business.]

[ ] on four or five days, in Code II.
[ ] new matter. See IV. Code II.

2. One day [at least] in each week (independently of the Sunday) is to be set apart for the religious instruction of the children [on which day such pastors or other persons as are approved of by the parents or guardians of the children, shall have access to them for that purpose, whether those pastors have signed the original application or not.]

[at least] omitted in Code IV. Words in ( ) not in Code II. [ ] new matter.

3. The managers of schools are also expected, [should the parents of any of the children

§ 3 differently worded in III. Code II. Words in [ ] left out in Code IV.

desire it,] to afford convenient opportunity and facility for the same purpose, [either before or after the ordinary school business (as the managers may determine),] on other days of the week.

CODE III., 1833. (Second change.)

4. Any arrangement of this description that may be made, is to be publicly notified in the schools, in order that those children, and those only, may be present at the religious instruction, whose parents and guardians approve of their being so.

New matter.

5. The reading of the Scriptures, either in the authorized or Douay version, is regarded as a religious exercise, [and, as such, is to be confined to those times which are set apart for religious instruction. The same regulation is also to be observed respecting prayer.]

New matter. Part in [ ] omitted in Code IV.

6. A register is to be kept in each school, recording the daily attendance of the scholars, and the average attendance in each week, and each quarter, according to a form to be furnished by the Board.

NEW RULE.

IV. ON THE BOOKS TO BE USED IN THE SCHOOLS.

IV. Code II., but differently worded.

1. The titles of all books which the conductors of schools intend to use in the ordinary school business, are to be reported to the Board, and no other books to be used than those which have been reported and sanctioned by the Board.

2. No books are to be understood as prohibited by the Board, except such as appear to them to contain matter objectionable in itself, or objectionable as peculiarly belonging to some peculiar religious denomination. [But the price of those books only shall be reduced which are issued from the Depository of the Board.]

[ ] omitted in Code IV.

3. The Board will furnish gratuitously to each school, a first stock of school-books, which are to be kept as a school stock, and used, when required, in teaching the pupils, but which are on no account to be taken out of the school-room. The Inspectors will require to see these books at every inspection. Children whose parents wish them to bring their books home with them will be supplied at the reduced price at which they are furnished by the Board. All supplies of books additional to those furnished by the Board, are to be purchased from the depository at half cost price.

NEW RULE.

4. If any other books than the Holy Scriptures, or the standard books of any Church to which any of the children belong, are to be employed in communicating religious instruction, [the pastor, or other religious teacher, who proposes to employ such book, is expected to communicate his intention to any individual member of the Board, and consult with him respecting its suitableness.]

NEW RULE. Part in [ ] omitted in Code IV.

V. ON THE CHOICE, ETC., OF TEACHERS.

V. Code II., but differently worded. Parts in [ ] omitted in Code IV.

1. [Local patrons, and committees of schools, are expected to select suitable teachers, and to superintend them]; but the Commissioners will require to be satisfied of the fitness of the teachers, both in regard to [moral] character and [to literary] qualification, [by testimonials, and also, if they see fit, by training in a model school and examination.]

2. Should the Commissioners judge any teachers employed in a school, [receiving occasional aid from them, not to possess suitable qualifications for his office, or to be otherwise objectionable, they will feel themselves at liberty to withhold the portion of the salary contributed by them until a fit person shall be appointed. If such a teacher be found employed in a school-house erected partly by the public funds intrusted to them, and vested in trustees, as above directed, they will require that the teacher be dismissed, and another provided.]

V. Code II., but differently worded. Part in [ ] changed in Code IV.

3. Salaries granted by the Board are granted to the teachers individually; [and, therefore, if any teacher be dismissed, or die, or any new teacher be introduced into the school, it is expected that such changes be communicated immediately to the Board, and their sanction obtained for the new teachers.]

NEW RULE. Part in [ ] modified in Code IV.

VI. MISCELLANEOUS.

1. It is the earnest wish of His Majesty's Government and of the Commissioners that the clergy and laity of the different religious denominations in the country co-operate with one another in conducting the schools [connected with the Board.] Nevertheless the Government and the Commissioners choose rather to leave this expression of their desire to the good feeling of applicants themselves, than to make it the subject of any express stipulation; persuaded that, when practicable, this recommendation will be attended to.

New matter. Words in [ ] changed to "National Schools" in Code IV.

2. [It is expected] that when any school is received by the Board in connexion with it, the inscription "NATIONAL SCHOOL," shall be put up conspicuously on the school-house; and that, in building school-houses, partly by funds intrusted to the Commissioners, a stone shall be built into the wall having that inscription cut in it.

NEW RULE. Words in [ ] omitted in Code IV.

3. [The Commissioners understand they are not, in ordinary cases, to exercise control over school-houses on Sundays,] "or beyond the hours of instruction on other days;" that control being left to the local conductors of the school. [But they expect that no use shall be made of the school-rooms tending to contention,] SUCH AS THE HOLDING OF POLITICAL MEETINGS IN THEM; and that they shall not be converted into places of public worship. Such use made of a school-house, built by aid from the Commissioners, will be held to be a violation of the principles of the National Education system; such a use made of a school-house received, after its establishment into connexion with the Board, they will regard as a sufficient reason for withholding further aid, and dissolving the connexion.

NEW RULE, except part in [ ]; the words in " " omitted in Code IV.

4. The Commissioners will require that the principles of the following lesson be strictly inculcated in all schools admitted into connexion with them, and that a printed copy of the lesson itself, to be furnished by them, shall be hung up in each school.

Christians should endeavour, as the Apostle Paul commands them, to "live peaceably with all men" (Rom. ch. xii. v. 18), even with those of a different religious persuasion.

Our Saviour, Christ, commanded his disciples to "love one another;" he taught them to love even their enemies, to bless those that curse them, and to pray for those that persecuted them. He himself prayed for his murderers.

Many men hold erroneous doctrines; but we ought not to hate or persecute them. We ought to seek for the truth, and to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend his religion to be forced on men by violent means. He would not allow his disciples to fight for him.

Code III., 1833. (Second change.)

If any persons treat us unkindly, we must not do the same to them; for Christ and his Apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we should wish them to do to us.

Quarrelling with our neighbours, and abusing them, is not the way to convince them that we are in the right and they in the wrong. It is more likely to convince them that we have not a Christian spirit.

We ought to show ourselves followers of Christ, who, "when he was reviled, reviled not again" (1 Pet. ch. ii. v. 23), by behaving gently and kindly to every one.

New Rule.

5. It is expected that clergymen of all denominations, even although they may not have signed the application to the Board, shall have free admission to the school; not to take part in the ordinary business, or to interrupt it, but, as visitors, to observe how the school is conducted.

By desire of the Commissioners,
Thomas F. Kelly, Secretary.

Code IV., 1838. (Third change.)

No. 4.

Fifth Report of the Commissioners of National Education in Ireland, for the Year 1838.

TO HIS EXCELLENCY CONSTANTINE HENRY MARQUESS OF NORMANBY, LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

I. As to the Building and Support of Schools.

I. § 1 in Code III. New matter in [ ].

1. The Commissioners will grant aid towards the building and support of schools of two classes—elementary schools, and schools of industry; but they can only grant aid to a limited number of the latter, and they must be at certain distances from each other. One-third, at least, [of the actual] expenditure [upon each building] must be locally provided for. Applicants for aid towards the building of a school-house are to describe the site of the intended building, to specify the tenure by which it is held, [and to state the number of children expected to attend, distinguishing males from females. If the Commissioners approve of the application, they will furnish a plan and specification of the necessary works, and the form of an estimate which is to be returned to them duly filled up; they will then notify the extent of aid which they are disposed to grant; but they are not empowered, in any case, to pay more than two-thirds of the sum which can be satisfactorily shown to them to have been actually and necessarily expended. They will require, by the plan which they furnish, that a portion of each school-building shall be divided from the rest by a partition, in order that it may be used as a separate class-room; and as an indispensable condition for aid towards a school of industry, that a work-room shall be annexed to it if it be situated in a city or town, and if it be a country or rural school, that a certain quantity of land shall be provided for garden culture. They will consider schools for females as of the class of elementary schools; but they will require that instruction be there given in sewing, knitting, and other works suited to females.]

New matter not in Code III.

2. The school, when finished, is to be vested in trustees, to be chosen by the applicants themselves, and their names reported to the Commissioners for their approbation. The trustees are to hold the school-house for the purpose of National education, according to these regulations.

3. No alteration is to be made in the trusteeship without the concurrence of the Commissioners. If any of the trustees die, or resign, new trustees shall be elected to supply their place, subject to the approval of the "Commissioners."

"Board" in Code III.

4. Although the Commissioners do not absolutely refuse aid towards the erection of school-houses on ground connected with a place of worship, yet they much prefer having them erected on ground which is not so connected, where it can be obtained; they therefore "expect" that, before church, chapel, or meeting-house ground be adopted as the site of a school-house, inquiry be made whether another convenient site can be obtained, and that the result shall be stated to them.

"Require" in Code V.

5. The "Commissioners" do not contribute to the ornamenting of school-houses, but merely to such expenditure as may be necessary for having the children accommodated in plain substantial buildings. If buildings of another description be preferred, the whole of the extra expense must be provided by the applicants.

"Board" in Code III.

New Rule.

6. The Commissioners will contribute a portion of the expense which may be originally required for fitting up or furnishing a school-house; but provision must thenceforth be locally made for keeping the house repaired and furnished.

Corresponds to IV. § 3, Code III., but much modified. Words in [ ] new.

7. The Commissioners will furnish gratuitously to each school a first stock of school-books, [which will be renewed at the end of every four years;] they are to be kept as a school-stock, for which the master or mistress will be held responsible, and they are on no account to be ever taken out of the school. The Commissioners will also supply books from time to time, for the general use of the children, and school requisites, such as paper, slates, quills, &c., at half cost price.

II. As to the Government of Schools with respect to Attendance and Religious Instruction.

III. § 1, Code III.

1. The ordinary school business, during which all children, of whatever denomination they may be, are required to attend, is to embrace a competent number of hours in each day.

Words in [ ] new; those " " omitted in II. § 4, Code V.

2. "One day in each week, [or part of a day] (independently of Sunday), is to be set apart for the religious instruction of the children, on which day" such pastors or other persons as are approved of by the parents or guardians of the children, shall have access to them for that purpose, whether those pastors have signed the original application or not.

Words from "But where any" to end new matter in II. § 2, Code V., in part.

3. The managers of schools are also expected to afford convenient opportunity and facility for the same purpose on other days of the week. But where any course of religious instruction is pursued in a school during school hours, to which the parents of any of the children attending it object, the managers are to make an arrangement for having it given to those who are to receive it at a stated time or times, and in a separate place; so that no children, whose parents or guardians object to their being so, shall be present at it.

II. § 9 of Code V., but wording changed.

4. Any arrangement "of this description" that may be made is to be publicly notified in

the "schools," in order that those children, and those only may be present whose parents or guardians approve of their being so.

Code IV., 1838. (Third change.)

5. The reading of the Scriptures, either in the Protestant Authorized or Douay versions, "comes within the rule" as to religious "instruction."

"Is regarded" in Code III. "Exercise" in Code III.

6. If any other books than the Holy Scriptures, or the standard books of the Church to which the Children using them belong, are employed in communicating religious instruction, the title of each is to be made known to the Commissioners.

II. § 5 in Code III., but slightly changed.

7. The titles of all books which the conductors of schools intend for the ordinary school business are also to be reported to the Commissioners, and none are to be used "to which they object;" but they will prohibit such only as may appear to them to contain matter objectionable in itself, or objectionable for common instruction as peculiarly belonging to some particular religious denomination.

IV. §§ 1 and 2 of Code III., but altered in wording.

8. A register is to be kept in each school, [recording] the daily attendance of the scholars, and the average attendance [in each week, and each quarter,] according to a form to be furnished by the Commissioners.

III. § 6, Code III. Words in [ ] omitted in Code V.

N.B.—The principle of the Commissioners as to religious instruction is the same as that laid down for education in workhouses, by the Act for the more effectual relief of the destitute poor in Ireland, 1st and 2nd Vic., ch. 56, sec. 49. The section is as follows:—

New explanation of rules as to religious instruction.

"And be it enacted, That no order of the Commissioners nor any by-law shall oblige any inmate of any workhouse to attend or be present at any religious service which may be celebrated in a mode contrary to the religious principles of such inmate, nor shall authorize the education of any child in such workhouse in any religious creed other than that professed by the parents or surviving parent of such child, and to which such parents or parent shall object, or, in the case of an orphan to which the guardian or guardians, godfather or godmother of such orphan, shall object: provided also that it shall be lawful for any regular minister of the religious persuasion of any inmate of such workhouse, at all times of the day, on the request of such inmate, to visit such workhouse, for the purpose of affording religious assistance to such inmate, *and also for the purpose of instructing his child or children in the principles of his religion.*"

III. As to Teachers.

1. The appointment of teachers rests with the local patrons and committees of schools; but the Commissioners are to be satisfied of the fitness of each, both as to character and general qualification. [He should be a person of Christian sentiment, of calm temper and discretion; he should be imbued with a spirit of peace, of obedience to the law, and loyalty to his Sovereign; he should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving the power which education confers a useful direction. These are the qualities for which patrons of schools, on making choice of teachers, should anxiously look. They are those which the Commissioners are anxious to find, to encourage, and to reward.]

Represents V. § 1 of Codes III. and V. [ ] new matter.

2. The Commissioners have provided a normal establishment adjoining their official house, in Marlborough-street, Dublin, for training teachers and educating persons destined to undertake the charge of schools; and they will not, in future, sanction the appointment of a teacher *permanently* to any school unless he shall have received a certificate from them, or from such one of their officers as they may authorize to examine him on the spot, that he is duly qualified for it.

New Rule, modified in Code V., V. § 2.

3. Persons presented for admission to the normal establishment must produce a certificate of good character from an officiating clergyman of the communion to which they belong; they must take the oath, or make a solemn declaration of allegiance before a magistrate, and in the presence of the Commissioners; they must pass through an examination in "grammar, in the third, fourth, and fifth lesson"-books, published by the Commissioners, and which contain a series of historical, scientific, and general information; also in arithmetic, in geometry, and in mensuration. Those allowed to enter will be boarded and lodged at a house which the Commissioners have taken at Glasnevin, in the immediate neighbourhood of Dublin, and to which an agricultural department is attached. They will receive religious instruction from their respective pastors. "They will attend upon five days in the week at the training and model schools of the Commissioners in Marlborough-street, where lectures are delivered on different branches of knowledge, and where they will be practised in the art of teaching. They will receive instruction at home, particularly in agriculture, upon each evening; and they will attend on Saturdays at a farm which is conducted under the directions of the Commissioners, and where they will see theory reduced to practice. They will undergo a final examination at the close of their course, and each will then receive a certificate according to his deserts."

New Rule. V. § 3 of Code V.

"" omitted in Code V.

Part between " " is made V. § 4 of Code V.

4. The Commissioners will grant a salary to each teacher of from £10 to £30 a year, "varying according to the nature and extent of the instruction which his school affords." "They will also grant annual gratuities to the most deserving teachers according to the reports made upon their conduct;" [and they will require that a further income be secured either by local subscription or school fees, to such amount in each case as they may direct.]

New Rule in part; scale changed in Code V.; part between " " omitted in that Code. Words in [ ] II. § 1 of Code III., and V. § 10 of Code V.

5. Should the Commissioners consider any teacher employed in a school, "towards the building of which they have contributed," unfit for his office, or otherwise objectionable, they will require that he be dismissed, and another provided. "Should such a teacher be found in any other school receiving aid, they will withhold the salary contributed by them until a fit person shall be appointed."

V. § 2, Code III. The words between " " omitted in III. § 6, Code V.

6. Salaries granted by the Commissioners are granted to the teachers individually, therefore no new teacher can receive a salary from them unless they have first approved of him.

V. § 3, Code III. V. § 14, Code V.

IV. Inspection of Schools.

1. "Clergymen of all denominations residing in the neighbourhood of a school, or having any ecclesiastical connexion with the district in which it is situated, although they may not have signed the original application to the Commissioners," are to have free admission to it, not to take part in the ordinary business, nor to interrupt it, but as visitors to observe how it is conducted.

VI. § 5, Code III. Words between " " made "The public generally must," &c., in Code V., IV. § 1.

2. Every teacher of a National school is required to receive courteously "known clergymen

New Rule. Words between " " made "visitors" in Code V.

Code IV., 1838. (Third change.)

or other gentlemen of the neighbourhood," of all denominations, who purpose to inspect it; to afford them free access to the school-room, and full liberty to observe what books are in the hands of the children, or upon the desks; what tablets are hung up on the walls, and what is their method of teaching; but they are by no means required to permit any person to interrupt the business of the school, by asking questions of children, examining classes, calling for papers of any kind, or in any other way diverting the attention of either teachers or scholars from their usual business.

New Rule. 3. Should any such visitors wish for information which they cannot obtain by such inspection, it will be the duty of the teacher to refer them to the patrons or managers of the school for it.

New Rule. 4. Every teacher is required to have his visitors' book lying upon his desk, that visitors may, if they choose, enter remarks in it. Such remarks as may be made, the teachers are by no means to alter or erase.

New Rule omitted in Code V. 5. With respect to persons not clergymen, or not of the neighbourhood, proposing to visit a school, the local managers are at liberty to make such regulations as they may deem expedient. The Commissioners, however, expect that, whether such visits be received or declined, the persons who offer them shall always be treated with respect, and their inspections subjected to the same regulations with those of clergymen residing in the neighbourhood.

New Rule. Words in [ ] made therewith in Code V. 6. As the religious instruction of the children is under the control of the clergyman or lay person communicating it with the approbation of their parents, the Commissioners can give no liberty to any other visitor, whether clergyman or layman, to interfere [at all upon the subject.]

New Rule. 7. The Commissioners, by themselves or their officers, are to be allowed to visit and examine the schools whenever they think fit. Those who visit on the part of the Commissioners will be furnished with credentials under their seal, which they will show to the teachers.

New Rule—superseded by Instructions, IV. 2, §§ 1 to 13, Code V. 8. The Commissioners have divided Ireland into twenty-five school districts, and have appointed a Superintendent for each. He is frequently to visit the several schools committed to his charge; to receive a monthly report upon each from the teacher; and to make one quarterly himself to the Commissioners. He is also to supply them with such local information as they may from time to time require from him, and to act as their agent in all matters in which they may employ him; but he is not invested with authority to decide upon any question affecting a National school, or the general business of the Commissioners, without their direction.

V. Miscellaneous.

Part between " " omitted in III. § 1, Code V. 1. It is the earnest wish of Her Majesty's Government, and of the Commissioners, that the clergy and laity of the different religious denominations in the country should co-operate with one another in conducting National schools. "Nevertheless, the Government and the Commissioners choose rather to leave this expression of their desire to the good feeling of applicants themselves, than to make it the subject of any express stipulation, persuaded that, when practicable, it will be attended to."

Words in [ ] not in Code III. 2. When any school is received by the Commissioners into connexion with them, the inscription "National School," [*and no other,*] shall be put up conspicuously on the school-house; and when a school-house is built partly by aid from them, a stone is to be introduced into the wall having that inscription cut upon it.

Words between " " omitted in Code V.; words in [ ] not in Code III. 3. "The Commissioners do not desire, in ordinary cases, to exercise control over school-houses on Sundays, or beyond the hours of instruction on other days; that control being left to the local managers." But they require that no use shall be made of them tending to contention, such as the holding of political meetings in them, [or bringing into them political petitions or documents of any kind for signature;] and that they shall not be converted into places of public worship. "Such use made of a school-house, built by aid from the Commissioners, will be held to be a violation of the principles of the National Education system. Such a use made of a school-house, after its establishment into connexion with the Board, they will regard as a sufficient reason for withholding further aid."

4. The Commissioners will require that the principles of the following lesson be strictly inculcated in all schools admitted into connexion with them; and that a printed copy of the lesson itself, to be furnished by them, shall be hung up in each school:—

Christians should endeavour, as the Apostle Paul commands them, "to live peaceably with all men" (Rom. ch. xii. v. 18), even with those of a different religious persuasion.

Our Saviour, Christ, commanded his disciples to "love one another." He taught them to love even their enemies, to bless those that cursed them, and to pray for those that persecuted them. He himself prayed for his murderers.

Many men hold erroneous doctrines, but we ought not to hate or persecute them. We ought to seek for the truth, and to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend his religion to be forced on men by violent means. He would not allow his disciples to fight for him.

If any persons treat us unkindly, we must not do the same to them; for Christ and his apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we should wish them to do to us.

Quarrelling with our neighbours, and abusing them, is not the way to convince them that we are in the right and they in the wrong. It is more likely to convince them that we have not a Christian spirit.

We ought to show ourselves followers of Christ, who, "when he was reviled, reviled not again" (1 Pet. ch. ii. v. 23) by behaving gently and kindly to every one.

New Rule. 5. The Commissioners will regard any teacher attending meetings held for political purposes, or taking part in elections for Members of Parliament, as incompatible with the performance of his duties.

(Signed),

Leinster.	Franc Sadleir.	Richd. W. Greene.
R. Dublin.	A. R. Blake.	P. Bellew.
✠D. Murray.	R. Holmes.	P. S. Henry.

No. 5.

CODE V., 1843. (Fourth change.)

RULES and REGULATIONS of the COMMISSIONERS OF NATIONAL EDUCATION and DIRECTIONS for making APPLICATION for AID towards the BUILDING OF SCHOOL-HOUSES, or for the SUPPORT OF SCHOOLS.

I.

1. The Commissioners grant aid towards the building and support of schools of two classes, elementary schools and schools of industry; but they can grant aid only to a limited number of the latter, and these must be at certain distances from each other. [It is an indispensable condition for aid towards a school of Industry, that a work-room shall be annexed to it, if it be situated in a city or town; and if it be a country or rural school, that a certain quantity of land shall be provided for garden culture.] — Words in [ ] not in Code IV.

[It is, however, for the patrons of each National school to determine whether they will make agricultural or other industrial instruction part of the education which it affords. It is for the Commissioners to do what they can in aid of their efforts, by having the teachers taught the principles and practice of improved agriculture during their training course, and by receiving agricultural pupils at the Model Farm, Glasnevin. The Commissioners consider schools for females as of the class of elementary schools; but they require that instruction be there given in sewing, knitting, and other works suited to females.]

II. AS TO GOVERNMENT OF SCHOOLS WITH RESPECT TO ATTENDANCE AND RELIGIOUS INSTRUCTION.

1. The ordinary school business, during which all children, of whatever denomination they may be, are required to attend, is to embrace a "specified" number of hours each day. — "Competent" in Code IV.

2. Opportunities are to be afforded to the children of each school for receiving such religious instruction as their parents or guardians approve of. — See II. 3, Code IV.

3. The patrons of the several schools have the right of appointing such religious instruction as they may think proper to be given therein, provided that each school be open to children of all communions; [that due regard be had to parental right and authority; that accordingly, no child be *compelled* to receive, or be present at any religious instruction to which his parents or guardians object;] and that the time for giving it be so fixed that no child shall be thereby, in effect, excluded, directly or indirectly, from the other advantages which the school affords. Subject to this, religious instruction may be given either during the fixed school hours or otherwise. — NEW RULE. — *First use of the words in* [ ].

4. [In schools, towards the building of which the Commissioners have contributed, and which are, therefore, VESTED in trustees, for the purposes of National Education,] such pastors or other persons as shall be approved of by the parents or guardians of the children respectively, shall have access to them *in the school-room*, for the purpose of giving them religious instruction there, at convenient times to be appointed for that purpose, whether those pastors or persons shall have signed the original application or otherwise. — Represents II. § 2, Code IV.; *the part between* [ ] *is new matter.*

5. In schools NOT VESTED, but which receive aid only by way of salary and books, it is for the patrons to determine whether religious instruction shall be given *in the school-room* or not; but if they do not allow it in the school-room, the children whose parents or guardians so desire, must be allowed to absent themselves from the school, at reasonable times, for the purpose of receiving such instruction ELSEWHERE. — NEW RULE. See II. § 3, Code IV.

6. The reading of the Scriptures, either in the Protestant Authorised or Douay Version, [as well as the teaching of catechisms,] comes within the rule as to religious instruction. — II. § 5 in Code IV. Words in [ ] new.

7. The rule as to religious instruction applies to public prayer and to all other religious exercises. — NEW RULE.

8. The Commissioners do not insist on the Scripture lessons being read in any of the National schools, nor do they allow them to be read during the time of secular or literary instruction, in any school attended by children whose parents or guardians object to their being so read. In such cases, the Commissioners prohibit the use of them, except at the times of religious instruction, when the persons giving it may use these lessons or not, as they think proper. — NEW RULE.

9. "Whatever" arrangement is made in any school for giving religious instruction, must be *publicly notified* in the school-room, in order that those children, and those only, may be present, whose parents or guardians "allow" them. — II. § 4, Code IV., but wording changed. "Approve" in Code IV.

10. If any other books than the Holy Scriptures, or the *standard* books of the Church to which the children using them belong, are employed in communicating religious instruction, the title of each is to be made known to the Commissioners. — II. § 6 in Code IV.

11. [The use of the books published by the Commissioners is not compulsory; but] the titles of all other books which the conductors of schools intend for the ordinary school business, are to be reported to the Commissioners; and none are to be used to which they object; but they prohibit such only as may appear to them to contain matter objectionable in itself, or objectionable for *common* instruction, as peculiarly belonging to some particular religious denomination. — II. § 7 in Code IV., except the words in [ ].

12. A registry is to be kept in each school of the daily attendance of the scholars and the average attendance, according to the form furnished by the Commissioners. — Slightly changed from II. § 8, Code IV.

III. MISCELLANEOUS.

1. It is the earnest wish of Her Majesty's Government, and of the Commissioners, that the clergy and laity of the different religious denominations in the country should co-operate with one another in conducting National schools. — V. § 1, Code IV., part being omitted.

2. When any school is received by the Commissioners into connexion with them, the inscription "NATIONAL SCHOOL," *and no other* shall be put up conspicuously on the school-house; and when a school-house is built partly by aid from them, a stone is to be introduced into the wall having that inscription cut upon it. — V. § 2, Code IV

3. The Commissioners require that no use shall be made of the school-rooms for any purpose tending to contention, such as the HOLDING OF POLITICAL MEETINGS IN THEM, or — V. § 3, Code IV. in part. The part in [ ] new.

CODE V., 1843. (Fourth change.)

bringing into them political petitions or documents of any kind for signature; and that they shall not be converted into places of PUBLIC WORSHIP [The Commissioners require the school-rooms to be used *exclusively for the purposes of education;* and any breach of this rule will be held to be a violation of the principles of the National Education system.]

V. § 3, Code IV.

4. The Commissioners require that the principles of the following lesson, or of a lesson of a similar import, be strictly inculcated in all schools admitted into connexion with the Board, and that a copy of the lesson itself be hung up in each school.

Christians should endeavour, as the Apostle Paul commands them, to "live peaceably with all men" (Rom. ch. xii. v. 18), even with those of a different religious persuasion.

Our Saviour, Christ, commanded his disciples to "love one another;" he taught them to love even their enemies, to bless those that curse them, and to pray for those who persecuted them. He himself prayed for his murderers.

Many men hold erroneous doctrines; but we ought not to hate or persecute them. We ought to seek for the truth, and to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend his religion to be forced on men by violent means. He would not allow his disciples to fight for him.

If any persons treat us unkindly, we must not do the same to them; for Christ and his Apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we should wish them to do to us.

Quarrelling with our neighbours, and abusing them, is not the way to convince them that we are in the right, and they in the wrong. It is more likely to convince them that we have not a Christian spirit.

We ought to show ourselves followers of Christ, who, "when he was reviled, reviled not again" (1 Pet. ch. ii. v. 23), by behaving gently and kindly to everyone.

V. § 5, Code IV., with the exception of words in [ ], which are new.

5. The Commissioners regard the attendance of any of their teachers at meetings held for *political purposes*, or their taking part in elections for members of Parliament, [except by voting,] as incompatible with the performance of their duties, and [as a violation of rule which will render them liable to dismissal.]

Represents III. § 5, Code IV., except the words in [ ], which are new.

6. Should the Commissioners consider any teacher employed in a school [under the Board] unfit for his office, or otherwise objectionable, they require that he be dismissed, and another provided. [Teachers are also liable to be fined or suspended at all times, when the Commissioners shall deem it necessary, on sufficient cause being shown.]

IV. § 7, Code IV.

7. The Commissioners by themselves or their officers are to be allowed to visit and examine the schools whenever they think fit. Those who visit on the part of the Commissioners are furnished with credentials under their Seal.

IV. INSPECTION OF SCHOOLS.

1. *Admission of Visitors.*

Part between " " substituted for "clergymen," &c., in Code IV.

1. "The public generally must have free access to every National school, during the hours devoted to secular instruction"—not to take part in the ordinary business, nor to interrupt it—but as visitors, to observe how it is conducted.

"Visitors" substituted for "known clergymen," &c., in Code IV.

2. Every teacher of a National school is to receive courteously "visitors" of all denominations, to afford them free access to the school-room, and full liberty to observe what books are in the hands of the children, or upon the desks; what tablets are hung up on the walls, and what is the method of teaching; but they are by no means required to permit any person to interrupt the business of the school, by asking questions of children, examining classes, calling for papers of any kind, or, in any other way, diverting the attention of either teachers or scholars from their usual business.

3. Should any visitors wish for information which they cannot obtain by such an inspection, it is the duty of the teachers to refer them to the patrons or managers of the school for it.

4. Every teacher is required to have his Visitors' or Daily Report Book lying upon his desk, that visitors may, if they choose, enter remarks in it. Such remarks as may be made, the teachers are by no means to alter or erase; [and the Superintendent of the district is required to transmit to the Commissioners copies of such remarks as he may deem of sufficient importance to be made known to them.]

Part between [ ] not in Code IV.

IV. § 6 in Code IV.; "therewith" substituted for "at all," &c.

5. As the religious instruction of the children is under the control of the clergyman or lay person communicating it with the approbation of their parents, the Commissioners can give no liberty to any other visitor, whether clergyman or layman, to interfere "therewith."

2. *Inspection by the Commissioners or their Officers.*

All these Instructions from Rules 1 to 13 are NEW.

1. The Commissioners do not take the control or regulation of any school, except their own model school, directly into their own hands, but leave all schools aided by them under the authority of the local conductors. The *Superintendents*, therefore, are not to give direct orders, as on the part of the Board, respecting any necessary regulations, but to point out such regulations to the conductors of the school, that *they* may give the requisite orders.

2. The Commissioners require that every National school be inspected by the *Superintendent of the district*, at least three times in each year.

3. The *Superintendent*, on each inspection, is to communicate with the patron or correspondent, for the purpose of affording information concerning the general state of the school, and pointing out such violations of rule, or defects, if any, as he may have observed; and he is to make such suggestions as he may deem necessary.

4. He is to examine the Visitors' Book, or Daily Report Book, and to transmit to the Commissioners copies of any observations made therein which he may consider to be of importance.

5. He is not to make any observation in the book except the date of his visit, the time occupied in the inspection of the school, showing the precise time at which it commenced, and the precise time at which it terminated; and also the number of scholars present.

6. Upon ordinary occasions, he is not to give any intimation of his intended visit; but during the middle term of the year, from 1st of May to the 31st August, when the inspection is to be public, he is to make such previous arrangements with the local managers, as will facilitate the attendance of the parents of the children, and other persons interested in the welfare of the schools.

7. He is to report to the Commissioners the result of each visit, and to use every means to obtain accurate information as to the discipline, management, and methods of instruction pursued in the school.

8. He is to examine all the classes in succession, in their different branches of study, so as to enable him to ascertain the degree and efficiency of the instruction imparted.

Code V., 1843. (Fourth change.)

9. He is to examine the Class Rolls, Register, and Daily Report Book; and to report with accuracy what is the actual number of children receiving instruction at the school, and what is the daily average attendance.

10. He is to receive a monthly report from the teacher of each school, and also to make one quarterly himself to the Commissioners, in addition to his ordinary report upon the school after each visit.

11. He is also to supply the Commissioners with such local information as they may from time to time require from him, and to act as their agent in all matters in which they may employ him; but he is not vested with authority to decide upon any question affecting a National school, or the general business of the Commissioners, without their direction.

12. When applications for aid are referred to the Superintendent, he is to communicate with the applicant so as to insure an interview, and also with the clergymen of the different denominations in the neighbourhood, with a view of ascertaining their sentiments on the case, and whether they have any, and what, objection thereto. He is also to communicate personally, if necessary, with any other individuals in the neighbourhood.

13. The Superintendent is to avoid all discussions of a religious or political nature; he is to exhibit a courteous and conciliatory demeanour towards all persons with whom he is to communicate, and to pursue such a line of conduct as will tend to uphold the just influence and authority both of managers and teachers.

V. As to Appointment, Conduct of Teachers, &c.

1. The appointment of teachers rests with the local patrons and committees of schools. But the Commissioners are to be satisfied of the fitness of each, both as to character and general qualification. He should be a person of Christian sentiment, of calm temper, and discretion; he should be imbued with a spirit of peace, of obedience to the law, and of loyalty to his Sovereign; he should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power which education confers, a useful direction. These are the qualities for which patrons of schools, when making choice of teachers, should anxiously look. They are those which the Commissioners are anxious to find, to encourage, and to reward.

III. § 1, Code IV.

2. The Commissioners have provided a normal establishment in Marlborough-street, Dublin, for training teachers, and educating persons who are intended to undertake the charge of schools; and they do not sanction the appointment of a teacher to any school, unless he shall have [been previously trained at the normal establishment, or shall have been pronounced duly qualified by the superintendent of the district in which the school is situated].

Words in [ ] different, but meaning the same as III. § 2, Code IV.

3. "Teachers selected by the Commissioners" for admission to the normal establishment, must produce a certificate of good character from the officiating clergyman of the communion to which they belong; they must also take the oath, or make a solemn declaration of allegiance before a magistrate, and in the presence of the Commissioners; and they pass through an examination in the books published by the Commissioners. They are to be boarded and lodged at an establishment provided by the Board for the purpose, at Glasnevin, in the immediate neighbourhood of Dublin, to which an agricultural department is attached. They are to receive religious instruction from their respective pastors, who attend on Thursdays at the normal establishment; and on Sundays they are required to attend their respective places of worship; and a vigilant superintendence is at all times exercised over their moral conduct.

Words in " " substituted for "Persons presented" in III. § 3, Code IV.

4. They are to attend upon five days in the week at the training and model schools, where lectures are delivered on different branches of knowledge, and where they are practised in the art of teaching. They are to receive instruction at Glasnevin, particularly in agriculture, daily, and they attend on Saturdays at the farm, which is conducted under the direction of the Commissioners, and where they see theory reduced to practice. They undergo a final examination at the close of their course, and each will then receive a certificate according to his deserts. [The course of training at present occupies a period of four months and a half, and for a considerable time previous to their being summoned, they are required to prepare themselves for the course.]

Forms part of III. § 3, Code IV Words between [ ] not in Code IV.

5. Teachers of schools unconnected with the National Board, if properly recommended, are also admitted to attend the normal establishment as day pupils, without any charge for tuition; but such persons maintain themselves at their own expense.

New Rule.

6. The Commissioners grant salaries to the teachers, varying from £8 to £20 (and in the case of female teachers, from £8 to £15) per annum, "according to the class in which they may be placed; regard being had to their qualifications, the *average number* of children in attendance, the state of the school," and the extent of the instruction afforded in it.

Represents III. § 4 of Code IV.; but scale changed—part about gratuities omitted and conditions in " " added.

7. Teachers of National schools are divided into three classes, to which the following salaries are attached:—1st, or highest class, £20; 2nd, £15; 3rd, £12 per annum; and in the case of female teachers, 1st, or highest, £15; 2nd, £12; 3rd, £10 per annum.

New Rule.

8. Masters and mistresses, not sufficiently qualified for classification, constitute a *probationary* class, and receive at most £8 per annum each, in which they must remain for at least *one year*. They are afterwards to be examined by the Superintendent of the district, or, if in training, by the Professors, and such as are deemed sufficiently qualified to be placed in a higher class, receive the *increase of salary to which they may become entitled, from the commencement of the second year.*

New Rule.

9. National teachers are eligible to be re-classed at the termination of one year from the date of any previous classification. They are also liable to be *depressed* a class if they have conducted themselves improperly, or if their schools have declined, either as regards attendance, or in any other respect.

New Rule.

10. The Commissioners require that a further income be secured to the teacher, either by local subscription or school fees, to such amount in each case as they may direct; [and the Commissioners also require that the payments made by the children shall not be diminished in consequence of any increase of salary which may be awarded to the teacher.]

Represents the latter part of III. § 4, Code IV., with new matter in [ ]. Part in [ ] not in previous Codes.

CODE V., 1843. (Fourth change.)

NEW RULE.

11. In schools consisting of male and female children, occupying the same room, under the care of one male teacher, the Commissioners grant a salary not exceeding £6 per annum, to a teacher of needlework, provided the average daily attendance of children be sufficiently large to warrant the Commissioners in so doing.

NEW RULE.

12. In schools attended by female children only, under the care of a female teacher, such teacher must be competent to conduct the needlework as well as the literary department.

NEW RULE.

13. The Commissioners also grant salaries to assistant literary teachers, of not more than £8 per annum each, in all schools where, in their opinion, the daily average attendance is so large as to render additional teachers necessary.

III. § 6 of Code IV. Words in [ ] added here.

14. Salaries are granted by the Commissioners to the teachers *individually*. No new teacher, therefore, is to receive a salary from them unless they have first approved of him; [the amount is regulated by the class in which he may be placed.]

VI. BOOKS.

I. § 7, Code IV. Condition as to attendance added here.

1. The Commissioners furnish gratuitously to each school a first stock of school-books, in proportion to the attendance of children, which is renewed at the end of every four years. They are to be kept as a school stock, for which the master or mistress is held responsible, and they are on no account to be taken out of the school. The Commissioners also supply books from time to time for the general use of the children, and school requisites, such as paper, slates, quills, &c., at "reduced rates."

"Half cost price" in Code IV.
NEW RULE.
The words between " " left out in Code VIII.

2. The funds of the Commissioners do not enable them to give a free stock sufficiently large for the entire wants of the school. "It consists chiefly of books and lessons suited to the junior classes, viz.:—Spelling and Reading Tablets, First, Second, and Third Books, Grammars, Arithmetics, Copy Lines, and Arithmetical Tablets, also a Register and Report Book. The more advanced Lesson" Books, Maps, Slates, Pencils, and Stationery are to be purchased at the reduced rates.

NEW RULE.

3. When books, &c., purchased from the Commissioners at the reduced price, are sold to the children attending a National school, it is directed that in no case shall any advance be made on these prices; and the Superintendents have instructions to inquire into, and report upon, any infraction of this rule.

NEW RULE, omitted in Code VIII. for 1850.

4. Books are supplied to schools for the poor, not in connexion with the National Board, upon special application, at prices considerably lower than those at which they are sold to the public.

VII. BUILDING.

Substantially a NEW RULE. See I. § 1, Code IV.

1. Before any grant is made towards building a school-house, the Commissioners are to be satisfied that a necessity exists for such a school, that an eligible site has been procured, that a satisfactory lease of the site will be executed to "trustees"; and that the applicant parties are prepared to raise, by local contribution, at least one-third of the whole sum which the Commissioners deem necessary for the erection of the house, providing furniture, &c.

NEW RULE.

2. If the proposed site be for a school in a rural district, and be within three statute miles of a school-house, towards the erection of which the Commissioners have contributed aid, no grant can be made.

I. § 4, in Code IV.

3. Although the Commissioners do not absolutely refuse aid towards the erection of school-houses on ground connected with a place of worship, yet they much prefer having them erected on ground which is not so connected, where it can be obtained; they therefore "require" that, before church, chapel, or meeting-house ground be selected as the site of a school-house, "*strict*" inquiry be made whether another convenient site can be obtained, and that the result shall be stated to them.

"Expect" in Code IV.
Code IV.

Represents part of I. § 2, Code IV., but modified.

4. The school premises must be vested in trustees, at a nominal rent, and for such term, under the circumstances, as the Commissioners may deem necessary.

Represents part of I. §. 2, Code IV.

5. The trustees are to be chosen by the applicants themselves, and their names reported to the Commissioners for their approbation. The trustees are bound to hold the school premises for the purposes of National education, according to the regulations of the Commissioners.

§ 2, Code IV., words in [ ] added here.

6. No alteration is to be made in the trusteeship without the concurrence of the Commissioners. If any of the trustees die, or resign, [or become otherwise incapable of acting,] new trustees shall be elected to supply their place, subject to the approval of the Commissioners.

NEW RULE.

7. The trustees are bound by the terms of the lease to keep the house and furniture in sufficient repair.

NEW RULE.

8. When grants are voted towards the building, &c., of a school-house, the conveyance to trustees must be duly executed *before the works are commenced.*

NEW RULE.

9. No grant can be made until the Superintendent shall have reported upon all the circumstances of the case.

NEW RULE.

10. The Commissioners determine from the information afforded them, the dimensions of the proposed building.

Represents part of I. § 1, Code IV.

11. The Commissioners cannot, in any case, pay more than two-thirds of the sum which they may deem necessary for the erection of the school-house (including furniture, &c.); and they invariably require that the remaining one-third, at least, shall be locally provided for.

NEW RULE; but condition as to number of children is implied in I. § 1, Code IV.

12. The cost of the house, &c., is determined by the number of children which it is intended to accommodate, allowing an area of six square feet for each child.

Example.—A school-house capable of accommodating one hundred children should contain not less than an area of six hundred square feet, and should be ten feet high to the wall-plate.

13. The Commissioners furnish instructions as to the plan and specification, to which the parties receiving aid are bound strictly to adhere.

I. § 5, Code IV.

14. The Commissioners do not contribute to the ornamenting of school-houses, but merely to such expenditure as may be necessary for having the children accommodated in plain substantial buildings. If buildings of another description be preferred, the whole of the extra expense must be provided by the applicants.

15. The Commissioners do not contribute towards the expense of erecting residences for the teachers, except in the case of a district model school. — Code V., 1843. (Fourth change).

16. The house, furniture, &c., must be completed, the teacher or teachers appointed, and the school in operation, before the grants can be paid. — §§ 15 to 20 are New Rules.

17. The whole of the works must be completed within twelve months from the date of the execution of the lease (unless by special permission) or the grants will be forfeited.

18. The Commissioners do not make advances or instalments of their grants.

19. Previous to the payment of the grants, a certificate, according, to a form furnished, must be forwarded to the Commissioners, stating that the school-house, furniture, &c., have been completed in a satisfactory and workmanlike manner, and built according to the dimensions and directions set forth in the plan and specification. This certificate to be signed by the manager, "by the trustees named in the trust deed," and by the contractor. The work to be approved of by the Superintendent of the district, or by any other person authorized by the Commissioners or the Government to examine it; and if a question arise as to the expenditure incurred, the accounts must be submitted to any audit which may be deemed necessary. — Words between " " omitted in Code VI.

20. The Commissioners do not make grants to purchase school-houses, nor to purchase, alter, or furnish other houses, for the purpose of being converted into school-houses.

[Abstract of Trusts in Leases first published with Rules and Regulations.]

VIII. Aid to Schools Previously Established.

1.

1. The aid granted to schools previously established is limited to salary and books. — §§ 1 to 4 are New Rules.

2. Before such aid can be granted, the Commissioners must be satisfied that the case is deserving of assistance; that there is reason to expect that the school will be efficiently and permanently supported; that some local provision will be made in aid of the teachers' salary, either by school-fees or otherwise; that the school-house is in good repair, and provided with a sufficient quantity of suitable furniture; that a competent teacher has been appointed; that the school is in operation; and that there is a *sufficient* daily average attendance of children.

3. Before the Commissioners consider any application for aid, they require, from the Superintendent of the district, a report upon all the circumstances of the case.

4. To entitle a school to a continuance of aid, the house and furniture must be kept in sufficient repair by means of local contributions; the school conducted, in all respects, in a satisfactory manner, and in accordance with the regulations of the Commissioners; and it must appear, from the register of the school, that there is a sufficient daily average attendance of pupils.

2. *Workhouse Schools.*

Extract from the Act for the more effectual Relief of the Destitute Poor of Ireland, 1st and 2nd Vic. ch. 56, sec. 49 :— — Given as an explanation of rules as to religious instruction in a note to II. Code IV.

"And be it enacted, That no order of the Commissioners nor any by-law, shall oblige any inmate of any workhouse to attend or be present at any religious service which may be celebrated in a mode contrary to the religious principles of such inmate, nor shall authorize the education of any child in such workhouse in any religious creed other than that professed by the parents or surviving parent of such child, and to which such parents or parent shall object, or, in the case of an orphan, to which the guardian or guardians, godfather or godmother of such orphan, shall object: Provided also, that it shall be lawful for any regular minister of the religious persuasion of any inmate of such workhouse, at all times in the day, on the request of such inmate, to visit such workhouse, for the purpose of affording religious assistance to such inmate, *and also for the purpose of instructing his child or children in the principles of his religion.*"

Such schools are received into connexion, and grants of books made thereto, on condition that they shall be subject to inspection by the Commissioners, or their officers, and that the provisions of the above enactment, in reference to religious instruction, shall be faithfully observed. — *New Regulation.*

3. *Schools attached to Prisons.*

Such schools are received into connexion, upon the same general principles as the workhouse schools, and grants of books are made thereto. — *New Regulation.*

IX. 1. As applications for aid have frequently been made in respect of expenses incurred previously to any communication with the Commissioners, they desire it to be distinctly understood, that they will not hold themselves bound to grant assistance in any case unless application shall have been made to them in the first instance, unless such applications shall have been approved of, and unless they shall have funds at their disposal when they come to decide upon the case, to enable them to grant the required aid. Applicants are therefore recommended not to incur any expense towards the payment of which they expect the Commissioners to contribute, until the decision of the Board shall have been communicated to them. — §§ 1 to 5 are *new regulations.*

2. Applicants for assistance are not to understand that the Commissioners are bound to grant the full amount of aid as set forth in the foregoing regulations, in every case; nor can they grant any unless they have sufficient funds for the purpose, which depends upon the amount placed at their disposal by Parliament.

3. Persons desirous of obtaining assistance from the Commissioners of Education, under any of the foregoing heads, will, upon intimating to the secretaries the nature of the aid required, be furnished with the forms, upon which their application must be laid before the Commissioners.

4. All communications in reference to National schools should be made by the manager or correspondent. The Commissioners do not correspond with teachers.

5. All letters should be directed as under. No communications are received which are not prepaid, except those containing documents sent from this office, and which are required to be returned.

The Secretaries,
Education Office,
Marlboro' Street, Dublin.

[N.B.—The Leases and Declarations of Trusts based on these "Rules and Regulations," and used at this period, will be found immediately after the present Collection.]

ode VI., 1846. th change.)

No. 6.

RULES and REGULATIONS of the COMMISSIONERS OF NATIONAL EDUCATION, and DIRECTIONS for making APPLICATION for AID towards the BUILDING of SCHOOL-HOUSES, or for the SUPPORT of SCHOOLS.

These Rules and Regulations are the same as Code V., with the exception of the following changes :—

III. § 3 of Code V. is divided into three sections, §§ 3, 4, and 5 in Code VI.
The word "Trustees" in VII. § 1 of Code V. is made "Commissioners in their corporate capacity" in the same place in Code VI.
In VII. § 4 the word "Trustees" in Code V. is made "the Commissioners" in Code VI.
VII. § 5, Code V., beginning with the words "The Trustees," &c., is omitted in Code VI.
VII. § 6, Code V., beginning with the words "No alteration is to be made," &c., is omitted from Code VI.
For § 7, VII. of Code V., the following clause (which is numbered 5) is substituted in Code VI. :—

5. The Commissioners will keep in repair the school-house and furniture, where the premises are vested in them in their corporate capacity.

In VII. § 8, Code V., the words "to trustees" are omitted in the same clause in Code VI., where it is numbered VII. § 6.
In VII. § 19 the words "by the trustees named in the trust deed," is omitted from the clause in Code VI., where it is numbered VII. § 17.

[N.B.—The new Form of Lease, &c., framed to suit those changes, will be found in Section VII., paragraph 6.]

ODE VII., 1848. xth change.)

No. 7.

RULES and REGULATIONS of the COMMISSIONERS OF NATIONAL EDUCATION, and DIRECTIONS for making APPLICATION for AID towards the BUILDING OF SCHOOL-HOUSES, or for the SUPPORT OF SCHOOLS.

These Rules and Regulations are the same as Code V., modified as indicated in Code VI., with the exception of the following changes :—

The word "*Superintendents*," IV. 2, § 1 of Codes V. and VI., is made "*Inspectors*" in Code VII.
The words "*Superintendent of the District*," in IV. 2, § 2 in Codes V. and VI., is made "*Inspector of the District*" in Code VII.
The word the "Superintendent" in IV. 2, § 3 in Codes V. and VI., is made the "*District Inspector*" in Code VII.
The word "*Superintendent*" in IV. 2, § 12 of Codes V. and VI., is made "District Inspector" in Code VII. The same word in V. § 2 of Codes V. and VI. is made "Inspector of the District" in Code VII.
After clause 5 of V., Codes V. and VI., the following new or modified regulations are added, instead of § 7, changing the scale of fees of the same codes in Code VII. :—

6. The Commissioners grant salaries to teachers of National schools at the following rates, subject to the annexed regulations :—

		Males. Per annum.	Females. Per annum.
First class,	1st Division,	£30	£24
	2nd do.	25	20
	3rd do.	22	18
Second class,	1st do.	20	15
	2nd do.	18	14
Third class,	1st Division,	£16	£13
	2nd do.	14	12
Probationary teachers,		10	9
Assistant teachers,		10	9
Mistresses to teach needlework,		,,	6

7. Masters of agricultural model schools, with farms of eight or ten acres annexed, who are competent to conduct both the literary and agricultural departments, are to receive £10 per annum, in addition to the salary of the class in which they may be placed.
8. Masters of National schools, with a small portion of land annexed, consisting of from two to three acres, for the purpose of affording agricultural instruction, will receive £5 per annum in addition to the salary of their class, provided they are competent to conduct both the literary and agricultural departments, and that the Commissioners shall have previously approved of agriculture being taught in the school.

Regulations 8 and 9 of V., Codes V. and VI., represent the modified Regulations 9 and 10 of Code VII., which are as follows—the most essential changes being italicized :—

9. All newly-appointed teachers, who have not previously conducted National schools, are considered as probationers, and must remain as such for at least one year, *at the expiration of which time they will be eligible for classification, and may be promoted, even before being trained, to any class, except the first;* if placed in a higher class, they will receive the *full amount* of salary to which they may become entitled, from the commencement of the second year *of their service under the Board.*
10. All teachers must remain at least one year in a lower division of any class before they are eligible for promotion to a higher division ; *and they must remain two years in a lower class before they are eligible for promotion to a higher class.*

After the latter clauses the following new clauses, numbered 11, 12, 13, 14, and 15, are added in Code VII. :—

11. This regulation does not apply to probationary teachers, nor to teachers who may be promoted on the recommendation of the Professors at the termination of the course of training.
12. None but teachers trained at the normal school of the Commissioners are eligible for promotion to any division of the *first class*, and only upon the recommendation of the Professors, at the termination of the course of training, or of a Board of Inspectors.
13. Examinations are to be held, at specified times, by the Inspectors, with the view of promoting meritorious teachers, while those who may have conducted themselves improperly, or in whose schools the attendance has considerably decreased, will be liable to be depressed.

Code VII., 1848. (Sixth change.)

14. The Commissioners will not grant salary to an assistant teacher, or to a teacher of needlework, unless they are satisfied that the appointment is necessary; and such teachers, *even though they may be classed*, will not be paid any higher rate of salary than the amount awarded to them as assistant teachers, or teachers of needlework, until promoted to the rank of principal teacher, with the sanction of the Commissioners.

15. The Commissioners have determined upon a course of study for each class, in which the teachers are to be examined as a test of their fitness for promotion; but their general conduct, the condition of their respective schools, their method of conducting them, and the daily average attendance of pupils will also be taken into consideration.

The words "£8 per annum each," in V. § 13, Codes V. and VI., are made "£10 per annum to master, and £9 per annum to mistress," in Code VII., where the Regulation is numbered 19 of V., after V. § 14, Codes V. and VI. (numbered in Code VII. as 20. The following Regulations are added in Code VII., where they are numbered 21 and 22:—

21. The Commissioners also award salaries at the following rates, to six male and three female monitors in each district. These are selected by the Inspector from among the best pupils in the National schools:—

For the 1st Year, ...	£4	For the 3rd year, ...	£6
„ 2nd do., ...	5	„ 4th do., ...	7

22. The Commissioners also award premiums to the masters and mistresses of National schools who are most distinguished by the order, neatness, and cleanliness observable in themselves, their pupils, and in the school-houses, at the following rates:—

The sum of £14 10*s.* to be allocated to each of the school districts, to be divided into nine premiums. One of £3; two of £2 each, £4; three of £1 10*s.* each, £4 10*s.*; three of £1 each, £3.

The word "fourth" referring to renewal of stock of school books in VI, § 1 of Codes V. and VI., is made "third" in Code VII.

The word "Superintendent" in VII., § 19 of Codes V. and VII., § 17 of Code VI., is made "Inspectors" in VII., § 17 of Code VII.

[N.B.—The Leases, Declarations of Trusts, &c., based on these Rules and Regulations, and used at this period, will be found immediately after the present Collection.]

No. 8.

Code VIII., 1850. (Seventh change.)

IX. Rules and Regulations of the Commissioners of National Education, and Directions for making Application for Aid towards the Building of School-houses, or for the Support of Schools.

The following are the changes made in the last Code (VII. of the Rules and Regulations):—

II. As to Government of Schools with respect to Attendance and Religious Instruction, to § 3 was added.

"The following explanation of the preceding rule, and observations of the Commissioners, accompanied by the *new Order* issued by them in 1850, in reference to the 9th paragraph of section 2, are taken from their Sixteenth Report."

"We have recently issued an important Order, on the subject of religious instruction, to which we beg to draw your Excellency's attention. In our Report for the year 1847, we stated that our Secretaries having informed us that they had been frequently consulted, both personally and by letter, as to the true meaning of the following portion of section 2, paragraph 3, of the rules of the Board with reference to religious instruction—'That due regard be had to parental right and authority; that, accordingly, no child be compelled to receive, or be present at, any religious instruction to which his parents or guardians object;' and that they deemed it desirable that we should supply them with an authoritative answer to such questions, we directed them, by a minute bearing date 18th November, 1847, to give the following explanation in reply to all such inquiries in future:—

'First—That the true interpretation of the words in question clearly is, that no child be compelled to receive, or to be present at, any religious instruction to which his parents or guardians object; and that this rule (in conjunction with the notification in the school-room of the arrangement for giving religious instruction as required by rule 9, section 2) has hitherto been found amply sufficient for the full enforcement of parental authority.

'Secondly—That though all that is required by this rule (section 2, paragraph 3) is, that the patron should engage not to compel any child to be present at such religious instruction; yet, should the patron use any means, either directly or indirectly, to induce any child to attend such religious instruction, contrary to the desire of his parents or guardians, the Commissioners would consider such conduct inconsistent with the whole spirit of their system.'"

It was with a view to guard against the possibility of such a case arising, that the Commissioners gave the following important explanation of their sentiments in their Eleventh Report, for the year 1844, dated the 24th day of April, 1845:—

"It would be found impossible to lay down in detail any set of rules so accommodated to all the varying circumstances of every locality, and so guarded against all possible mistakes and misrepresentations, as to be secure from being violated in spirit, without any tangible infringement of the letter of them. For example, under our present rules, the patron of a National school may give religious instruction during even the fixed school hours. A patron, Protestant or Roman Catholic, might possibly, availing himself of the letter of this rule, make so unjust a use of this privilege as to drive from the school all children of a persuasion different from his own, or induce them, if they remained, to share in the religious instruction to which they and their parents were conscientiously opposed. In such a case we should immediately interpose, and cause the patron to abandon a course so inconsistent with the whole spirit of our system; or, in case of his refusal, we should strike the school off our roll.

"The Order which we have deemed it right to make is as follows:—'That the following arrangement be adopted for carrying out more effectually the rule as to the notification of the time for giving religious instructions, as set forth in the 9th paragraph of section 2 of the rules and regulations of the Commissioners:—

'First—That the public notification of the time for religious instruction shall be inserted in large letters in the "Time Table" supplied by the Commissioners to all National schools; and the Commissioners strongly recommend that, as far as may be practicable, the general nature of such religious instruction shall be also stated on the "Time Table."

'Secondly – That the "Time Table" shall be kept constantly hung up in a conspicuous place in the school-room.

'Thirdly—That, in order "that no child be compelled to receive, or to be present at, any religious instruction to which his parents or guardians object," the teacher shall immediately before the commencement of religious instruction, announce distinctly to the pupils that the hour for religious instruction has arrived, and shall at the same time, put and keep up, during the period allotted to such religious instruction, and within the view of all the pupils, a notification thereof, containing the words "Religious Instruction," printed in large characters, on a form to be also supplied by the Commissioners.

'Fourthly—That, when the secular instruction shall precede the religious instruction in any National school, there shall be a sufficient interval between the announcement and the commencement of the religious instruction; and whether the religious or the secular instruction shall have priority in any National school, the books used for the instruction first in order, shall be carefully laid aside at its termination, in the press or other place appropriated for keeping the school-books.'

"Although, so far as we are aware, no case has ever yet occurred in which proselytism has taken place, either on the Roman Catholic or Protestant side in any National school, yet fears have been entertained that such attempts might be made during the time set apart for religious instruction. The arrangement we have now adopted will, we trust, go far to remove such fears, and cannot be objected

CODE VIII., 1850. (Seventh change.)

to by anyone who places his school under us with the honest purpose of acting upon our leading principle. In founding our system, Lord Stanley announced, 'that even the suspicion of proselytism should be banished from it'—'that security would be afforded by it'—'that the most scrupulous care should be taken not to interfere with the peculiar tenets of any description of Christian pupils.' His language in this respect is in exact accordance with that employed in the fourteenth report of the 'Commissioners for inquiry into the state of all schools on public or charitable foundations in Ireland.' In that report, published in 1812, and signed by the Archbishops of Armagh and Cashel, by the Bishop of Killala, and by Provost Elrington, the Commissioners declare their hope that the scheme of National Education proposed by them will be cordially accepted by the people of Ireland. And they add these memorable words: 'That such will be its acceptance we shall indulge the more confident expectation, if all interference with the particular religious tenets of those who are to receive that instruction shall, in the first instance, be unequivocally disclaimed, and effectually guarded against. We conceive this to be of essential importance in any new establishments for the education of the lower classes in Ireland: and we venture to express our unanimous opinion that no such plan, however wisely and unexceptionably contrived in other respects, can be carried into effectual execution in this country, unless it be explicitly avowed, and clearly understood as its leading principle, that no attempt shall be made to influence or disturb the peculiar religious tenets of any sect or description of Christians.' No person who does not from his heart adopt the sentiments here expressed by the Commissioners, and which are embodied in Lord Stanley's letter, can conscientiously avail himself of our grants; and no one who does adopt those sentiments can object to the order which we have issued on this occasion."

§ 8 was modified as follows :—

8. The Commissioners do not insist on the "Scripture Lessons," [*"Lessons on the Truth of Christianity," or book of "Sacred Poetry,"*] being read in any of the National schools; nor do they allow them to be read "during the time of secular or literary instruction," in any school attended by children whose parents or guardians object to their being so read. In such case the Commissioners prohibit the use of them, "except at the times of religious instruction, when the persons giving it may use these [books] or not, as they think proper."

The words in [ ] were added in this Code, those between " " were omitted in the next one (Code IX., 1853).

V. As to Appointment, Salaries, Conduct of Teachers, &c.

1. *General Rules as to Appointment and Classification of Teachers.*

§ 1 was modified as follows :—

The words in italics added in this Code.

1. The appointment of teachers rests with the Local Patrons and Committees of Schools, but the Commissioners are to be satisfied with the fitness of each, both as to character and general qualification; *and the local patrons have the power of removing the teachers of their own authority.* The teacher should be a person of Christian sentiment, of calm temper, and discretion; he should be imbued with a spirit of peace, of obedience to the law, and of loyalty to his Sovereign; he should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power which education confers, a useful direction. These are the qualities for which patrons of schools, when making choice of teachers, should anxiously look. They are those which the Commissioners are anxious to find, to encourage, and to reward.

§ 6 was modified as follows :—

V. § 9, Code VII. Words in [ ] not in corresponding rule of Code VII.

6. All teachers, appointed [after the 1st of April, 1851, who have not been previously classed by the professors or by a Board of Inspectors,] shall be paid as probationers, [until they be examined at the first general or special examination held in the district subsequently to their appointment.] Those who then obtain classification, will be paid from the commencement of [their service under the Board] according to the rate of salary attached to their class.

And the following new rules were added :—

NEW RULE.

7. This rule will not extend to any teachers who, when summoned, shall fail, from any cause whatever, to present themselves for examination.

NEW RULE.

8. All teachers who have been unsuccessful at their first examination, and who may be retained on trial, shall receive the salary of the class to which they may be promoted, at any subsequent examination, from the commencement of the quarter in which their classification shall be determined.

§ 12 (§ 10 of Code 7) was enlarged as follows :—

V. § 10 of Code VII.

Part in [ ] added in Code IX.

12. All teachers must remain at least one year in a lower division of any class before they are eligible for examination with a view to promotion to a higher division; and they must remain two years in a class before they can become candidates for a higher class. [These conditions, however, being fulfilled, teachers of superior attainments may be advanced from any division of one class to any division of another after their first classification (except untrained teachers who cannot be placed in the first class) without requiring them to pass through the intermediate divisions.]

§ 14 was added § 11 of Code 7 or § 14 of present one :—

NEW RULE.

14. All teachers, except probationers, recommended for promotion after a course of training, will receive the increase of salary from the commencement of the quarter in which they are classed by the professors.

The following new rules were added after § 15 of Code 7, or § 16 of the present one :—

NEW RULE.

17. No teacher will be admitted to examinations with a view to promotion, on whose school a decidedly unfavourable report has been made by the District Inspector within the previous year.

NEW RULE.

18. Teachers will not be eligible for promotion, unless, in addition to satisfactory answering in the course prescribed for the class to which they aspire, it appears from the reports of their respective District Inspectors, that their schools are properly organized and well conducted; that adequate exertions have been made by them to keep up a sufficient average attendance; that their junior classes are carefully taught, and that a fair proportion of the pupils of the higher classes, besides being proficients in the ordinary branches of reading, spelling, and writing, are possessed of a respectable amount of knowledge in, at least, grammar, geography, and arithmetic. In female schools it will be further requisite that instruction in plain needle-work, including sewing, knitting, and cutting out, be given to all girls capable of receiving it, and that they exhibit a due proficiency in this department.

19. It must also appear from the reports of their Inspectors, that their school accounts have been regularly and correctly kept, that their schools and school premises have been preserved with neatness and order, and that cleanliness in person and habits has been enforced on the children attending them. — Code VIII., 1850. (Seventh change.)
20. Satisfactory certificates of conduct and character will be required of all candidates. — New Rule.
21. Every National teacher will be furnished, on application to the District Inspector, with a copy of the programme of the course of study above referred to, in which is stated the minimum of proficiency required for each class. — New Rule. New Rule.
22. The Head and District Inspectors are authorized to recommend that such teachers be removed, fined, or lowered in their classification as may have conducted themselves improperly, or in whose schools the attendance has considerably decreased, or who, from any other cause, may seem to these officers to merit such punishment. — New Rule.

2. *Salaries and Gratuities to Teachers and Paid Monitors.*

§ 1. The scale of salaries was modified as follows :—

1. The Commissioners grant salaries and gratuities to teachers and to paid monitors of National schools at the following rates, subject to the foregoing and annexed regulations :— — New scale of salaries.

Ordinary National Schools.

		Males. Per annum.	Females. Per annum.
First Class Teachers,	1st Division,	£35	£24
	2nd do.,	28	20
	3rd do.,	24	18
Second Class do.,	1st Division,	21	16
	2nd do.,	19	15
Third Class do.,	1st Division,	17	14
	2nd do.,	15	13

	Males. Per annum.	Females. Per annum.
Probationary Teachers,	£11	£10
Assistant Teachers, if qualified as Probationers only,	11	10
Do. if qualified for any Division of a higher Class,	15	13
Mistresses to teach Needlework,	„	8

V. § 7, Code VII., was modified into the following rule, under a special heading :—

Agricultural Schools.

1. Masters of Agricultural Model Schools who are competent to conduct both the literary and agricultural departments are, whatever may be their classification, to receive £10 per annum, in addition to the salary of the class in which they may be placed; [and provided their income from the Board, with this addition, should fall short of £30 per annum, the difference will be granted to them, so that, in all cases, such teachers shall have secured to them for their *combined* services a salary of £30 a year at least.] — V. § 7 of Code VII. Part in [ ] new matter.

The following new rules were added after V. § 8 of Code VII., which is § 2 under the sub-head of Agricultural Schools in this Code :—

3. In cases where a sufficient number of acres of land are attached to workhouse schools in connexion with the National Board of Education, the Commissioners award annual gratuities, not exceeding £15 to each, to such of the agricultural teachers who shall be recommended as deserving of them by the agricultural Inspectors. — New Rule.

Assistant Teachers.

Salary not to exceed £15 for males, and £13 for females. — £10 and £9 in Code VII.

1. The Commissioners will not grant a higher rate of salary than the above to an assistant teacher, even if classed; nor will they consider any application for a grant of salary to an assistant in any school in which there is not a daily average attendance of at least seventy-five pupils; and in schools whose average attendance does not rise considerably above this, and which are already provided with paid monitors, assistants cannot be recognised by the Board. — New Rule.
2. When applications for an assistant are laid before the Commissioners, they will determine whether it will not be more advisable to appoint a paid monitor. — New Rule.
3. Assistant teachers will not be sanctioned whose qualifications are not at least equal to those required of probationers. — New Rule.

The modifications in the remainder of V., Code VII., commencing at § 17, and § 1 under a new sub-head, "Workmistresses," in the present Code, are indicated by marginal references, as follows :—

Workmistresses.

Salary, £8 per annum. — £6 in Code VII.

1. The Commissioners will not grant salary to workmistresses unless there be a sufficient daily average attendance of pupils, and the Commissioners require that at least two hours each day be devoted by them to instruction in this branch. — V. § 17, Code VII.
2. In schools attended by female children only, under the care of a female teacher, such teacher must be competent not only to conduct the literary department, but also to give instruction in needlework. — V. § 18, Code VII.

Schools in Connexion with Religious Bodies. — New Rule.

1. In schools of this description, salary is paid according to a per-centage on the daily average attendance :—

£20 per annum for 100 daily average.
£40 „ 200 „
£60 „ 300 „
£77 „ 400 „

£94 per annum for 500 daily average.
£111 „ 600 „
And for every 50 over 600 at the rate of £15 per cent.

Code VIII., 1850. (Seventh change.)

New Rule.

Industrial Schools.

1. In National schools where embroidery and other high branches of needlework are taught, the amount of salary granted for giving such instruction is regulated by the nature of the work, and the number of pupils engaged in it.

Paid Monitors.

Salaries in italics differ from Code VII. Words in italics show change made from Code VII.

SALARIES.

For the First Year,	£4	*For the Third Year,*	*£7*
For the Second Year,	£5	*For the Fourth Year,*	*£8*

Rules and *Regulations* 2 to 10 inclusive are New.

1. The number of paid monitors is limited to *eight* males and *four* females in each district, selected from among the best pupils in the National schools, and appointed upon the recommendation of the District Inspectors, *subject to the approval of the Commissioners.*
2. This appointment cannot be held for a longer period than FOUR YEARS, at the expiration of which the salary will be discontinued.
3. The salary may, however, be withdrawn at any time, should want of diligence, efficiency, or good conduct, on the part of the monitor, or any other circumstance, render such a course desirable.
4. The District Inspector selects the schools to which paid monitors should be appointed; and when vacancies occur, whether before or after the expiration of four years, it does not necessarily follow that a successor shall be appointed in the same schools.
5. When all the district model schools are established, candidates for the office of paid monitor must undergo a public examination by the Inspectors, in a prescribed course, to be held in those schools.
6. The selection will be made, as far as possible, from those who have shown aptitude for teaching.
7. The candidates should not be under fourteen nor over sixteen years of age. They must be of a sound and healthy constitution, and free from any physical defect likely to impair their efficiency as teachers.
8. The school to which the candidate belongs should exhibit a tolerable degree of efficiency, should have a sufficient average attendance to require a paid monitor, and the teacher should be qualified to give instruction in the prescribed course.
9. The paid monitors' programme can be obtained on application to the District Inspector.
10. Paid monitors who have completed the four years of their course in a satisfactory manner, are eligible, on examination by the Inspectors, for the situation of assistant teacher, or of pupil-teachers in district model schools.

Scale of Gratuities to Masters and Mistresses of Workhouse Schools.

Last paragraph of VIII., Code VII.

1. The Commissioners of National Education have resolved, with the concurrence of the Poor Law Commissioners, to award annual gratuities to a certain number (forty males and forty females) of the teachers of the workhouse schools, in connexion with the National Board, who shall be recommended by the District Inspectors.
2. The gratuities are divided into two classes :—

For Male Teachers,	First Class, Twenty at £6 a-year each.	For Female Teachers,	First Class, Twenty at £5 a-year each.
	Second Class, Twenty at £4 a-year each.		Second Class, Twenty at £3 a-year each.

Rules 3 to 5 inclusive under this head are New.

3. The payment will be made half-yearly, with the usual issue of salary to teachers of National schools, after the 31st March, and 30th September, in each year.
4. It is to be understood that such gratuities are given in *addition* to the salaries paid to the teachers of workhouse schools, under the provisions of the Poor Law Act.
5. No teacher is precluded from receiving the gratuity two or more years in succession, if recommended by the District Inspector as deserving of it; but a teacher having received one year's gratuity, is not thereby *entitled* to a continuance of it.

V. § 22, Code VII.

Scale of Premiums to Masters and Mistresses of National Schools who are most distinguished by the Order, Neatness, and Cleanliness observable in themselves, their Pupils, and in the School-houses.

1. The sum of £22 10*s.* will be allocated to each of the school districts, and divided into thirteen premiums:

Scale differs from Code VII.

One of £4	£4	Five of £1 10*s.*	£7 10*s.*
Two of £3	£6	Five of £1	£5

Rules 2 to 4 inclusive under this head are New.

2. These premiums will be awarded ANNUALLY on the recommendation of the District Inspector, and paid at the end of the year.
3. No distinction is made between vested and non-vested schools.
4. No teacher is eligible for those premiums for more than two years in succession.
5. These premiums will be awarded without reference to the class in which the teacher may be placed; but none will be deemed eligible to receive such premiums against whom there is any well-founded charge of neglect in the performance of their duties, of impropriety in their conduct, or whose schools are not conducted in a satisfactory manner.

VI.—Books.

The same as VI. § 1 of Code VII.

1. The Commissioners furnish gratuitously to each school a first stock of school-books, in proportion to the attendance of children, which is renewed at the end of every three years. They are to be kept as a school stock, for which the master or mistress is held responsible, and they are on no account to be taken out of the school. The Commissioners also supply books from time to time for the general use of the children, and school requisites, such as paper, slates, quills, &c., at reduced rates.
2. The funds of the Commissioners do not enable them to give a free stock sufficiently large for the entire wants of the school. Any additional books and maps, stationery, slates, clocks, and other requisites, must be purchased at reduced rates.

New Rule. VI. § 2 of Code VII.; the words beginning "It con-

3. The value of the grant is regulated by the daily average attendance, as ascertained from the reports of the Inspectors. The managers of schools have the privilege of selecting their grants of free stock from the *whole* list of books supplied by the Commissioners, and are at liberty to choose such of them as they most approve of, and to omit any to which they object.

4. When books, &c., purchased from the Commissioners at the reduced price, are sold to the children attending a National school, it is directed that in no case shall any advance be made on these prices; and the District Inspectors have instructions to inquire into and report upon any infraction of this rule.

CODE VIII., 1850. (Seventh change.)

VII. BUILDING.

The only change in this division of the Rules and Regulations is the substitution of "Clerk of Works" for "District Inspectors" in § 17.

The remaining Rules are the same as Code VII., with, however, the addition of the following list of Books published or sanctioned by the Commissioners:—

sists," &c., and ending with "advanced Lesson" in preceding Codes, omitted here.

APPENDIX XI.—1. LIST of the WORKS published by the COMMISSIONERS of EDUCATION, with the Reduced Prices at which they are sold to National Schools.

	s.	d.
First Book of Lessons,	0	0½
Second do.	0	2
Sequel to the Second Book, No. I. (new work),	0	3
Do. No. II.	0	3
Third Book of Lessons,	0	4
Fourth do.	0	5
Supplement to the Fourth Book,	0	6
Fifth Book (Boy's),	0	6
Reading Book for Girls' School,	0	6
Biographical Sketches of eminent British Poets, chronologically arranged from Chaucer to Burns, with criticisms on their works, selected from the most distinguished writers, intended for the use of Teachers and the higher classes in Schools, 1 vol.	0	6
Selections from the British Poets, in two volumes, chronologically arranged from Chaucer to the present time, and under separate divisions, with Introductions to each, explaining the different species of Poetry. Each volume is complete in itself, and sold separately.		
The First Volume contains Sacred, Moral, and Didactic; Descriptive and Pastoral Poetry,	0	6
The Second Volume contains Selections under the following heads:—The Seasons and Months; Morning, Noon, and Night; Portraits of Characters; Natural Phenomena; Natural History, comprising Flowers, Trees, Shrubs, Birds, Insects, and Animals; also, Specimens of Narrative, Pathetic, Elegiac, and Lyric Poetry, &c.	0	6
Introduction to the Art of Reading,	0	4
English Grammar,	0	2
Key to do.	0	0½
First Book of Arithmetic,	0	2
Key to do.	0	2
Arithmetic in Theory and Practice,	0	6
Book-keeping,	0	3
Key to do.	0	3
Epitome of Geographical Knowledge,	0	8
Compendium of do.	0	3
Elements of Geometry,	0	2
Mensuration,	0	4
Appendix to do.	0	3
Scripture Lessons (O. T.), No. 1,	0	3
Do. ,, No. 2,	0	3
Do. (N. T.), No. 1,	0	3
Do. ,, No. 2,	0	3
Sacred Poetry,	0	2
Lessons on the Truth of Christianity,	0	2
Agricultural Class Book,	0	5
Farm Account Book,	1	3
Directions for Needlework, with specimens,	5	3
Set Tablet Lessons, Arithmetic,	0	7
Do. mounted on pasteboards,	5	6
Do. Spelling and Reading,	0	4
Do. mounted on pasteboards,	3	3
Do. Copy Lines,	0	6
Map of the World,	6	0
Maps of the Ancient World, Europe, Asia, Africa, America, England, Scotland, Ireland, and Palestine, each,	4	6
Thirty-hour German Clock, each,	6	0
Do. American do., in case,	10	0
Copy Books, large, each,	0	1½
Do. small,	0	1
Quills (not less than 100), per 100,	0	6
Slates, large, each,	0	1
Do. small ruled (not less than 4), each,	0	0¾
Slate Pencils (not less than 200), per 100,	0	1½
Slate Pencil Holders (not less than 100),	0	7
Ink-stands (not less than 6), per dozen,	0	8
Ink Powders, do. do.	1	2
Books not published, but sanctioned by the Commissioners of Education, and sold to National Schools only at the reduced Prices affixed.		
Professor M'Gauley's Lectures on Natural Philosophy,	3	3
Professor Sullivan's English Dictionary,	0	11
,, Spelling-Book Superseded,	0	3½
,, English Grammar,	0	3
,, Introduction to Geography and History,	0	3
,, Geography Generalized,	0	7
,, Literary Class Book,	0	11
Dower's Atlas, 12 Maps, coloured, half bound,	1	2
Kirkwood's Atlas, 12 Maps, coloured, stitched in wrapper,	0	6
Dawe's Suggestive Hints towards improved Secular Instruction, intended as a Text-book for Teachers,	0	9
Dr. Hodges' Agricultural Chemistry,	0	8
Easy Lessons on Christian Evidences,	0	2
Easy Lessons on Reasoning,	0	4
Easy Lessons on Money Matters,	0	3
Patterson's First Steps to Zoology, Part I. (Invertebrate Animals),	0	6
,, Sheet of Illustrations to do., No. I.,	0	3½
,, First Steps to Zoology, Part II., (Vertebrate Animals),	0	6
,, Sheet of Illustrations to do., No. II.	0	3½
,, Zoology for Schools, Part I. (Invertebrate Animals),	0	9
,, Zoology for Schools, Part II. (Vertebrate Animals),	0	9
Dr. Thomson's Treatise on Arithmetic,	0	9
,, Elements of Euclid, Part I.	0	7
,, Do. Part II.	0	7
,, Introduction to Algebra,	1	0
Arithmetical Table Books, per 100,	2	0
WILHEM'S VOCAL MUSIC.		
Hullah's Manual,	2	6
Set of 10 large Sheets,	3	9
Exercises Book, 1, 2, 3, each,	0	3
Slates ruled for Music,	0	1
Tuning Forks,	1	3

PARTICULAR ATTENTION IS REQUESTED TO THE FOLLOWING INSTRUCTIONS.

1. All applications for books and requisites at reduced prices must be addressed to the Secretaries, and be accompanied by a money order for the amount, in favour of MAURICE CROSS, or JAMES KELLY, esq., and PAYABLE IN DUBLIN ON DEMAND.

2. When a Post Office order is transmitted, and the amount is under TEN SHILLINGS, the Postmaster's charge must be paid by the person applying for the order; if the sum exceeds Ten Shillings, it is to be handed to the Postmaster, who will deduct his charge, and requisites will be given for the *full amount* PAID.

3. The Correspondent is not to sign any application for books and requisites without first ascertaining that they are actually wanted for the school on behalf of which the application is made. The Inspectors are required to report to the Secretaries whenever it appears that an undue quantity of books or stationery has been ordered for a National school.

4. Books and requisites ordered for delivery *at this Office* are to be called for between the hours of 10 and 4 o'clock, and not sooner than two days, after the receipt of the money. The carriers must produce the order of the Manager.

5. All applications for books and requisites, at reduced prices, are to be PREPAID by the Managers, or the amount of postage will be deducted from the grant.

6. When there are separate ROLL NUMBERS for male and female National Schools, the application should state for which of them the books, &c., are required; and if for both, *two* forms should be used.

2.—LIST of the WORKS published by the COMMISSIONERS of EDUCATION, with the reduced Prices at which they are sold to poor Schools not in connexion with the Board.*

	s.	d.
First Book of Lessons,	0	1
Second do.	0	4
Sequel to the Second Book No. I. (new work),	0	5
Do. No. II.	0	5
Third Book of Lessons,	0	8
Fourth do.	0	9
Supplement to the Fourth Book,	0	11
Fifth Book of Lessons (Boys'),	0	11
Reading Book for Girls' School,	0	10
Biographical Sketches of eminent British Poets, chronologically arranged from Chaucer to Burns, with Criticisms on their Works, selected from the most distinguished writers, intended for the use of Teachers, and the higher classes in Schools, 1 vol.,	0	11
Selections from the British Poets, in two volumes, chronologically arranged from Chaucer to the present time, and under separate divisions, with Introductions to each, explaining the different species of Poetry. Each volume is complete in itself, and sold separately.		
The First Volume contains Sacred, Moral, and Didactic; Descriptive and Pastoral Poetry,	0	11

* No other books or requisites than those contained in this list are sold by the Commissioners to schools not "National;" they cannot be obtained *at these prices* except through the office in Dublin.

CODE VIII., 1850. (Seventh Change.)

	s.	d.
The Second Volume contains Selections under the following heads:—The Seasons and Months; Morning, Noon, and Night; Portraits of Characters; Natural Phenomena; Natural History, comprising Flowers, Trees, Shrubs, Birds, Insects, and Animals; also Specimens of Narrative, Pathetic, Elegiac, and Lyric Poetry, &c., &c.	0	11
Introduction to the Art of Reading,	0	8
English Grammar,	0	4
Key to do.	0	1
Arithmetic,	0	4
Key to do.	0	4
Arithmetic, in Theory and Practice,	0	11
Book-keeping,	0	5
Key to do.	0	5
Epitome of Geographical Knowledge,	1	3
A Compendium of Geographical Knowledge,	0	5
Elements of Geometry,	0	4
Mensuration,	0	8
Appendix to do.,	0	5
Scripture Lessons (O. T.), No. 1,	0	5
Do. ,, No. 2,	0	5
Do. (N. T.), No. 1,	0	5
Do. ,, No. 2,	0	5
Sacred Poetry,	0	3
Lessons on the Truth of Christianity,	0	4
Agricultural Class Book,	0	9
Farm Account Book,	2	6
Set Tablet Lessons, Arithmetic, 60 sheets,	1	2
Do. mounted on 30 pasteboards,	11	0
Do. Spelling and Reading, 33 sheets,	0	8
Do. mounted on 17 pasteboards,	6	6
Do. Copy Lines, 6 sheets,	1	0
Map of the World, 6 ft. 8 in. by 3 ft. 6 in., cloth and roller,	12	0
Maps of the Ancient World, Europe, Asia, and Africa, 6 ft. 8 in. by 3 ft. 6 in., cloth and rollers, each,	9	0
Maps of America, England, Scotland, Ireland, and Palestine, 5 ft. 8 in. by 4 ft. 4 in., cloth and rollers, each,	9	0

Books not published, but sanctioned, by the Commissioners of Education, and sold to Poor Schools not "National," with the consent of the Authors or Publishers, at the following prices:—

	s.	d.
Professor M'Gauley's Lectures on Natural Philosophy,	6	6
Professor Sullivan's English Dictionary,	1	10
,, Spelling Book Superseded,	0	7
,, English Grammar,	0	6
,, Introduction to Geography and History,	0	6
,, Geography Generalized,	1	2
,, Literary Class Book,	0	11
Dower's Atlas, 12 Maps, coloured, half bound,	2	4
Kirkwood's Atlas, 12 Maps, coloured, stitched in wrapper,	1	0
Dawes' Suggestive Hints towards Improved Secular Instruction, intended as a text-book for teachers,	1	6
Dr. Hodges' Agricultural Chemistry,	1	4
Easy Lessons on Christian Evidences,	0	4
Easy Lessons on Reasoning,	0	8
Easy Lessons on Money Matters,	0	6
Patterson's First Steps to Zoology, Part I.—Part II., each,	1	0
,, Sheet of Illustrations to do., No. I.—No. II., each,	0	7
,, Zoology for Schools, Vol. I.—Vol., II., each,	1	6
Dr. Thomson's Treatise on Arithmetic,	1	6
,, Elements of Euclid, Part I.—Part II., each,	1	2
Arithmetical Table Books, per 100,	5	0

3. LIST of the Works published and sanctioned by the COMMISSIONERS of EDUCATION, with the prices at which they are sold to the Public by their Agents, Messrs. WM. CURRY, Jun., & Co., Dublin; RICHARD GROOMBRIDGE & SONS, London; FRASER & Co., Edinburgh; and GEORGE PHILIP, Liverpool.

	s.	d.
First Book of Lessons,	0	2
Second do.,	0	6
Sequel to Second Book, No. I. (new work),	0	9
Do. do., II.,	0	9
Third Book of Lessons,	1	2
Fourth do.,	1	4
Supplement to the Fourth Book,	1	8
Fifth Book of Lessons (Boys'),	1	8
Reading Book for Girls' School,	1	6
Biographical Sketches of Eminent British Poets, chronologically arranged from Chaucer to Burns, with Criticisms on their works, selected from the most distinguished writers, intended for the use of teachers, and the higher classes in schools, 1 vol.,	1	
Selections from the British Poets, in two volumes, chronologically arranged from Chaucer to the present time, and under separate divisions, with Introductions to each, explaining the different species of Poetry. Each volume is complete in itself, and sold separately.		
The First Volume contains Sacred, Moral, and Didactic; Descriptive and Pastoral Poetry,	1	8
The Second Volume contains Selections under the following heads:—The Seasons and Months; Morning, Noon, and Night; Portraits of Characters; Natural Phenomena; Natural History, comprising Flowers, Trees, Shrubs, Birds, Insects, and Animals; also, Specimens of Narrative, Pathetic, Elegiac, and Lyric Poetry, &c., &c.,	1	8
Introduction to the Art of Reading,	1	2
English Grammar,	0	8
Key to do.,	0	2
First Book of Arithmetic,	0	7
Key to do.,	0	7
Arithmetic in Theory and Practice,	1	8
Book-keeping,	0	8
Key to do.,	0	8
Epitome of Geographical Knowledge,	2	6
Compendium of do.,	0	9
Elements of Geometry,	0	8
Mensuration,	1	6
Appendix to do.,	0	8
Scripture Lessons (O. T.), No. 1,	0	8
Do., ,, No. 2,	0	8
Do., (N. T.), No. 1,	0	8
Do., ,, No. 2,	0	8
Sacred Poetry,	0	8
Lessons on the Truth of Christianity,	0	8
Agricultural Class Book,	1	6
Farm Account Book,	4	0
Set Tablet Lessons, Arithmetic,	2	0
Do., Spelling and Reading,	1	0
Do., Copy Lines,	1	6
Map of the World,	21	0
Maps of the Ancient World, Europe, Asia, Africa, America, England, Scotland, Ireland, and Palestine, each,	16	0

Publisher's prices of Books sanctioned and sold by the Commissioners of Education.

	s.	d.
Professor M'Gauley's Lectures on Natural Philosophy, 2 vols,	12	0
Professor Sullivan's English Dictionary,	3	6
,, Spelling Book Superseded,	1	4
,, English Grammar,	1	0
,, Introduction to Geography and History,	1	0
,, Geography Generalized,	2	0
,, Literary Class Book,	3	6
Dower's Atlas, 12 Maps, coloured, half bound,	5	0
Kirkwood's Atlas, 12 Maps, coloured, stitched in wrapper,	2	6
Dawes' Suggestive Hints towards improved Secular Instruction,	2	0
Dr. Hodges' Agricultural Chemistry,	3	0
Easy Lessons on Christian Evidences, } Printed Covers,	0	6
Easy Lessons on Reasoning, } Printed Covers,	1	0
Easy Lessons on Money Matters, } Printed Covers,	0	8
Patterson's First Steps to Zoology, Part I. (Invertebrate Animals),	1	6
,, Sheet of Illustrations to do., No. 1,	1	0
,, First Steps to Zoology, Part II. (Vertebrate Animals),	1	6
,, Sheet of Illustrations to Zoology, No. 2,	1	0
,, Zoology for Schools, Part I. (Invertebrate Animals),	3	0
,, Zoology for Schools, Part II. (Vertebrate Animals),	3	6
Dr. Thomson's Treatise on Arithmetic,	3	6
,, Elements of Euclid, Part I.,	3	0
,, Do., Part II.,	2	6
,, Introduction to Algebra,	5	0
Arithmetical Table Books, per 100,	8	4
WILHEM'S VOCAL MUSIC.		
Hullah's Manual,	5	0

MAURICE CROSS, JAMES KELLY, } Secretaries.

The Leases and Declarations of Trusts based on these Rules and Regulations, and used at this period, will be found immediately after present Collection.

No. 9.

Code IX., 1853. (Eighth change.)

I.—Rules and Regulations of the Commissioners of National Education, and Directions for making Application for Aid towards the Building of School-houses, or for the Support of Schools.

I.—The Commissioners grant aid towards the building and support of schools of two classes, "elementary schools and schools of industry; but they can grant aid only to a limited number of the latter, and these must be at certain distances from each other. It is an indispensable condition for aid towards a school of industry, that a work-room shall be annexed to it, if it be situated in a city or town; and if it be a country or rural school, that a certain quantity of land shall be provided for garden culture."

Part I., Sect. III., § 1 of Code X. Part between " " omitted in that Code.

"It is, however, for the patrons of each National school to determine whether they will make agricultural or other industrial instruction part of the education which it affords. It is for the Commissioners to do what they can in aid of their efforts, by having the teachers taught the principles and practice of improved agriculture during their training course, and by receiving agricultural pupils at the Model Farm, Glasnevin." The Commissioners consider schools for females as of the class of elementary schools; but they require that instruction be there given in sewing, knitting, and other works suited to females.

Part I., Sect. III., § 4 of Code X. Part between " " omitted in that Code.

II. As to Government of Schools with respect to Attendance and Religious Instruction.

1. The ordinary school business, during which all children, of whatever denomination they may be, are required to attend, is to embrace a specified number of hours each day.

Differently worded in Part I., Sect. IV., § 19 of Code X.

2. Opportunities are to be afforded to the children of each school for receiving such religious instruction as their parents or guardians approve of.

Part I., Sect. IV., § 1 of Code X. Parts between " " omitted in that Code.

3. "The patrons of the several schools have the right of appointing such religious instruction as they may think proper to be given therein," provided that each school be open to children of all communions; that due regard be had to parental right and authority; that, accordingly, no child be *compelled* to receive, or to be present at, any religious instruction [to] which his parents or guardians [object]; and that the time for giving it be so fixed, that no child shall be thereby, in effect, excluded, directly or indirectly, from the other advantages which the school affords. "Subject to this, religious instruction may be given either during the fixed school-hours or otherwise."

Part I., Sect. IV., § 2 of Code X.

[Of] in Code X.

[Disapprove] in Code X.

Words between " " omitted in Code X.

"The following explanation of the preceding rule, and observations of the Commissioners, accompanied by the *new order* issued by them in 1850, in reference to the 9th paragraph of section 2, are taken from their Sixteenth Report."

This explanation omitted in Code X.

"'We have recently issued an important order, on the subject of religious instruction, to which we beg to draw your Excellency's attention. In our report for the year 1847, we stated that our Secretaries having informed us that they had been frequently consulted, both personally and by letter, as to the true meaning of the following portion of section 2, paragraph 3, of the rules of the Board with reference to religious instruction—'That due regard be had to parental right and authority; that, accordingly, no child be compelled to receive, or be present at, any religious instruction to which his parents or guardians object;' and that they deemed it desirable that we should supply them with an authoritative answer to such questions, we directed them, by a minute bearing date 18th November, 1847, to give the following explanation in reply to all such inquiries in future:—"

"'First—That the true interpretation of the words in question clearly is, that no child be compelled to receive, or to be present at, any religious instruction to which his parents or guardians object; and that this rule (in conjunction with the notification in the school-room of the arrangement for giving religious instruction as required by Rule 9, section 2) has hitherto been found amply sufficient for the full enforcement of parental authority."

(*a.) "'Secondly—That though all that is required by this rule (section 2, paragraph 3) is, that the patron should engage not to compel any child to be present at such religious instruction, yet, should the patron use any means, either directly or indirectly, to induce any child to attend such religious instruction, contrary to the desire of his parents or guardians, the Commissioners would consider such conduct inconsistent with the whole spirit of their system.'"

(*a.) Part I., Sect. IV., § 15 of Code X.

"It was with a view to guard against the possibility of such a case arising, that the Commissioners gave the following important explanation of their sentiments in their Eleventh Report, for the year 1844, dated the 24th day of April, 1845:—"

Omitted in Code X.

"'It would be found impossible to lay down in detail any set of rules so accommodated to all the varying circumstances of every locality, and so guarded against all possible mistakes and misrepresentations, as to be secure from being violated in spirit, without any tangible infringement of the letter of them. For example, under our present rules, the patron of a National school may give religious instruction during even the fixed school-hours. A patron, Protestant or Roman Catholic, might possibly, availing himself of the letter of this rule, make so unjust a use of this privilege as to drive from the school all children of a persuasion different from his own, or induce them, if they remained, to share in the religious instruction to which they and their parents were conscientiously opposed. In such a case we should immediately interpose, and cause the patron to abandon a course so inconsistent with the whole spirit of our system; or, in case of his refusal, we should strike the school off our roll."

Omitted in Code X.

"'The order which we have deemed it right to make is as follows:—'That the following arrangement be adopted for carrying out more effectually the rule as to the notification of the time for giving religious instructions, as set forth in the 9th paragraph of section 2 of the Rules and Regulations of the Commissioners:—"

(*1.) "'First—That the public notification of the time for religious instruction shall be inserted in large letters in the "time-table" supplied by the Commissioners to all National schools; and the Commissioners strongly recommend that, as far as may be practicable, the general nature of such religious instruction shall be also stated on the "time-table."

(*1.) Forms Part I., Sect. IV., § 3 of Code X.

Code IX., 1853. (Eighth change.)

(*2.) "'Secondly—That the "time-table" shall be kept constantly hung up in a conspicuous place in the school-room.

*2 Forms Part I., Sect. IV., § 4 of Code X.

(*3.) "'"Thirdly—That, in order "that no child be compelled to receive, or to be present at, any religious instruction to which his parents or guardians object," " the teacher shall immediately before the commencement of religious instruction, announce distinctly to the pupils, that the hour for religious instruction has arrived, and shall, at the same time, put and keep up, during the period allotted to such religious instruction, and within the view of all the pupils, a notification thereof, containing the words "religious instruction," printed in large characters, on a form to be also supplied by the Commissioners.

*3 Forms Part I., Sect. IV., § 5 of Code X.

(*4.) "'Fourthly—That, when the secular instruction shall precede the religious instruction in any National school, there shall be a sufficient interval between the announcement and the commencement of the religious instruction, and, whether the religious or the secular instruction shall have priority in any National school, the books used for the instruction first in order, shall be carefully laid aside at its termination in the press or other place appropriated for keeping the school-books.'

*4 Forms Part I., Sect. IV., § 6 of Code X.

Passage between " " omitted from Code X.

"'Although, so far as we are aware, no case has ever yet occurred in which proselytism has taken place, either on the Roman Catholic or Protestant side, in any National school, yet fears have been entertained that such attempts might be made during the time set apart for religious instruction. The arrangement we have now adopted will, we trust, go far to remove such fears, and cannot be objected to by anyone who places his school under us, with the honest purpose of acting upon our leading principle. In founding our system, Lord Stanley announced, 'that even the suspicion of proselytism should be banished from it'—'that security would be afforded by it'—'that the most scrupulous care should be taken not to interfere with the peculiar tenets of any description of Christian pupils.' His language in this respect is in exact accordance with that employed in the Fourteenth Report of the 'Commissioners for inquiry into the state of all schools on public or charitable foundations in Ireland.' In that Report, published in 1812, and signed by the Archbishops of Armagh and Cashel, by the Bishop of Killala, and by Provost Elrington, the Commissioners declare their hope that the scheme of National Education proposed by them will be cordially accepted by the people of Ireland. And they add these memorable words: 'That such will be its acceptance we shall indulge the more confident expectation, if all interference with the particular religious tenets of those who are to receive that instruction shall, in the first instance, be unequivocally disclaimed, and effectually guarded against. We conceive this to be of essential importance in any new establishments for the education of the lower classes in Ireland: and we venture to express our unanimous opinion that no such plan, however wisely and unexceptionally contrived in other respects, can be carried into effectual execution in this country, unless it be explicitly avowed, and clearly understood, as its leading principle, that no attempt shall be made to influence or disturb the peculiar religious tenets of any sect or description of Christians.' No person who does not from his heart adopt the sentiments here expressed by the Commissioners, and which are embodied in Lord Stanley's letter, can conscientiously avail himself of our grants; and no one who does adopt those sentiments can object to the order which we have issued on this occasion."

Part I., Sect. IV., § 8 of Code X.

4. In schools, towards the building of which the Commissioners have contributed, and which are, therefore, VESTED in trustees, for the purposes of National education, or which are vested in the Commissioners in their corporate capacity, such pastors or other persons as shall be approved of by the parents or guardians of the children respectively, shall have access to them *in the school-room*, for the purpose of giving them religious instruction there, at convenient times to be appointed for that purpose, whether those pastors or persons shall have signed the original application or otherwise.

Part I., Sect. IV., § 9 of Code X.

5. In schools NOT VESTED, but which receive aid only by way of salary and books, it is for the patrons to determine whether religious instruction shall be given *in the school-room* or not; but if they do not allow it in the school-room, the children whose parents or guardians so desire, must be allowed to absent themselves from the school, at reasonable times, for the purpose of receiving such instruction ELSEWHERE.

Rules 6 and 7 of this Code form Part I., Sect. IV., § 10 of Code X.

6. The reading of the Scriptures, either in the Protestant Authorized or Douay Version, as well as the teaching of catechisms, comes within the rule as to religious instruction.

7. The rule as to religious instruction applies to public prayer and to all other religious exercises.

Part I., Sect. VI., § 3 of Code X.

8. The Commissioners do not insist on the "Scripture Lessons" or book of "Sacred Poetry" being read in any of the National schools, nor do they allow them to be read [as part of the ordinary school business (during which all children, of whatever denomination they may be, are required to attend)] in any school attended by children whose parents or guardians object to their being read by their children.

Part between [ ] new matter.

Part between [ ] new matter.

In such cases the Commissioners prohibit the use of [these books,] except at times [set apart for the purpose, either before or after the ordinary school business, and under the following conditions:—]

New clauses: the three are omitted in Code X.

"First—That no child whose parent or guardian objects, shall be required, directly or indirectly, to be present at such reading."

"Second—That in order that no child, whose parent or guardian objects, may be present at the reading of the books above specified, public notification of the time set apart for such reading shall be inserted in large letters in the time-table of the school—that there shall be a sufficient interval between the conclusion of the ordinary school business and the commencement of such reading; and that the teacher shall immediately, before its commencement, announce distinctly to the pupils that any child whose parent or guardian so desires may then retire."

"Third—That in every such case there shall be, exclusive of the time set apart for such reading, sufficient time devoted each day to the ordinary school business, in order that those children who do not join in the reading of the books may enjoy ample means of literary instruction in the school-room." — Code IX., 1853. (Eighth change.)

9. Whatever arrangement is made in any school for giving religious instruction, must be *publicly notified* in the school-room, in order that those children, and those only, may be present whose parents or guardians allow them.* — May be considered as represented by Part I., Sect. IV., §§ 3 and 5 of Code X.

10. If any other books than the Holy Scriptures, or the *standard* books of the Church to which the children using them belong, are employed in communicating religious instruction, the title of each is to be made known to the Commissioners. — Part I., Sect. VI., § 2, Code X., but see proviso in the Rule in that Code.

11. The use of the books published by the Commissioners is not compulsory; but the titles of all other books which the conductors of schools intend for the ordinary school business, are to be reported to the Commissioners; and none are to be used to which they object; "but they prohibit such only as may appear to them to contain matter objectionable in itself, or objectionable for *common* instruction, as peculiarly belonging to some particular religious denomination." — Part I., Sect. VI., § 1 of Code X.; the passage in " " omitted in that Code, and a limitation added, which see.

12. A registry is to be kept in each school of the daily attendance of the scholars, and the average attendance, according to the form furnished by the Commissioners. — Omitted in Code X.

III. Miscellaneous.

1. It is the earnest wish of Her Majesty's Government, and of the Commissioners, that the clergy and laity of the different religious denominations in the country should co-operate with one another in conducting National schools. — Part I., Sect. I., § 2 of Code X.

2. When any school is received by the Commissioners into connexion with them, the inscription "National School," "*and no other*, shall be put up conspicuously on the school house; and when a school-house is built partly by aid from them, a stone is to be introduced into the wall having that inscription cut upon it. — Part I., Sect. X., § 1. Words between " " omitted in that Code.

This rule is not to be understood as precluding the addition to the terms "National School" of the description of children for whom the school is designed, as male, female, or infant, or of the proper local designation of the city, town, parish, street, village, or townland, in which the school may be situated; but the Commissioners will not sanction the inscription of any title of a denominational character, or which may appear to them to indicate that the school is one peculiarly belonging to any particular religious body. — Explanation of Rule new, embodied in Rule in Code X.

3. The Commissioners require that no use shall be made of the school-rooms for any purpose tending to contention, such as the HOLDING OF POLITICAL MEETINGS IN THEM, or bringing into them political petitions or documents of any kind for signature. — The latter part of this Rule represents Part I., Sect. V., § 6 of Code X.

4. The Commissioners require that the National school-rooms shall not be converted into places of PUBLIC WORSHIP. — Part I., Sect. V., §§ 2 and 3 of Code X. represents this rule, but in a materially altered form in the latter.

5. The Commissioners require the school-rooms to be used *exclusively for the purposes of education;* "and any breach of this rule will be held to be a violation of the principles of the National Education system." — Represents Part I., Sect. V., § 5 of Code X., but materially altered in the latter.

6. The Commissioners require that the principles of the following lesson, or of a lesson of a similar import, be strictly inculcated in all schools admitted into connexion with the Board, and that a copy of the lesson itself be hung up in each school. — Part I., Sect. VI., § 6 of Code X.

Christians should endeavour, as the Apostle Paul commands them, to "live peaceably with all men" (Rom. ch. xii., v. 17), even with those of a different religious persuasion. — Should be v. 18.

Our Saviour, Christ, commanded his disciples to "love one another." He taught them to love even their enemies, to bless those that cursed them, and to pray for those who persecuted them. He himself prayed for his murderers.

Many men hold erroneous doctrines, but we ought not to hate or persecute them. We ought to seek for the truth, and to hold fast what we are convinced is the truth, but not to treat harshly those who are in error. Jesus Christ did not intend his religion to be forced on men by violent means. He would not allow his disciples to fight for him.

If any persons treat us unkindly, we must not do the same to them; for Christ and his Apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

Quarrelling with our neighbours, and abusing them, is not the way to convince them that we are in the right, and they in the wrong. It is more likely to convince them that we have not a Christian spirit. We ought to show ourselves followers of Christ, who, "when he was reviled, reviled not again" (1 Pet. ch. ii., v. 23) by behaving gently and kindly to everyone.

7. The Commissioners regard the attendance of any of their teachers at meetings held for *political purposes*, or their taking part in elections for Members of Parliament, except by voting, as incompatible with the performance of their duties, and as a violation of rule which will render them liable to dismissal. — Part I., Sect. X., § 5 of Code X.

8. "Should the Commissioners consider any teacher employed in a school under the Board unfit for his office, or otherwise objectionable, they require that he be dismissed and another provided. Teachers are also liable to be fined or suspended, at all times, when the Commissioners shall deem it necessary, on sufficient cause being shown." — Part I., Sect. VII., § 4 of Code X, but materially altered in that Code.

9. The Commissioners, by themselves or their officers, are to be allowed to visit and examine the schools whenever they think fit. Those who visit on the part of the Commissioners are furnished with credentials under their seal. — Part I., Sect. I., § 3, Code X.

IV. Inspection of Schools.

1. *Admission of Visitors.*

1. The public generally must have free access to every National school during the hours devoted to secular instruction—not to take part in the ordinary business, nor to interrupt it, but, as visitors, to observe how it is conducted. — Part I., Sect. IX., § 1, Code X.

2. Every teacher of a National school is to receive courteously visitors of all denominations, to afford them free access to the school-room, and full liberty to observe what books are in the hands of the children, or upon the desks; what tablets are hung up on the walls, and what is the method of teaching; but they are by no means required to permit any — Part I., Sect. IX., § 2, Code X.

* See the order made by the Commissioners for carrying out more effectually the above rule, as printed after rule 3, section 2.

Code IX., 1853. (Eighth change.)

person to interrupt the business of the school, by asking questions of children, examining classes, calling for papers of any kind, or in any other way diverting the attention of either teachers or scholars from their usual business.

Part I., Sect. IX., § 3 of Code X.

3. Should any visitors wish for information which they cannot obtain by such an inspection, it is the duty of the teachers to refer them to the patrons or managers of the school for it.

Part I., Sect. IX., § 4 of Code X.

4. Every teacher is required to have his Visitors' or Daily Report Book lying upon his desk, that visitors may, if they choose, enter remarks in it. Such remarks as may be made the teachers are by no means to alter or erase; and the Inspector of the district is required to transmit to the Commissioners copies of such remarks as he may deem of sufficient importance to be made known to them.

Part I., Sect. IX., § 5 of Code X., but somewhat changed in the latter.

5. As the religious instruction of the children is under the control of the clergyman or lay person communicating it with the approbation of their parents, the Commissioners can give no liberty to any other visitor, whether clergyman or layman, to interfere therewith.

2. *Inspection by the Commissioners or their Officers.*

Part I., Sect. VIII., § 1 of Code X.

1. The Commissioners do not take the control or regulation of any school, except their own model schools, directly into their own hands, but leave all schools aided by them under the authority of the local "conductors." The *Inspectors*, "therefore," are not to give direct orders, as on the part of the Board, respecting any necessary regulations, but to point out such regulations to the conductors of the school, that *they* may give the requisite orders.

"Conductors" made "Patrons or Managers" in Code X.; "therefore" omitted in Code X.

Part I., Sect. VIII., § 2 in Code X.

2. The Commissioners require that every National school be inspected by the *Inspector of the district* at least three times in each year.

Part I., Sect. VIII., § 3 in Code X.

3. The *District Inspector*, on each inspection, is to communicate with the patron or correspondent, for the purpose of affording information concerning the general state of the school, and pointing out such violations of rule or defects, if any, as he may have observed; and he is to make such suggestions as he may deem necessary.

Regulations 4 and 5 omitted from Code X.

4. "He is to examine the Visitors' Book, or Daily Report Book, and to transmit to the Commissioners copies of any observations made therein which he may consider to be of importance."

5. "He is not to make any observation in the book except the date of his visit, the time occupied in the inspection of the school, showing the precise time at which it commenced, and the precise time at which it terminated, and also the number of scholars present."

Words in " " omitted in Part I., Sect. VIII., § 4, Code X.

6. Upon ordinary occasions, he is not to give any intimation of his intended visit; but "during the middle term of the year, from 1st May to the 31st August," when the inspection is to be public, he is to make such previous arrangements with the local managers as will facilitate the attendance of the parents of the children, and other persons interested in the welfare of the schools.

Part I., Sect. VIII., § 5 of Code X.

7. He is to report to the Commissioners the result of each visit, and to use every means to obtain accurate information as to the discipline, management, and methods of instruction pursued in the school.

Regulations 8, 9, and 10, omitted from Code X.

8. "He is to examine all the classes in succession, in their different branches of study, so as to enable him to ascertain the degree and efficiency of the instruction imparted."

9. "He is to examine the class rolls, register, and Daily Report Book; and to report with accuracy what is the actual number of children receiving instruction at the school, and what is the daily average attendance."

10. "He is to receive a monthly report from the teacher of each school, and also to make one quarterly himself to the Commissioners, in addition to his ordinary report upon the school after each visit."

Part I., Sect. VIII., § 7 of Code X.

11. He is also to supply the Commissioners with such local information as they may from time to time require from him, and to act as their agent in all matters in which they may employ him; but he is not invested with authority to decide upon any question affecting a National school, or the general business of the Commissioners, without their direction.

Forms VIII., § 6, Code X., but changed in the wording.

12. When applications for aid are referred to the District Inspector, he is to communicate with the applicant, so as to insure an interview, and also with the clergymen of the different denominations in the neighbourhood, with the view of ascertaining their sentiments on the case, and whether they have any, and what, objections thereto. He is also to communicate personally, if necessary, with any other individuals in the neighbourhood.

Regulation omitted from Code X.

13. The District Inspector is to avoid all discussions of a religious or political nature; he is to exhibit a courteous and conciliatory demeanour towards all persons with whom he is to communicate, and to pursue such a line of conduct as will tend to uphold the just influence and authority both of managers and teachers.

V. As to Appointment, Salaries, Conduct of Teachers, &c.

1. *General Rules as to Appointment and Classification of Teachers.*

VII. § 1, Part I. of Code X. "Committees" omitted in that Code

1. The appointment of teachers rests with the local patrons and "committees" of schools, but the Commissioners are to be satisfied with the fitness of each, both as to character and general qualification; and the local patrons have the power of removing the teachers of their own authority. The teacher should be a person of Christian sentiment, of calm temper, and discretion; he should be imbued with a spirit of peace, of obedience to the law, and of loyalty to his Sovereign; he should not only possess the art of communicating knowledge but be capable of moulding the mind of youth, and of giving to the power which education confers a useful direction. These are the qualities for which patrons of schools when making choice of teachers, should anxiously look. They are those which the Commissioners are anxious to find, to encourage, and to reward.

VII. § 1, Part III., in Code X. Part in " " omitted in that Code.

2. The Commissioners have provided a Normal Establishment in Marlborough-street, Dublin, for training teachers, and educating persons who are intended to undertake the charge of schools; "and they do not sanction the appointment of a teacher to any school unless

he shall have been previously trained at the Normal Establishment, or shall have been pronounced duly qualified by the Inspector of the district in which the school is situated."

CODE IX., 1853. (Eighth change.)

3. Teachers selected by the Commissioners for admission to the Normal Establishment must produce a certificate of good character from the officiating clergyman of the communion to which they belong; and must pass through an examination in the books published by the Commissioners. They are to be boarded and lodged at the establishments provided by the Board for the purpose, "in Dublin, and at Glasnevin, in the immediate neighbourhood of Dublin, to which latter an agricultural department is attached." They are to receive religious instruction from their respective pastors, who attend "on Tuesdays" at the Normal Establishment; and on Sundays they are required to attend their respective places of worship; and a vigilant superintendence is at all times exercised over their moral conduct.

VII. § 2, Part III., in Code X. Part in " " omitted in that Code.

4. "They are to attend upon five days in the week at the training and model schools, where lectures are delivered on different branches of knowledge, and where they are practised in the art of teaching. They are to receive instruction in agriculture daily, and they attend on Saturdays at the farm, at Glasnevin, which is conducted under the direction of the Commissioners, and where they see theory reduced to practice." They undergo a final examination at the close of their course, and each will then receive a certificate according to his deserts. The course of training at present occupies a period of four months and a half, and for a considerable time previous to their being summoned, they are required to prepare themselves for the course.

Part in " " omitted in Code X.; the remainder is incorporated in VII., § 2, Part III., of that Code.

5. Teachers of schools unconnected with the National Board, if properly recommended, are also admitted to attend the Normal Establishment as day pupils, without any charge for tuition; but such persons maintain themselves at their own expense.

Sect. VII., § 5, Class Third, Part III., of Code X.

6. All teachers, appointed after the 1st of April, 1851, who have not been previously classed by the Professors or by a Board of Inspectors, shall be paid as probationers, until they be examined at the first general or special examination held in the district subsequently to their appointment. Those who then obtain classification, will be paid from the commencement of their service under the Board according to the rate of salary attached to their class.

This and the following Rule are made into one in Code X. See V. § 9, Part III.

7. This rule will not extend to any teachers who, when summoned, shall fail, from any cause whatever, to present themselves for examination.

8. All teachers who have been unsuccessful at their first examination, and who may be retained on trial, shall receive the salary of the class to which they may be promoted at any subsequent examination, from the commencement of the quarter in which their classification shall be determined.

V. § 10, Part III. of Code X.

9. Teachers who after their first examination have been retained on trial as probationers, if not recommended for promotion by the Head or District Inspectors at the next ensuing examination, or by the Professors after training, cannot be continued in the service of the Board; but their salaries will be paid for one month subsequent to the date of dismissal.

V. § 11, Part III. of Code X.

10. All newly appointed teachers who, after examination by the Inspectors, may be found wholly unqualified, shall be paid salary "up to the close of the month in which the Commissioners refuse to sanction their appointment."

V. § 12, Part III. of Code X., but changed in the part between " ".

11. The pupil teachers of district model schools, on taking charge of National schools after the completion of their course of training, shall rank as third class teachers (provided they be deemed qualified for that class by the Head Inspector) until they shall have been classed at the first general or special examination held after their appointment in the district in which their schools are situated, from which date they will be paid according to their classification.

V. § 15, Part III., Code X.

12. All teachers must remain at least one year in a lower division of any class, before they are eligible for examination with a view to promotion to a higher division; and they must remain two years in a class before they can become candidates for a higher class. These conditions, however, being fulfilled, teachers of superior attainments may be advanced from any division of one class to any division of another after their first classification (except untrained teachers, who cannot be placed in the first class) without requiring them to pass through the intermediate divisions.

V. § 16, Part III., Code X.

13. This regulation does not apply to teachers who may be promoted on the recommendation of the Professors at the termination of their course of training.

V. § 17, Part III., Code X.

14. "All teachers, except probationers, recommended for promotion after a course of training, will receive the increase of salary from the commencement of the quarter in which they are classed by the Professors."

Omitted in Code X.

15. No teachers can be raised to any division of the first class, unless they shall have been trained at the Normal School of the Commissioners, and recommended for promotion by the Professors "at the end of the course of training, or by a Board of Inspectors."

V. § 18, Part III., Code X. Part in " " omitted from that Code.

16. The Commissioners have determined upon a course of study for each class, in which the teachers are to be examined as a test of their fitness for promotion; "but their general conduct, the condition of their respective schools, their method of conducting them, and the daily average attendance of pupils will also be taken into consideration."

V. § 2, Part III. of Code X. The part in " " omitted in that Code.

17. No teacher will be admitted to examination, with a view to promotion, on whose school a decidedly unfavourable report has been made by the District Inspector within the previous year.

V. § 4, Part III. of Code X.

18. Teachers will not be eligible for promotion, unless, in addition to satisfactory answering in the course prescribed for the class to which they aspire, it appears from the reports of their respective District Inspectors, that their schools are properly organized and well conducted; that adequate exertions have been made to keep up a sufficient average attendance; that their junior classes are carefully taught, and that a fair proportion of the pupils of the higher classes, besides being proficients in the ordinary branches of reading, spelling, and writing, are possessed of a respectable amount of knowledge in, at least, grammar, geography, and arithmetic. In female schools it will be further requisite that instruction in plain needlework, including sewing, knitting, and cutting-out, be given to all girls capable of receiving it, and that they exhibit a due proficiency in this department.

V. § 5, Part III. of Code X.

Code IX., 1853. (Eighth change).

19. It must also appear from the reports of their Inspectors, that their school accounts have been regularly and correctly kept, that their schools and school premises have been

Part III., Sect. V., § 6 of Code X.

preserved with neatness and order, and that cleanliness in person and habits has been enforced on the children attending them.

Omitted in Code X.

20. "Satisfactory certificates of conduct and character will be required of all candidates."

Part III., Sect. V., § 3 of Code X.

21. Every National teacher will be furnished, on application to the District Inspector, with a copy of the programme of the course of study above referred to, in which is stated the minimum of proficiency required for each class.

Part III., Sect. V., § 7 of Code X.

22. The Head and District Inspectors are authorized to recommend that such teachers be removed, fined, or lowered in their classification as may have conducted themselves improperly, or in whose schools the attendance has considerably decreased, or who, from any other cause, may seem to these officers to merit such punishment.

Not in Code X.

23. Salaries are granted by the Commissioners to the teachers *individually*. No new teacher, therefore, is to receive a salary from them unless they have first approved of him; the amount is regulated by the class in which he may be placed.

2. *Salaries and Gratuities to Teachers and Paid Monitors.*

Part III., Sect. VI., § 1 in Code X.

1. The Commissioners grant salaries "and gratuities" to teachers "and to paid monitors" of National schools at the following rates, subject to the foregoing and annexed regulations:—

Ordinary National Schools.

	Males.	Females.
First Class Teachers,	1st Division, £36	£25 per annum.
	2nd do. 30	22 ,,
	3rd do. 25	19 ,,
Second Class do.	1st Division, 22	17 ,,
	2nd do. 20	16 ,,
Third Class do.	1st Division, 18	15 ,,
	2nd do. 15	13 ,,
Probationary Teachers,	11	10 ,,
Assistant Teachers, if qualified as probationers only,	11	10 ,,
Do. if qualified for any division of a higher class,	15	13 ,,
Mistresses to teach needlework,	—	8 ,,

Scale higher in Code X.

Part III., Sect. VI., 1, § 2 in Code X.

2. The Commissioners require that a further income be secured to the teacher, either by local subscription or school-fees, to such amount in each case as they may direct; and the Commissioners also require that the payments made by the children shall not be diminished in consequence of any increase of salary which may be awarded to the teacher.

Agricultural Schools.

Part III., Sect. VI., 3, § 1, Code X. Words in " " omitted in that Code.

1. Masters of agricultural model schools who are competent to conduct both the literary and agricultural departments are, "whatever may be their classification," to receive £10 per annum, in addition to the salary of the class in which they may be placed; and provided their income from the Board, with this addition, should fall short of £30 per annum, the difference will be granted to them, so that, in all cases, such teachers shall have secured to them for their *combined* services a salary of £30 a year at least.

See Part III., Sect. VI., 4, § 1, Code X.

2. Masters of "National schools, having a small portion of land annexed to their schools, consisting of from two to three acres, for the purpose of affording agricultural instruction," will receive £5 per annum, in addition to the salary of their class, provided they are competent to conduct both the literary and agricultural departments, "and the Commissioners shall have previously approved of agriculture being taught in the school."

See Part II., Sect. VI., § 1, and Part III., Sect. VI., 4, § 1.

3. "In cases where a sufficient number of acres of land are attached to workhouse schools in connexion with the National Board of Education, the Commissioners award annual gratuities, not exceeding £15 to each, to such of the agricultural teachers who shall be recommended as deserving of them by the Agricultural Inspectors."

Assistant Teachers.

Omitted in Code X., already in scale of salaries.

"Salary not to exceed £15 for males, and £13 for females."

Part V., Sect. VI., 5, § 1. Words between " " made "a salary to an assistant teacher" in Code X.

1. The Commissioners will not grant "a higher rate of salary than the above to an assistant teacher, even if classed;" nor will they consider any application for a grant of salary to an assistant in any school in which there is not a daily average attendance of at least seventy-five pupils; and in schools whose average attendance does not rise considerably above this, and which are already provided with paid monitors, assistants cannot be recognised by the Board.

Rule omitted in Code X.

2. "When applications for an assistant are laid before the Commissioners, they will determine whether it will not be more advisable to appoint a paid monitor."

Part V., Sect. VI., 5, § 2, but a limitation as to age.

3. Assistant teachers will not be sanctioned whose qualifications are not at least equal to those required of probationers.

Workmistresses.

Omitted in Code X. Is to be found in scale of salaries, Part V., Sect. VI., 6, § 1.

"Salary, £8 per annum."

1. The Commissioners will not grant salary to workmistresses, unless there be a sufficient daily average attendance of pupils, and the Commissioners require that at least two hours each day be devoted by them to instruction in this branch.

Part V., Sect. VI., 6, § 3 of Code X., in part.

2. In schools attended by female children only, under the care of a female teacher, such teacher must be competent not only to conduct the literary department, but also to give instruction in needlework.

Called "Convent Schools" in Code X.

Schools in connexion with Religious Bodies.

Part V., Sect. VI., 8, § 1, Code X.

1. In schools of this description, salary is paid according to a per-centage on the daily average attendance:—

£20 per annum for 100 daily average.		£77 per annum for 400 daily average.	
£40 ,, 200 ,,		£94 ,, 500 ,,	
£60 ,, 300 ,,		£111 ,, 600 ,,	

"And for every 50" over 600 at the rate of £15 per cent.

Industrial Schools.

Code IX., 1853. (Eighth change.)

1. In National schools where embroidery and other high branches of needlework are taught, the amount of salary granted for giving such instruction is regulated by the nature of the work, and the number of pupils engaged in it. — Part V., Sect. VI., 7, § 1, Code X.

Paid Monitors.

SALARIES.

For the First Year,	£4	For the Third Year,	£7
For the Second Year,	£5	For the Fourth Year,	£8

1. The "number of" paid monitors "is limited to eight males and four females in each district," selected from among the best pupils in the National schools, and appointed upon the recommendation of the District Inspectors, "subject to the approval of the Commissioners." — Part V., Sect. VI., 9, § 1 of Code X. The words in " " show the alterations made in Code X.

2. This appointment cannot be held for a longer period than four years, at the expiration of which the salary will be discontinued. — Part V., Sect. VI., 9, § 3 of Code X.

3. The salary may, however, be withdrawn at any time, should want of diligence, efficiency, or good conduct on the part of the monitor, or any other circumstance, render such a course desirable. — Ditto, § 4.

4. The District Inspector selects the schools to which paid monitors should be appointed; and when vacancies occur, whether before or after the expiration of four years, it does not necessarily follow that a successor shall be appointed in the same schools. — Divided into §§ 5, 6. Part V., Sect. VI., 9 of Code X.

5. When all the district model schools are established, candidates for the office of paid monitor must undergo a public examination by the Inspectors, in a prescribed course, to be held in those schools. — §§ 5 and 6 omitted from Code X.

6. The selection will be made, as far as possible, from those who have shown aptitude for teaching.

7. "The candidates should not be under fourteen nor over sixteen years of age. They must be of a sound and healthy constitution, and free from any physical defect likely to impair their efficiency as teachers." — Omitted in Code X.

8. The school to which the candidate belongs should exhibit a tolerable degree of efficiency, should have a sufficient average attendance to require a paid monitor, and the teacher should be qualified to give instruction in the prescribed course. — Part V., Sect. VI., 9, § 7, Code X.

9. The paid monitors' programme can be obtained on application to the District Inspector. — Part V., Sect. VI., 9, § 8 of Code X.

10. Paid monitors who have completed the four years of their course in a satisfactory manner, are eligible, on examination by the Inspectors, for the situation of assistant teacher, or of pupil-teachers in district model schools. — Part V., Sect. VI., 9, § 9, Code X.

Scale of Gratuities to "Masters and Mistresses" of Workhouse Schools. — "Literary teachers" in Code X.

1. The Commissioners for National education have resolved, with the concurrence of the Poor Law Commissioners, to award annual gratuities to a certain number (forty males and forty females) of the teachers of the workhouse schools, in connexion with the National Board, who shall be recommended by the District Inspectors. — Part V., Sect. VI., 10, § 1 of Code X.

2. The gratuities are divided into two classes :—

For Male Teachers,	First Class,	Twenty at £6 a year each.	Ditto, § 2.
	Second Class,	Twenty at £4 a year each.	
For Female Teachers,	First Class,	Twenty at £5 a year each.	Ditto, § 3.
	Second Class,	Twenty at £3 a year each.	

3. The payment will be made half-yearly, with the usual issue of salary to teachers of National schools, after the 31st March, and 30th September, in each year.

4. It is to be understood that such gratuities are given in *addition* to the salaries paid to the teachers of workhouse schools, under the provisions of the Poor Law Act. — Ditto, § 4.

5. No teacher is precluded from receiving the gratuity two or more years in succession, if recommended by the District Inspector as deserving of it; but a teacher having received one year's gratuity is not thereby *entitled* "to a continuance of it." — Ditto, § 5. Words in " " different in Code X.

Scale of Premiums to Masters and Mistresses of National Schools who are most distinguished by the Order, Neatness, and Cleanliness observable in themselves, their Pupils, and in the School-houses.

1. The sum of £22 10*s.* will be allocated to each of the school districts, and divided into thirteen premiums. — Part V., Sect. VI., 12, § 1 of Code IX.

One of £4,	£4
Two of £3,	£6
Five of £1 10*s.*	£7 10*s.*
Five of £1,	£5

2. These premiums will be awarded annually on the recommendation of the District Inspector, "and paid at the end of the year." — Ditto, § 2. Words in " " show part changed in Code X.

3. "No distinction is made between vested and non-vested schools." — Omitted in Code X., but see heading of class.

4. No teacher is eligible for these premiums for more than two years in succession. — Part V., Sect. VI., 12, § 3.

5. These premiums will be awarded without reference to the class in which the teachers may be placed; but none will be deemed eligible to receive such premiums against whom there is any well-founded charge of neglect in the performance of their duties, of impropriety in their conduct, or whose schools are not conducted in a satisfactory manner. — Ditto, § 4.

VI. Books.

1. The Commissioners furnish gratuitously to each school a first stock of school-books, in proportion to the attendance of children, which is renewed at the end of every three years. They are to be kept as a school stock, for which the master or mistress is held responsible, and they are on no account to be taken out of the school. The Commissioners also supply books from time to time for the general use of the children, and school requisites, such as paper, slates, quills, &c., at reduced rates. — Part III., Sect. VIII., § 1 in Code X.

Code IX., 1853. (Eighth change.)

Part III., Sect. VIII., § 2 in Code X.

2. The funds of the Commissioners do not enable them to give a free stock sufficiently large for the entire wants of the school. Any additional books, and maps, stationery, slates, clocks, and other requisites, must be purchased at reduced rates.

Ditto, § 3.

3. The value of the grant is regulated by the daily average attendance, as ascertained from the reports of the Inspectors. The managers of schools have the privilege of selecting their grants of free stock from the *whole* list of books supplied by the Commissioners, and are at liberty to chose such of them as they most approve of, and to omit any to which they object.

Ditto, § 4.

4. When books, &c., purchased from the Commissioners at the reduced price, are sold to the children attending a National school, it is directed that in no case shall any advance be made on these prices; and the District Inspectors have instructions to inquire into and report upon any infraction of this rule.

VII. Building.

Part III., Sect. II., § 1.

1. Before any grant is made towards building a school-house, the Commissioners are to be satisfied that a necessity exists for such a school, that an eligible site has been procured, that a satisfactory lease of the site will be executed to the Commissioners in their corporate capacity; and that the applicant parties are prepared to raise, by local contribution, at least one-third of the whole sum which the Commissioners deem necessary for the erection of the house, providing furniture, &c.

Ditto, § 2.

2. If the proposed site be for a school in a rural district, and be within three statute miles of a school-house, towards the erection of which the Commissioners have contributed aid, no grant can be made.

Ditto, § 3.

3. Although the Commissioners do not absolutely refuse aid towards the erection of school-houses on ground connected with a place of worship, yet they much prefer having them erected on ground which is not so connected, where it can be obtained; they therefore require that, before church, chapel, or meeting-house ground be selected as the site of a school-house, *strict* inquiry be made whether another convenient site can be obtained, and that the result shall be stated to them.

Ditto, § 4.

4. The school premises must be vested in the Commissioners, at a nominal rent, and for such term, under the circumstances, as they may deem necessary.

Ditto, § 5.

5. The Commissioners will keep in repair the school-house and furniture, where the premises are vested in them in their corporate capacity.

Ditto, § 7.

6. When grants are voted towards the building, &c., of a school-house, the conveyance must be duly executed *before the works are commenced.*

Ditto, § 8, but enlarged.

7. No grant can be made until the District Inspector shall have reported upon all the circumstances of the case.

Ditto § 9, but modified.

8. The Commissioners determine from the information afforded them the dimensions of the proposed building.

Ditto § 10.

9. The Commissioners cannot, in any case, pay more than two-thirds of the sum which they may deem necessary for the erection of the school-house (including furniture, &c.); and they invariably require that the remaining one-third, at least, shall be locally provided for.

Ditto, § 11, but part omitted in that Code.
Parts in " " omitted in Code X.

10. The cost of the house, &c., is determined by the number of children which it is intended to accommodate, "allowing an area of six square feet for each child."

"*Example.*—A school-house capable of accommodating one hundred children should contain not less than an area of six hundred square feet, and should be ten feet high to the wall-plate."

Ditto, § 12.

11. The Commissioners furnish instructions as to the plan and specification, to which the parties receiving aid are bound strictly to adhere.

Ditto, § 13.

12. The Commissioners do not contribute to the ornamenting of school-houses, but merely to such expenditure as may be necessary for having the children accommodated in plain, substantial buildings. If buildings of another description be preferred, the whole of the extra expense must be provided by the applicants.

Ditto, § 14.

13. The Commissioners do not contribute towards the expense of erecting residences for the teachers, except in the case of a district model school.

Ditto, § 17.

14. The house, furniture, &c., must be completed, the teacher or teachers appointed, and the school in operation before the grants can be paid.

Ditto, § 15.

15. The whole of the works must be completed within twelve months from the date of the execution of the lease (unless by special permission), or the grants will be forfeited.

Ditto, § 16.

16. The Commissioners do not make advances or instalments of their grants.

Ditto, § 18.

17. Previous to the payment of the grants, a certificate, according to a form furnished, must be forwarded to the Commissioners, stating that the school-house, furniture, &c., have been completed in a satisfactory and workmanlike manner, and built according to the dimensions and directions set forth in the plan and specification. This certificate to be signed by the manager and by the contractor. The work to be approved of by the Clerk of Works, or by any other person authorized by the Commissioners or the Government to examine it; and if a question arise as to the expenditure incurred, the accounts must be submitted to any audit which may be deemed necessary.

Ditto, § 19.

18. The Commissioners do not make grants to purchase school-houses, nor to purchase, alter, or furnish other houses, for the purpose of being converted into school-houses.

[The Leases, Declarations of Trusts, &c., based on these Rules and Regulations, and used at this period, will be found immediately after the present Collection.

VIII. Aids to Schools previously established.

1.

Part III., Sect. III., § 1, Code X.

1. The aid granted to schools previously established is limited to salary and books.

Ditto, § 3.
Words in " " omitted in Code X.

2. Before "such" aid can be granted, the Commissioners must be satisfied that the case is deserving of assistance; that there is reason to expect that the school will be efficiently and permanently supported; that some local provision will be made in aid of the teachers' salary, either by school-fees "or otherwise;" that the school-house is in good repair and

provided with a sufficient quantity of suitable furniture; that a competent teacher has been appointed; that the school is in operation; and that there is a [*sufficient*] daily average attendance of children.

Code IX., 1853. (Eighth change.)

[Sufficient] is made [at least thirty] in Code X.

3. Before the Commissioners consider any application for aid, they require from the Inspector of the district, a report upon all the circumstances of the case.

Part III., Sect. III., § 5 in Code IX.

4. To entitle a school to a continuance of aid, the house and furniture must be kept in sufficient repair, by means of local contributions; the school conducted, in all respects, in a satisfactory manner, and in accordance with the regulations of the Commissioners; and it must appear from the "register" of the school, that there is a sufficient daily average attendance of pupils.

Ditto, § 6.

"Record" in Code X.

2. *Workhouse Schools.*

Extract from the Act for the more effectual relief of the Destitute Poor of Ireland, 1st and 2nd Vict., ch. 56, sec. 49:—

Extract omitted in Code X.

"And be it enacted that no order of the Commissioners, nor any by-law, shall oblige any inmate of any workhouse to attend or be present at any religious service which may be celebrated in a mode contrary to the religious principles of such inmate, nor shall authorize the education of any child in such workhouse in any religious creed other than that professed by the parents or surviving parent of such child, and to which such parents or parent shall object, or, in the case of an orphan, to which the guardian or guardians, godfather or godmother of such orphan shall object: Provided also, that it shall be lawful for any regular minister of the religious persuasion of any inmate of such workhouse at all times in the day, on the request of such inmate, to visit such workhouse, for the purpose of affording religious assistance to such inmate, *and also for the purpose of instructing his child or children in the principles of his religion.*"

Such schools are received into connexion, and grants of books made thereto, on condition that they shall be subject to inspection by the Commissioners, or their officers, and that the provisions of the above enactment in reference to religious instruction, shall be faithfully observed.

Part II., Sect. X., § 1, Code X.

The Commissioners [have resolved, with the concurrence of the Poor Law Commissioners, to] award annual gratuities to a certain number of the teachers of the workhouse schools, [in connexion with the National Board], who shall be recommended by the District Inspectors.

Ditto, § 2.
Words in [ ] left out in Code X.

For Scale of Gratuities and the conditions under which they are awarded, see section V.

3. *Schools attached to Prisons.*

Such schools are received into connexion, upon the same general principles as the workhouse schools, and grants of books are made thereto.

Part II., Sect. XI.

IX.—1. "As applications for aid have frequently been made in respect of expenses incurred previously to any communication with the Commissioners, they" desire to be distinctly understood, that they will not hold themselves bound to grant "assistance in any case," unless application shall have been made to them in the first instance, unless such application shall have been approved of, "and unless they shall have funds at their disposal when they come to decide upon the case, to enable them to grant the required aid." Applicants are therefore recommended not to incur any expense towards the payment of which they expect the Commissioners to contribute, until the decision of the Board shall have been communicated to them.

Part III., Sect. IX., § 3.
Parts in " " left out or modified in Code IX.

2. Applicants for assistance are not to understand that the Commissioners are bound to grant the full amount of aid, as set forth in the foregoing regulations, in every case; nor can they grant any unless they have sufficient funds for the purpose, which depends upon the amount placed at their disposal by Parliament.

Part III., Sect. IX., § 2.

3. Persons desirous of obtaining assistance from the Commissioners of National Education, under any of the foregoing heads, will, upon intimating to the Secretaries the nature of the aid required, be furnished with the forms, upon which their application must be laid before the Commissioners.

Ditto, § 1.

4. All communications in reference to National Schools should be made by the manager or correspondent. The Commissioners do not correspond with teachers.

Ditto, § 4.

5. All letters should be directed as under. No communications are received which are not prepaid, except those containing documents sent from this office, and which are required to be returned.

Ditto, §§ 6 and 7.

The Secretaries,
Education Office,
Marlborough-street, Dublin.

By order of the Commissioners,

MAURICE CROSS,
JAMES KELLY, } Secretaries.

No. 10.

Code X., 1855. (Ninth change.)

RULES AND REGULATIONS OF THE COMMISSIONERS OF NATIONAL EDUCATION, IRELAND.

PART I.

I. OBJECT AND FUNDAMENTAL PRINCIPLE OF THE SYSTEM OF NATIONAL EDUCATION.

1. The object of the system of National Education is to afford *combined* literary and moral, and *separate* religious instruction, to children of all persuasions, as far as possible, in the same school, upon the fundamental principle, that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils.

New form of declaration of principle.

2. It is the earnest wish of her Majesty's Government, and of the Commissioners, that the clergy and laity of the different religious denominations should co-operate in conducting National schools.

III., § 1, Code IX.

CODE X., 1855. (Ninth change.)

III., § 9, Code IX. NEW RULE.

3. The Commissioners, by themselves or their officers, are to be allowed to visit and examine the schools whenever they think fit. Those who visit on the part of the Commissioners are furnished with credentials under their seal.

4. The Commissioners will not change any fundamental rule without the express permission of His Excellency the Lord Lieutenant.

II. MANAGEMENT OF NATIONAL SCHOOLS.

§§ 1 to 11 NEW RULES.

1. The local government of the National schools is vested in the local patrons thereof.

2. The Commissioners recognise as the local patron the person who applies in the first instance to place the school in connexion with the Board, unless it be otherwise specified in the application.

3. If a school be under the local management of a school committee, such committee has all the rights of an individual patron.

4. The patron has the right of nominating any fit person to act as his representative in the local management of the school; such representative to be designated the "Local Manager." The patron may, at any time, resume the direct management of the school, or appoint another local manager.

This rule applies equally whether the patronship be vested in one or more individuals.

5. When a school is vested in trustees, they have the right to nominate the local manager.

6. When a school is vested in the Commissioners, the name of the patron or patrons is inserted in the lease.

7. In the case of a vacancy in the patronship by death, the representative of a lay patron, or the successor of a clerical patron, is recognised by the Board (where no valid objection exists) as the person to succeed to the patronship of the school.

8. If a patron wishes to resign the office, he has the power of nominating his successor, subject to the approval of the Board.

9. In all cases, the Commissioners reserve to themselves the power of determining whether the patron, or the person nominated by him, either as his successor, or as local manager, can be recognised by them as a fit person to exercise the trust.

10. In all cases, whether the school be vested or non-vested, the patron, when nominating a local manager, ought to notify to the Commissioners, whether or not the person so nominated is to exercise all the rights of patron during the period he acts as manager.

11. When a school is under the control of a committee of joint patrons, a "Local Manager" should be appointed, to correspond with the office, sign documents, &c., &c.

III. DESCRIPTION OF SCHOOLS TO WHICH COMMISSIONERS GRANT AID.

New classification of schools.

Words in " " omitted in Code XI.

1. The schools to which the Commissioners grant aid are divided into two classes, viz. :— 1st, vested schools, which are vested in the Commissioners, "or were vested previously to the incorporation of the Board, in trustees," for the purpose of being "permanently" maintained as National schools; 2ndly, non-vested schools, "which are" the property of private individuals. Both these classes of schools are under the control of local patrons or managers.

2. There are also model schools, "literary and agricultural," of which the Commissioners are themselves the patrons, but which are conducted on the same fundamental principles as the ordinary National schools.

§§ 3 and 4 represent III., § 1, Code IX.

3. The Commissioners encourage industrial instruction in National schools in all suitable cases.

Words in " " left out in Code XI.

4. The Commissioners require that, in schools attended by females, instruction shall be given "(if practicable)" in plain needlework.

IV. RELIGIOUS AND SECULAR INSTRUCTION.

II., § 2, Code IX. Words in ( ) new.

1. Opportunities are to be afforded (*as hereinafter provided for*) to the children of all National schools for receiving such religious instruction as their parents or guardians approve of.

II., § 2 of Code IX.

2. Religious instruction must be so arranged that each school shall be open to children of all communions; that due regard be had to parental right and authority; that, accordingly, no child be *compelled* to receive, or to be present at, any religious instruction [of] which his parents or guardians [*disapprove*]; and that the time for giving it be so fixed that no child shall be thereby, in effect, excluded, directly or indirectly, from the other advantages which the school affords.

[To] in Code IX.
[Object] in Code IX.

II., § 3 (*1), Code IX.

3. A public notification of the times for religious instruction must be inserted in large letters in the "time table" supplied by the Commissioners, who recommend that, as far as may be practicable, the general nature of such religious instruction be also stated therein.

II., § 3 (*2), Code IX.

4. The "Time Table" must be kept constantly hung up in a conspicuous place in the school-room.

II., § 3 (*3), Code IX.

5. The teacher must, immediately before the commencement of religious instruction, announce distinctly to the pupils, that the hour for religious instruction has arrived, and must, at the same time, put and keep up, during the period allotted to such religious instruction, and within the view of all the pupils, a notification thereof, containing the words "religious instruction," printed in large characters, on a form to be supplied by the Commissioners.

II., § 3 (*4), Code IX.

6. When the secular instruction precedes the religious instruction in any National school, there shall be a sufficient interval between the announcement and the commencement of the religious instruction; and whether the religious or the secular instruction shall have priority in any National school, the books used for the instruction first in order, shall be "carefully" laid aside, at its termination, in the press or other place appropriated for keeping the school-books.

NEW RULE.

7. No secular instruction, whether literary or industrial, shall be carried on in the same apartment, during school hours,* simultaneously with religious instruction.

* The term "SCHOOL HOURS," is always to be understood to mean the entire time, in each day, from the opening of the school to the closing of the same for the dismissal of the pupils.

8. In schools, towards the building of which the Commissioners have contributed, and which are VESTED in trustees, for the purposes of National education, or which are vested in the Commissioners in their corporate capacity, such pastors or other persons as shall be approved of by the parents or guardians of the children respectively, shall have access to them *in the school-room*, for the purpose of giving them religious instruction there, at convenient times to be appointed for that purpose. — CODE X., 1855. (Ninth change.) — II., § 4, Code IX.

9. In schools NOT VESTED, and which receive no other aid than salary and books, it is for the patrons or managers to determine whether any, and if any, what religious instruction shall be given *in the school-room;* but if they do not permit it to be given in the school-room, the children whose parents or guardians so desire, must be allowed to absent themselves from the school, at reasonable times, for the purpose of receiving such instruction ELSEWHERE. — II., § 5, Code IX.

"In such schools, the Commissioners do not insist that opportunities shall be afforded (as in the case of vested schools) for religious instruction being given *in the school-room*, by such pastors, or other persons, as shall be approved by the parents or guardians of the children." — New Matter, omitted in Code XI.

10. The reading of the Scriptures, either in the Protestant Authorised or Douay Version,—the teaching of catechisms,—public prayer,—and all other religious exercises, come within the rules as to religious instruction. — Represents II., §§ 6 and 7, Code IX.

11. The patrons and managers of *all* National schools have the right to permit the Holy Scriptures (either in the Authorised or Douay Version) to be read, at the time or times set apart for religious instruction; and in *all vested schools* the parents or guardians of the children have the right to require the patrons and managers to afford opportunities for the reading of the Holy Scriptures, in the school-room, under proper persons approved of by the parents or guardians for that purpose. — NEW RULE.

12. Religious instruction, prayer, or other religious exercises, may take place, at any time, before and after the ordinary school business (during which all children, of whatever denomination they may be, are required to attend); but must not take place *more than once*, at *an intermediate* time, between the commencement and the close of the ordinary school business. The Commissioners, however, will not sanction any arrangement for religious instruction, prayer or other religious exercises *at an intermediate time*, in cases where it shall appear to them that such arrangement will interfere with the usefulness of the school, by preventing children of any religious denomination from availing themselves of its advantages, or by subjecting those in attendance to any practical inconvenience. — NEW RULE.

13. The secular school business must not be interrupted, or suspended, by any spiritual exercise whatsoever. — NEW RULE.

NOTE.—The Commissioners earnestly recommend that religious instruction shall take place either immediately before the commencement, or immediately after the close, of the ordinary school business; and they further recommend that, whenever the patron or manager thinks fit to have religious instruction at an intermediate time, a separate apartment shall (when practicable) be provided for the reception of those children whose parents or guardians may disapprove of their being present thereat.

14. Patrons, managers, and teachers, are not required to *exclude* any children from any religious instruction given in the school; but all children are to have full power to absent themselves, or to withdraw from it. If any parents or guardians object to the religious instruction given in a National school, it devolves upon them to adopt measures to prevent their children from being present thereat. — NEW RULE.

15. Patrons, managers, and teachers are not to use any means, directly or indirectly, to induce children to attend any religious instruction, contrary to the wishes of their parents or guardians. The Commissioners will regard such interference as opposed to the whole spirit of the system of National education. — Sect. II., 3 (*a), Code IX.

16. If any child of a religious persuasion different from that of the teacher of any National school, attend during the time or times set apart for religious instruction given by such teacher, it shall be his or her duty, on the *first attendance* of every such child, during the time for such religious instruction given by such teacher in such school, *forthwith* to notify the same to the parent or guardian of such child on, and by, a form to be furnished by the Commissioners. — NEW RULE.

17. The teachers are required to keep a record of the names of the children to whose parents they have sent the printed form of notification. — NEW RULE.

18. The registry kept in each school, according to the form furnished by the Commissioners, must show the religious denomination of each child on the school roll. — NEW RULE.

19. A sufficient number of hours, to be approved of in each case by the Commissioners, is to be appropriated to the ordinary school business, during which all children, of whatever denomination they may be, are required to attend. — Represents II., § 1, Code IX.

20. In all National schools (except those in which industrial instruction is the *chief* object) there must be literary instruction for at least *four* hours, upon five days in the week. — *New Regulation.*

21. In schools in which industrial instruction is the *chief* object, the Commissioners require that not less than *two* hours daily, shall be devoted to literary instruction. — *New Regulation.*

V. USE OF SCHOOL-HOUSES.

1. In non-vested schools, the Commissioners do not, in ordinary cases, exercise control over the use of the school-houses on Sundays, or before or after the school hours on the other days of the week; such use being left altogether to the local patrons or managers, of all religious persuasions, subject to the interference of the Board in cases leading to contention or abuse. — NEW RULE.

2. No National school-house shall be employed at any time, even temporarily, as the *stated* place of DIVINE WORSHIP of any religious community; [or for the celebration or administration of the sacraments or rites of any Church].

3. No aid will be granted to a school *held in a place of worship;* [nor will the Commissioners sanction the *transfer* of an existing school, to a place of worship, even for a temporary period].

§§ 2 and 3 Represent in *a materially altered form*, III., § 4 of Code IX. The word "*stated*" first introduced here. Words in [ ] added in this Code.

Code X., 1855. (Ninth change.)

* New Rule.

The *limitation* of "vested" first introduced here—see Sect. III., § 5, Code IX. The permission given in the passage between [ ] new.

III., § 3, Code IX.

* 4. When a school-room is in any way connected with a place of worship, there must not be any *direct internal* communication between the school-room and such place of worship.

5. Vested school-houses must be used, *exclusively, for the education* of the children attending them: [except on Sundays, when they may be employed for Sunday schools, with the sanction of the patrons or managers, subject, in cases leading to contention or abuse, to the interference of the Commissioners].

6. No political meetings shall be held in National school-houses, whether vested or non-vested; nor shall any political business *whatsoever* be transacted therein.

VI. Use of Books or Tablets.

II., § 11, Code IX.

1. The use of the books published by the Commissioners is not compulsory; but the titles of all other books which the patrons or managers of schools intend for the ordinary school business, are to be notified to the Commissioners; and none are to be used to which they object. ["The approval of any such books is to extend only to the particular edition which has been submitted to the Commissioners."]

Part in [ ] added here; left out in Code XI.

II., § 10, Code IX., with the exception of the proviso in [ ]

2. If any other books than the Holy Scriptures, or the *standard* books of the Church to which the children using them belong, be employed in communicating religious instruction, the title of each is to be made known to the Commissioners [whenever they deem it necessary.]

II., § 8, Code IX.

3. The Commissioners do not insist on the "Scripture Lessons" or book of "Sacred Poetry" being read in any of the National schools, nor do they allow them to be read as part of the ordinary school business (during which all children, of whatever denomination they may be, are required to attend) in any school attended by children whose parents or guardians object to their being read by their children.

In such cases the Commissioners prohibit the use of these books, except at times set apart for the purpose, either before or after such ordinary school business, and under the following conditions:—

First—That no child, whose parent or guardian objects, shall be required, directly or indirectly, to be present at such reading.

Second—That in order that any children, whose parents or guardians object, may be at liberty to absent themselves, or to withdraw, at the time set apart for the reading of the books above specified, public notification of the time set apart for such reading shall be inserted in large letters in the time-table of the school; that there shall be a sufficient interval between the conclusion of such ordinary school business and the commencement of such reading; and that the teacher shall, immediately before its commencement, announce distinctly to the pupils that any child whose parent or guardian so desires may then retire.

Third—That in every such case there shall be, exclusive of the time set apart for such reading, sufficient time devoted each day to the ordinary school business, in order that those children who do not join in the reading of the books may enjoy ample means of literary instruction in the school-room.

New Rule.

4. When using the Scripture Lessons, the teachers are prohibited, except at the times set apart for religious instruction, from putting to the children any other questions than those appended to the end of each lesson.

III., § 6, Code IX.

5. The Commissioners require that the principles of the following lesson, or of a lesson of a similar import (to be approved of by the Commissioners), shall be strictly inculcated, during the hours of united instruction, in all schools received into connexion with the Board, and that a copy of the lesson itself be hung up in each school.

Should be v. 18.

Christians should endeavour, as the Apostle Paul commands them, to "live peaceably with all men" (Rom. ch. xii. v. 17), even with those of a different religious persuasion.

Our Saviour, Christ, commanded his disciples "to love one another." He taught them to love even their enemies, to bless those that cursed them, and to pray for those who persecuted them. He himself prayed for his murderers.

Many men hold erroneous doctrines, but we ought not to hate or persecute them. We ought to seek for the truth, and to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend his religion to be forced on men by violent means. He would not allow his disciples to fight for him.

If any persons treat us unkindly, we must not do the same to them; for Christ and his apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

Last sentence differently arranged in preceding Codes.

Quarrelling with our neighbours and abusing them is not the way to convince them that we are in the right, and they in the wrong. It is more likely to convince them that we have not a Christian spirit. We ought, by behaving gently and kindly to everyone, to show ourselves followers of Christ, who, "when he was reviled, reviled not again" (1 Pet. ch. ii. v. 23).

6. The use of the tablet, furnished by the Commissioners, containing the Ten Commandments, is not compulsory.

7. The rules as to religious instruction do not apply to the matter contained in the common school-books, in the Scripture Lessons, in the book of Sacred Poetry, or in any other book, the use of which the Commissioners may at any time sanction for the purpose of united instruction.

VII. Appointment and Dismissal of Teachers.

See V., § 1. Words in ( ) and [ ] indicate changes in previous rule. First part in " " omitted in Code XI.

1. "The local patrons (or managers) of schools have the right of appointing the teachers, [subject to the approval of the Board], as to character and general qualifications; the local patrons (or managers) have also the power of removing the teachers of their own authority." National teachers should be persons of Christian sentiment, of calm temper, and discretion; they should be imbued with a spirit of peace, of obedience to the law, and of loyalty to their Sovereign; they should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power which education confers a useful direction. These are the qualities for which patrons of schools, when making choice of teachers, should anxiously look. They are those which the Commissioners are anxious to find, to encourage, and to reward.

New Rule. Words in " " omitted in Code XI. See Part IV., Sect. I., § 2 of that Code.

2. No clergyman of any denomination, or "(except in the case of convent schools)" member of any religious order, can be recognised as the teacher of a National school.

CODE X., 1855. (Ninth change.)

3. Teachers of National schools are not permitted to carry on, or engage in any business or occupation that will impede or interfere with their usefulness as teachers. Teachers of National schools are especially forbidden to keep public-houses, or houses for the sale of spirituous liquors. — NEW RULE.

4. Should the Commissioners consider any teacher in a "vested" school unfit for his office, or otherwise objectionable, they will require that he be dismissed, and another provided. [In non-vested schools the grant of salary will be withheld until a suitable teacher be procured.] Teachers are also liable to be fined or suspended, at all times, when the Commissioners shall deem it necessary, on sufficient cause being shown. — III., § 8, Code IX. The *limitation to vested schools* first made here. See Code IX. The words in [ ] new matter not in Code IX.

VIII. INSPECTION BY THE COMMISSIONERS OR THEIR OFFICERS.

1. As the Commissioners do not take the control or regulation of any school except their own model schools directly into their own hands, but leave all schools aided by them under the authority of the local "patrons or managers" as stated in § II.); the Inspectors are not to give direct orders, as on the part of the Board, respecting any necessary regulations, but to point out such regulations to the [local patrons or managers] of the schools, that they may give the requisite orders. — IV., 2, § 1 in Code IX. "Patrons or managers" "conductors" in Code IX. Words in [ ] not in IX.

2. The Commissioners require that every National school be inspected by the Inspector of the district at least three times in each year. — IV., 2, § 2 in Code IX.

3. The District Inspector, after each inspection, is to communicate with the local patron or manager, for the purpose of affording information concerning the general state of the school, and pointing out such violations of rule or defects, if any, as he may have observed; and he is to make such suggestions as he may deem necessary. — IV., 2, § 3 in Code IX.

4. Upon ordinary occasions, the Inspector is not to give any intimation of his intended visit; but when the inspection is to be public, he is to make such previous arrangements with the local [patrons or] managers, as will facilitate the attendance of the parents of the children, and other persons interested in the welfare of the schools. — IV., 2, § 6 of Code IX. Words in [ ] not in Code IX.

5. The Inspector is to report to the Commissioners the result of each visit, and to use every means to obtain accurate information as to the discipline, management, and methods of instruction pursued in the school. — IV., 2, § 7, Code IX.

6. When applications for aid are referred to the District Inspector, he is to have an interview with the applicant; and also to communicate personally, or by writing, with the clergymen of the different denominations, and with other parties in the neighbourhood, with the view of ascertaining their opinions on the application, and whether they have any, and what, objections thereto. — IV., § 12, but changed in the wording.

7. The Inspector is also to supply the Commissioners with such local information as they may from time to time require from him, and to act as their agent in all matters in which they may employ him; but he is not invested with authority to decide upon any question affecting a National school, or the general business of the Commissioners, without their direction. — IV., 2, § 11, Code IX.

IX. ADMISSION OF VISITORS.

1. The public generally must have free access to every National school (whether vested or non-vested) during the hours devoted to secular instruction—not to take part in the ordinary business, or to interrupt it, but, as visitors, to observe how it is conducted. — IV., 1, § 1 of Code IX. Words in ( ) not in that Code.

2. Every teacher of a National school is to receive courteously visitors of all denominations, to afford them free access to the school-room, and full liberty to [examine the Register, Daily Report Book, and Class Rolls;] to observe what books are in the hands of the children, or upon the desks, what tablets are hung up on the walls, and what is the method of teaching; "but the teachers are not required to permit any person" to interrupt the business of the school, by asking questions of children, examining classes, calling for papers [or documents] of any kind [except those specified], or in any other way diverting the attention of either teachers or scholars from their usual business. — IV., 1, § 2 of Code IX. Passages in [ ] new.

3. Should any visitors wish for information which they cannot obtain by such an inspection, it is the duty of the teachers to refer them to the patron or manager of the school for such information. — IV., 1, § 3 of Code IX.

4. Every teacher is required to have his "Visitors' or" Daily Report Book lying upon his desk, that visitors may, if they choose, enter remarks in it. Such remarks as may be made, the teachers are by no means to alter or erase; and the Inspector of the district is required to transmit to the Commissioners copies of such remarks as he may deem of sufficient importance to be made known to them. — IV., 1, § 4 of Code IX., made § 4 of Part IV., Sect. I., Code XI. Words in " " omitted in that Code.

5. As to the religious instruction of the children [given in the school-room,] is under the control of the clergyman or lay person, communicating it with the approbation of their parents, the *Commissioners* can give no liberty to any visitor whether clergyman or other person, to interfere therewith, [or to be present thereat]. — IV., 1, § 5 of Code IX. Words in [ ] new matter not in Code IX.

X. MISCELLANEOUS.

1. When any school is received by the Commissioners into connexion with them, the inscription, "NATIONAL SCHOOL," shall be put up [in plain and legible characters] on the school-house, [or on such other place as may render it conspicuous to the public]. When a school-house is built partly by aid from the Commissioners, a stone is to be introduced into the wall having that inscription cut upon it. The Commissioners will not, when granting aid *in future*, sanction the inscription of any title of a *denominational character*, or which may appear to them to indicate that the school is one belonging to any particular religious body. The Commissioners, however, do not object to the terms, male, female, or infant; or to the proper local designation of the city, town, parish, street, village, or townland in which the school may be situated; or to the name of the founder being stated on the inscription. — III., § 2, Code IX. Words in [ ] new.

2. "Patrons and managers are permitted to close their respective schools for a reasonable time or times during the year, subject to the interference of the Commissioners in case of abuse." — NEW RULE. Omitted in Code XII.

Code X., 1855. (Ninth change.)

New Rule.

New Rule.

3. No emblems or symbols of a *denominational* nature shall be exhibited in the school-room, during the hours of united instruction; nor will the Commissioners, in future, grant aid to any school which exhibits on the exterior of the buildings any such emblems.

4. No emblems or symbols of a *political* nature shall at *any time* be exhibited in the school-room, or affixed to the *exterior* of the buildings: nor shall any placards whatsoever be affixed thereto.

III., § 7 of Code IX., except the words in [ ].

5. The Commissioners regard the attendance of any of their teachers at meetings held for *political purposes*, or their taking part in elections for Members of Parliament, [or for Poor Law Guardians,] &c., except by voting, as incompatible with the performance of their duties, and as a violation of rule which will render them liable to dismissal.

New Rule.

6. The Commissioners require that a copy of Part I. of their Rules, on a form to be furnished by them, shall be suspended in every National school-room.

Part II.—Different Classes of National Schools.

I. District Model Schools.

Classification of schools enlarged and modified here; re-arranged again in Code XI.

1. District model schools are built and supported entirely out of the funds placed by Parliament at the disposal of the Commissioners, and are therefore under their exclusive control.

2. The chief objects of district model schools are to promote united education; to exhibit the most improved methods of literary and scientific instruction, and to train young persons for the office of teacher.

3. In district model schools, the Commissioners appoint and dismiss, of their own authority, the teachers and other officers; regulate the course of instruction, and exercise all the rights of patrons. The Commissioners afford the necessary opportunities for giving religious instruction to the pupils, by such pastors or other persons as are approved of by their parents or guardians, and in separate apartments allotted to the purpose.

4. Some of the district model schools have farms attached to them, for the purpose of affording instruction in agriculture.

II. Agricultural Schools.

1. Agricultural schools of every class must have a literary department annexed to them, conducted on the principles of ordinary National schools.

" " modified again in next Code.

2. Agricultural schools consist of two classes, "model and ordinary."

3. Model agricultural schools are divided into two classes, viz., those under the exclusive control of the Commissioners, and those under local patrons.

Words in " " made "In all schools connected with school farms of the first class," in Code XI.

4. "In all model agricultural schools" the Commissioners will grant salary to a teacher for the literary department *exclusively*, when the extent of the farm and other circumstance render such an appointment necessary.

"III. Model Agricultural Schools" under the Exclusive Control of the Commissioners.

Words in " " made A. School farms of the first class" in Code XI.

1. The Commissioners defray the greater portion of the cost of erecting the necessary buildings; but they require the local parties to contribute in such proportion as may be deemed necessary, according to the circumstances of each case.

2. The Commissioners undertake the *entire* cost of the furniture, fittings, rent, taxes, maintenance, implements, stock, &c., &c.

3. A farm of sufficient extent must be conveyed to the Commissioners, at a moderate rent, and on a satisfactory lease.

4. The Commissioners exercise all the rights of patrons, as in the case of district model schools.

5. The Commissioners admit into these schools a limited number of free, and also of paying resident agricultural pupils.

6. The Commissioners contribute a small weekly payment to the class of day pupils who work on the farm.

"IV. Model Agricultural Schools (Vested and Non-vested)" under Local Patrons.

Words in " " made "School farms of the first class." " " made "where the premises are vested."

1. "Vested Model Agricultural Schools."

1. The Commissioners contribute a certain amount of assistance towards the erection of the buildings, in proportion to the amount of local contribution, and the extent of the farm. The remaining portion of the cost of the buildings and furniture, and the whole cost of implements, stock, seed, &c., must be contributed by local parties.

2. The site of the buildings must be legally vested in the Commissioners "free of" rent.

3. The only aid granted by the Commissioners towards the *maintenance* of such schools, consists of salary to the master (who must be competent to conduct both the literary and agricultural departments); a sum towards the support of a limited number of resident agricultural pupils, and a weekly payment to the class of day pupils who work on the farm.

2. Non-vested "Model Agricultural Schools."

The first part represents V. 2, § 1 of agricultural schools, Code IX.; the latter part in [ ] new matter; the part in " " indicate where the wording was again changed in Code XI.

1. The entire cost of the necessary buildings, furniture, implements, stock, seed, &c., must be defrayed by local parties, and a farm of sufficient extent must be provided.

2. The Commissioners "grant the usual" salary to the master, "according to his class, as a literary teacher, and an additional sum £10 a year for his services as agriculturist." [They contribute also towards the support of a limited number of resident agricultural pupils, and a weekly payment to the class of day pupils who work on the farm.]

V. Ordinary Agricultural Schools.

V. 2, § 2, agricultural schools, Code IX. New or modified matter in [ ].

1. *This class of schools consists of ordinary National schools (either vested or non-vested)*, to which a small farm (from *one* to three acres) is annexed. The teacher must be competent

to give instruction *both in the theory and practice* of agriculture, [and must cultivate the land, with the assistance of his pupils]. Code X., 1855. (No such change.)

2. The only aid granted by the Commissioners, is an addition of "£5 a year" to the class salary of the teacher, [and in some special cases a small weekly payment to an industrial class of pupils].

3. To entitle a school to such aid, the Commissioners require to be satisfied from the reports of the Agricultural Inspectors, that the agricultural department is efficiently conducted.

VI. Agricultural Schools connected with Workhouses.

1. In Workhouse schools to which farms are attached, the Commissioners award to the agricultural teacher a gratuity, not exceeding £15 in one year, and make a free grant of books on agriculture. These gratuities and grants are awarded on the recommendation of the Agricultural Inspectors. See V., 2, Agricultural Schools, § 3, Code IX.

VII. School Gardens.

1. The Commissioners award gratuities, on the recommendation of the Agricultural Inspectors, to the teachers of National schools, who exhibit the best specimens of garden culture, on ground attached to their respective schools, the ground to be cultivated by the pupils. *New regulation.*

VIII. Industrial Schools.

1. In these schools embroidery and other advanced kinds of needlework are taught. The Commissioners grant salaries to the teachers on the following conditions :— Rules, §§ 1 to 3, new

First. That *all* the pupils of the industrial department shall receive literary instruction, for at least *two hours* daily.

Second. That no religious instruction or religious exercise shall take place during the time the pupils are engaged in industrial occupation.

Third. That a separate room be provided for industrial instruction.

Fourth. That in addition to the literary teacher, there shall be a suitable person appointed to conduct the industrial department.

2. None but lay teachers are entitled to a salary from the Commissioners, for conducting an industrial department in connexion with a *convent school.*

3. The amount of salary will depend upon the circumstances of each case.

IX. Convent Schools.

1. Convent schools receive aid under the conditions applicable to non-vested schools, and they are subject to the same rules and regulations. Rules and *regulations*, §§ 1 to 4, new.

2. The members of the community may themselves discharge the office of teachers, with or without, the aid of such other persons as they may see fit to employ ; the salaries of the assistants to be defrayed by the community.

3. The amount of salary awarded to convent schools is regulated by the average number of children in daily attendance, according to a scale laid down by the Commissioners.

4. The Commissioners will grant aid to *one school only* in *connexion with the same* convent.

X. Workhouse Schools.

1. Such schools are received into connexion, and grants of books made thereto, on condition that they shall be subject to inspection by the Commissioners, or their officers, and that all the rules of the Board applicable to non-vested schools be faithfully observed. VIII., 2, Code IX.

2. The Commissioners award annual gratuities to a certain number of the teachers of Workhouse schools in each district, on the recommendation of the Inspector.

XI. Schools attached to Prisons.

Such schools are received into connexion, upon the same general principles as the Workhouse schools, and grants of books are made thereto. [In special cases gratuities are awarded to the teachers.] VIII., 3, Code IX. Words in [ ] not in previous Codes.

XII. Evening Schools.

The Commissioners grant aid towards the support of evening schools, where the wants of the locality render such institutions desirable. The aid is limited to salary and books. *New regulation.*

Part III.

I. Conditions upon which Aid is granted towards Building School-houses ; towards Payment of Teachers' Salaries.—Classification of Teachers.—Scale of Salaries to Teachers, Monitors, &c.—General Regulations respecting the Training of Teachers, &c., &c.

New regulations, see III., § 1, Code IX.

1. The Commissioners of National Education grant aid under two general heads, viz. :—

First.—Towards building school-houses and providing suitable fittings and furniture. In such cases the Commissioners also grant aid towards the payment of teachers, supply of books, &c., as hereafter explained.

Secondly.—Towards the support and maintenance of schools established by local parties, without any assistance from the Commissioners towards the erection of the buildings, or providing furniture.

2. The Commissioners desire it to be distinctly understood that they reserve to themselves the right to withdraw any grant of salary or books, whenever they see fit.

II. Building (Vested Schools).

Words in ( ) not in previous Code.

1. Before any grant is made towards building a school-house, the Commissioners are to be satisfied that a necessity exists for such a school, that an eligible site has been procured, that VII., § 1 in Code IX.

CODE X., 1855. (Ninth change.)

a satisfactory lease of the site will be executed to the Commissioners in their corporate capacity; and that the applicant parties are prepared to raise, by local contribution, at least one-third of the whole sum which the Commissioners deem necessary for the erection of the house, providing furniture, &c.

VII., § 2, Code IX. 2. If the proposed site be for a school in a rural district, and be within three statute miles of a school-house, towards the erection of which the Commissioners have contributed aid, no grant can be made.

Ditto, § 3. 3. Although the Commissioners do not absolutely refuse aid towards the erection of school-houses on ground connected with a place of worship, yet they much prefer having them erected on ground which is not so connected, where it can be obtained; they therefore require that, before church, chapel, or meeting-house ground be selected as the site of a school-house, *strict* inquiry be made whether another convenient site can be obtained, and that the result shall be stated to them.

Ditto, § 4. 4. The school premises must be vested in the Commissioners, at a nominal rent, and for such term, under the circumstances, as they may deem necessary.

Ditto, § 5. 5. The Commissioners will keep in repair the school-house and furniture, where the premises are vested in them in their corporate capacity.

NEW RULE. 6. When the school premises have been vested in trustees, for the purposes of National Education, it devolves on the trustees to keep the house, furniture, &c., in repair.

VII., § 6, Code IX. 7. When grants are voted towards the building, &c., of a school-house, the conveyance must be duly executed *before the works are commenced.*

Ditto, § 7. 8. No grant can be made until the District Inspector shall have reported upon all the circumstances of the case; [until the Clerk of Works shall have reported on the eligibility of the proposed site; and the Law Adviser of the Board shall have given his opinion, from the information laid before him, that a satisfactory lease can be executed].

Words in [ ] new matter.

VII., § 8. 9. The Commissioners determine, from the information afforded them, [what amount of school accommodation should be provided in the] proposed building.

Words in [ ] show part changed from Code IX.

VII., § 9, Code IX., omitted in Code XI. 10. "The Commissioners cannot, in any case, pay more than two-thirds of the sum which they may deem necessary for the erection of the school-house (including furniture, &c.); and they invariably require that the remaining one-third, at least, shall be locally provided for."

VII., § 10, Code IX. 11. The cost of the house, &c., is determined by the number of children which it is intended to accommodate.

Ditto, § 11. 12. The Commissioners furnish instructions as to the plan and specification, to which the parties receiving aid are bound strictly to adhere.

Ditto, § 12. 13. The Commissioners do not "contribute" to the ornamenting of school-houses, but merely to such expenditure as may be necessary for having the children accommodated in plain, substantial buildings. If buildings of another description be preferred, the whole of the extra expense must be provided by the applicants.

Ditto, § 13. 14. The Commissioners do not contribute towards the expense of erecting residences for the teachers.

Ditto, § 15, omitted in Code XI. 15. "The whole of the works must be completed within twelve months from the date of the execution of the lease (unless by special permission), or the grants will be forfeited."

Ditto, § 16, ditto. 16. "The Commissioners do not make advances or instalments of their grants."

Ditto, § 14. 17. The house, furniture, &c., must be completed, and the school ready for the reception of the scholars before the grant can be paid.

Ditto, § 17, omitted in Code XI. 18. "Previous to the payment of the grants, a certificate, according to a form furnished, must be forwarded to the Commissioners, stating that the school-house, furniture, &c., have been completed in a satisfactory and workmanlike manner, and built according to the dimensions and directions set forth in the plan and specification. This certificate to be signed by the manager and by the contractor. The work to be approved of by the clerk of works or by any other person authorized by the Commissioners or the Government to examine it; and if a question arise as to the expenditure incurred, the accounts must be submitted to any audit which may be deemed necessary."

Ditto, § 18. 19. The Commissioners do not make grants to purchase school-houses, nor to purchase, alter, or furnish other houses, for the purpose of being converted into school-houses.

III. AIDS TO SCHOOLS PREVIOUSLY ESTABLISHED.

VIII., 1, § 1, Code IX. *Such Schools come under the class of "Non-vested Schools."* (*See* PART I., *Sec.* 3, *p.* 4.)

1. The aid granted to schools previously established is limited to salary and books.

NEW RULE 2. The Commissioners do not contribute towards repairs, fittings, furniture; or to the rent of the school-house.

VIII., 1, § 2, Code IX. 3. Before aid can be granted, the Commissioners must be satisfied that the case is deserving of assistance; that there is reason to expect that the school will be efficiently and permanently supported; that some local provision will be made in aid of the teacher's salary, in addition to the school fees; that the school-house is in good repair, and provided with a sufficient quantity of suitable furniture; that a competent teacher has been appointed; that the school is in operation; and that there is an average daily attendance of, [at least, thirty] children.

[At least thirty] was "sufficient" in Code IX.

NEW RULE, omitted in Code XI. 4. "The Commissioners reserve to themselves the right of making grants of "Salary and Books," in special cases, to schools in which the average daily attendance of pupils is below thirty, upon the following condition:—"

> "That so long as the average daily attendance continues under thirty, the salary awarded shall not exceed that of a probationary teacher; but that whenever an average daily attendance of thirty pupils, for a period of three months, can be shown from the records of the school, the teacher will then be paid the amount of salary to which he or she may be entitled, according to the scale of classification."

VIII., 1, § 3, Code IX. 5. Before the Commissioners consider any application for aid, they require from the Inspector of the district, a report upon all the circumstances of the case.

Ditto, § 4 6. To entitle a school to a continuance of aid, the house and furniture must be kept in sufficient repair by means of local contributions; the school conducted in all respects in a

satisfactory manner, and in accordance with the regulations of the Commissioners; and it must appear from the "records" of the school, that there is a sufficient average daily attendance of pupils.

Code X., 1855. (Ninth change.)

"Register" in Code IX. §§ 7 and 8 New Rules.

7. In mixed schools, *i.e.*, schools in which male and female children are taught in the same room, the teacher may be either male or female, as the circumstances of the school may require; but when a mixed school has been received into connexion, by the Commissioners, under a male or female teacher, the Commissioners will not sanction the appointment of a teacher of a different sex, unless previous application be made to them to sanction such change.

8. When a school has been taken into connexion, as a school for males, or for females solely, the Commissioners will not sanction the change from a male to a female school, or *vice versa*, without their permission having been previously obtained.

IV. Workhouse Schools and Schools attached to Prisons.

(*See* Part II., *Sections* 10 & 11.)

V. Classification and Salaries of Teachers, Monitors, &c.

1. All National teachers are either "classed teachers" or "probationers." The former are divided into three classes:—

New description of classes, &c., of teachers.

The class in which each teacher is ranked depends upon his or her qualifications, as determined after examination by the professors, or by the Inspectors.

All teachers on first entering the service of the Board, or who have not been classed, are termed probationers.

There are, also, assistant teachers, teachers of needlework, paid monitors.

2. The Commissioners have determined upon a course of study for each class, in which the teachers are to be examined, as a test of their fitness for promotion.

V., 1, § 16, Code IX.

3. Every National teacher will be furnished, on application to the District Inspector, with a copy of the programme of the course of study above referred to, in which is stated the minimum of proficiency required for each class.

V., 1, § 21, Code IX.

4. "No teacher will be admitted" to examination with a view to promotion, on whose school a decidedly unfavourable report has been made by the District Inspector within the previous year.

V., 1, § 17, Code IX., and modified in Part IV., Sect. III., § 5 of Code XI.

5. Teachers will not be eligible for promotion, unless in addition to satisfactory answering in the course prescribed for the class to which they aspire, it appears from the reports of the respective District Inspectors, that the schools are properly organized and well conducted; that adequate exertions have been made to keep up a sufficient average attendance; that the junior classes are carefully taught, and that a fair proportion of the pupils of the higher classes, besides being proficients in the ordinary branches of reading, spelling, and writing, are possessed of a respectable amount of knowledge in, at least, grammar, geography, and arithmetic. In female schools it will be further requisite that instruction in plain needlework, including sewing, knitting, and cutting-out, be given to all girls capable of receiving it, and that they exhibit a due proficiency in this department.

V., 1, § 18, Code IX., and modified Part IV., Sect. III., § 6*a*, Code XI.

6. It must also appear from the reports of the Inspectors, that the school accounts have been regularly and correctly kept; that the school premises have been preserved with neatness and order, and that cleanliness in person and habits has been enforced on the children attending them.

V., 1, § 19, Code IX., and modified Part IV., Sect. III., § 6*b*, Code XI.

7. "The Head and District Inspectors are authorized to recommend that such teachers be removed, fined, or lowered in their classification, as may have conducted themselves improperly, or in whose schools the attendance has considerably decreased, or who, from any other cause, may seem to these officers to merit such punishment."

V., 1, § 22, Code IX., omitted in Code XI.

8. All teachers who have not been classed, will be paid as probationers, until they be classed at the first general or special examination, to which they shall have been summoned. Those who then obtain classification, will be paid from the commencement of their service under the Board, according to the rate of salary attached to their class. This rule will not extend to any teachers who, when summoned, shall fail, from any cause whatever, to present themselves for examination.

V., 1, §§ 6 & 7, Code IX., Part IV., Sect. III., § 7 of Code XI.

9. "All teachers, not previously classed, who shall be summoned to a course of training, are to undergo a preliminary examination on their arrival in Dublin; and if then classed, shall receive the benefit of *such classification*, from the date of appointment to the date of the termination of the course of training; and they will receive the benefit of any promotion obtained at their second classification at the termination of the course, from the latter date."

New regulation, omitted in Code XI.

10. All teachers who have been unsuccessful at their first examination, and who may be retained on trial will receive the salary of the class to which they may be promoted at any subsequent examination, "from the commencement of the quarter in which their classification shall be determined."

V., 1, § 8, Code IX. Part between " " modified in Code XI., see Part IV., Sect. III., § 8.

11. Teachers who, after their first examination, have been retained on trial as probationers, if not recommended for promotion by the Head or District Inspectors, at the next ensuing examination, "or by the professors, after training," cannot be continued in the service of the Board; "but their salaries will be paid for one month subsequent to the date of dismissal."

V., 1, § 9, Code IX. Part in " " omitted in Code XI., see Part IV., Sect. III., § 9.

12. All teachers newly appointed to National schools, who, after examination by the Inspectors, may be found wholly unqualified, [must be removed from the school; but salary will be paid, at the rate of a probationer, up to the date of the order for removal].

V., 1, § 10, Code IX. New matter in [ ] again modified in Code XI., see Part IV., Sect. I., § 7.

13. If a teacher who has been dismissed from a National school for any cause, be appointed to another National school, the Commissioners reserve to themselves the right to determine whether the appointment can be sanctioned, or any salary paid to such teacher.

New regulation.

14. If a teacher who has been a considerable period out of the service of the Board, shall again enter it, the Commissioners reserve to themselves the right to determine, in each case, whether such teacher shall retain the class he was in, previous to quitting the service of the Board.

New regulation.

Code X., 1855. (Ninth change.)

15. The pupil teachers of district model schools, on taking charge of National schools after the completion of their course of training, shall rank as third class teachers (provided they be deemed qualified for that class by the Head Inspector) until they shall have been classed at the first "general or special" examination held after their appointment, in the district in which their schools are situated, when they will be paid according to their classification, from the date of such "examination."

V., 1, § 11, Code IX., Part IV., Sect. III., § 11, Code XI. Words in " " omitted in the latter. "Examination" made appointment in Code XI.

16. All teachers must remain at least one year in a lower division of any class, before they are eligible for promotion to a higher division; and they must remain two years in the same class before they can be promoted to a higher class. These conditions, however, being fulfilled, teachers of superior attainments may be advanced from any division of one class to any division of another after their first classification "(except untrained teachers who cannot be placed in the first class)" without being required to pass through the intermediate divisions: [such promotion to date from the 1st of April in the year in which the examinations are held].

V., 1, § 12, Code IX., and Part IV., Sect. III., § 12, Code XI. Words in [ ] new; words in " " and the passage in [ ] omitted in the latter.

17. This regulation does not apply to teachers who may be promoted on the recommendation of the professors at the termination of their course of training.

V., 1, § 13, Code IX.

18. No teachers can be raised to any division of the first class, unless they shall have been trained at the Normal school of the Commissioners, "and recommended for promotion by the professors."

V., 1, § 15, Code IX. Words in " " omitted from Code XI., see Part IV., Sect. III., § 14.

19. "Trained teachers, except at their own request, and with the sanction of the District Inspector, will not be required to attend any examination that may be held during the three years subsequent to the date of their classification by the professors at the expiration of the course of training."

New regulation, omitted in Code XI.

20. "National teachers, forty-five years of age and upwards, who have served under the Board for a period of not less than fifteen years, or teachers who have attained fifty years of age, and served not less than ten years, will not be required to attend any examination, provided they have been already examined and classed by the professors, or by the Inspectors."

New regulation.

21. Teachers who may have absented themselves, without satisfactory reason assigned, from the examinations of previous years, will be liable to be dismissed should they not present themselves when again summoned.

New regulation.

22. All teachers also who may be *specially* summoned, and who shall be absent without a sufficient reason, will be liable to be fined or depressed.

VI. Scale of Salaries to Teachers, Monitors, &c.

1. *Ordinary National Schools.*

V., 2, § 1, but part put under a different head.

1. The Commissioners grant salaries to teachers of National schools at the following rates, subject to the foregoing and annexed regulations:—

Scale higher than in Code IX., altered again in Code XI.

		Males.	Females.
First class teachers,	1st division,	£46	£36
	2nd do.,	38	30
	3rd do.,	32	24
Second class do.,	1st division,	26	22
	2nd do.,	24	20
Third class do.,	1st division,	20	17
	2nd do.,	17	15
Probationary teachers,		14	12
Assistant teachers, if qualified as probationers only,		14	12
Do. if qualified for any division of a class,		17	15
Mistresses to teach needlework,			8

V., 2, § 2 in Code IX.

2. The Commissioners require that a further income be secured to the teacher, either by local subscription or school-fees, to such amount in each case as they may direct; and the Commissioners also require that the payments made by the children shall not be diminished in consequence of any increase of salary which may be awarded to the teacher.

2. *Model Agricultural schools under exclusive control of the Board.*

New classification of agricultural schools. New Rule.

Teachers of model agricultural schools under the exclusive control of the Board, receive such amount of salary as the Commissioners deem sufficient, according to the circumstances of each case.

3. *Model Agricultural Schools under Local Patrons.*

V., 2, § 1, Agricultural Schools Code IX. Words in " " first used here.

1. Masters of model agricultural schools "under local patrons," who are competent to conduct both the literary and agricultural departments, receive £10 per annum, in addition to the salary of the class in which they may be placed; but if their income from the Board, with this addition, should fall short of £30 per annum, the difference will be granted to them, so that, in all cases, such teachers shall have secured to them for their *combined* services a salary of £30 a year at least.

4. *Ordinary Agricultural Schools.*

Represents V., 2, § 2, Agricultural Schools, Code IX.

2. Masters of "ordinary agricultural" schools receive £5 per annum in addition to the salary of their class, provided they are competent to conduct both the literary and agricultural departments, and that the Commissioners shall have previously approved of agriculture being taught in the school.

5. *Assistant Teachers.*

V., 2, Assistant Teachers, § 1, Code IX. Words in [ ] added in this Code.

1. The Commissioners will not grant a salary to an assistant teacher in any school in which there is not an average daily attendance of at least seventy-five pupils [for three months previous to the date of application]; and in schools whose average attendance does not rise considerably above this, and which are already provided with paid monitors, assistants cannot be recognised by the Board.

Ditto, § 3. Limitation as to age in [ ] added in this Code.

2. Assistant teachers will not be sanctioned whose qualifications are not at least equal to those required of probationers, [or who are under eighteen years of age].

6. *Workmistresses.*

CODE X., 1855. (Ninth Change.)

1. The Commissioners will not grant salary to workmistresses, unless there be a sufficient average daily attendance of pupils ; and the Commissioners require that at least two hours each day be devoted to instruction in this branch. — V., 2, workmistresses, § 1 in Code IX.

2. If any workmistress whose appointment has been sanctioned by the Commissioners, be employed during the remainder of the ordinary school-hours in giving literary instruction to the junior classes, it is competent for the District Inspector, if he considers her qualified, to recommend that she be paid at the rate of salary awarded to "probationers :" any increase of salary granted under this regulation is not to have a retrospective effect. — NEW RULE.

3. In schools attended by female children only, under the care of a female teacher, such teacher must be competent not only to conduct the literary department, but also to give instruction in needlework ; [but if the average daily attendance of girls exceed fifty, for a period of three months, application may be made for a grant of salary to a workmistress to take charge of the industrial department, which, however, must be superintended by the principal teacher, who will be held responsible for its efficient management]. — V., 2, workmistresses, § 2, Code IX., part in [ ] new matter.

7. *Industrial Schools.*

In National schools where embroidery and other advanced kinds of needlework are taught, the amount of salary granted for giving such instruction is regulated by the nature of the work, and the number of pupils engaged in it, [subject to the conditions set forth in Part II., sec. 8]. — V., 2, Industrial schools, § 1, Code IX., words in [ ] not in that Code.

8. "*Convent Schools.*"

Called "Schools in connexion with Religious Bodies" in Code X.

1. In schools of this description, salary is paid according to a per-centage on the average daily attendance :— — V., 2, § 1.

[For 50 average daily attendance,	£10]	Parts in [ ] added in this Code.
„ 100 „	20	
„ 200 „	40	[Increase per cent. £20 per annum.]
„ 300 „	60	
„ 400 „	77	
„ 500 „	94	[Increase per cent. £17 per annum.]
„ 600 „	111	
Above 600 „		Increase per cent. £15 per annum.

2. "Where the average daily attendance amounts to thirty above the 100, salary for fifty will be allowed ; and when it exceeds fifty and does not amount to seventy-five, above the 100, salary for three-fourths of 100 will be allowed ; and when it exceeds seventy-five, salary for 100 will be allowed." — NEW RULE, omitted in Code XI.

3. "In cases where the average attendance does *not* amount to 100, salary to be paid thus :"— — NEW RULE, omitted in Code XI

"For thirty children, and not exceeding fifty, £10 per annum."

"When the attendance exceeds fifty and does not amount to seventy-five, £15 per annum will be paid."

"When it exceeds seventy-five, to be paid at £20."

4. "The Commissioners pay salary according to the average number of children in daily attendance at each convent school, without reference to the number of rooms into which they may be distributed." — NEW RULE, omitted in Code XI.

5. As the amount of salary will in all cases depend upon the average daily attendance of pupils, "as shown by the quarterly returns," managers are to be prepared for augmentation or diminution accordingly. — NEW RULE, words in " " omitted in Code XI.

9. *Paid Monitors.*

SALARIES.

For the First Year, . .	£4
For the Second Year, . .	£5
For the Third Year, . .	£7
For the Fourth Year, . .	£8

Scale the same as in Code IX.

1. The paid monitors are selected from among the best pupils in the National schools of each district, and are appointed by the Commissioners upon the recommendation of the District Inspectors. — V., 2, Paid Monitors, § 1 of Code IX., except omitted passage.

2. No manager of a National school is obliged to employ the services of a paid monitor, "unless he wishes to do so." — NEW RULE, words in " " omitted in Code XI.

3. The appointment of a paid monitor cannot be held for a longer period than "FOUR YEARS," at the expiration of which the salary will be discontinued. — V., 2, "Paid Monitors," § 2 of Code IX., words in " " modified in Code XI.

4. The salary may, however, be withdrawn at any time, should want of diligence, of efficiency, or of good conduct on the part of the monitor, or should any other circumstance render such a course desirable. — Ditto, § 3.

5. The Commissioners select the schools (on the recommendation of the Inspectors) in which the services of paid monitors may be employed. — §§ 5, 6, represent § 4, V., 2, "Paid Monitors," Code IX.

6. When a vacancy occurs, whether before or after the expiration of four years, it does not necessarily follow that a successor shall be appointed in the same school.

7. "The school [for which a paid monitor is recommended by the Inspector] should exhibit a tolerable degree of efficiency, should have a sufficient average attendance to require a paid monitor, and the teacher should be qualified to give instruction in a prescribed course." — V., 2, "Paid Monitors," § 8 of Code IX. The words in [ ] show the changes.

8. The programme of the course of study for paid monitors can be obtained on application to the District Inspector. — Ditto, § 9.

9. Paid monitors who have completed the four years of their course in a satisfactory manner, are eligible, on examination by the Inspectors, as candidates for the situation of assistant teachers, or of pupil-teachers in district model schools. — Ditto, § 10.

Code X., 1855. (Ninth Change.)

10. *Scale of Gratuities to "Literary Teachers" of Workhouse Schools.*

"Masters and Mistresses" in Code IX., V., 2, scale of gratuities, &c., § 1, Code IX.

1. The Commissioners of National Education (with the concurrence of the Poor Law Commissioners) award gratuities to a certain number (forty males and forty females) of the teachers of the Workhouse schools, in connexion with the National Board, who shall be recommended by the District Inspectors.

Ditto, § 2.

2. The gratuities are divided into two classes :—

For Male Teachers,	First Class,	Twenty at the rate of	£6	a year each.
	Second Class,	Twenty „	£4	„
For Female Teachers,	First Class,	Twenty „	£5	„
	Second Class,	Twenty „	£3	„

Ditto, § 3.

3. The payment will be made half-yearly, with the usual issue of salary to teachers of National schools, after the 31st March and 30th September, in each year.

Ditto, § 4.

4. It is to be understood that such gratuities are given in *addition* to the salaries paid to the teachers of Workhouse schools, under the provisions of the Poor Law Act.

Ditto, § 5.

5. No teacher is precluded from receiving the gratuity two or more years in succession, if recommended by the District Inspector as deserving of it; but a teacher having received a gratuity for one half year, is not thereby *entitled* [to the payment of it for the succeeding half year].

Words in [ ] different from Code IX.

New regulation.

6. If the local guardians know any just cause for withholding the gratuity from the teacher, they should return the receipt unsigned, and communicate to the Commissioners of National Education the grounds for so doing.

11. *Gratuities to Agricultural Teachers of Workhouse Schools.*

See V., 2, agricultural schools, § 3, Code IX.

The Commissioners award annual gratuities to agricultural teachers of Workhouse schools, not exceeding £15 to each, on conditions stated in Part II., sec. 6.

Words in brackets not in Code IX., but in a separate regulation.

12. *Scale of Premiums to Masters and Mistresses of National Schools, [vested and non-vested,] who are most distinguished by the Order, Neatness, and Cleanliness observable in themselves, their Pupils, and in the School-houses.*

V., 2, similar heading, § 1, Code IX.

1. The sum of £22 10*s.* will be allocated to each of the school districts, and divided into thirteen premiums.

One of £4	£4
Two of £3	£6
Five of £1 10*s.*	£7 10*s.*
Five of £1	£5.

Ditto, § 2. Words in [ ] show change from previous Code.

2. These premiums are awarded ANNUALLY on the recommendation of the District Inspector, [at the expiration of the year.]

V., 2, similar heading, § 4, Code IX.

3. No teacher is eligible for this premium for more than two years in succession.

Ditto, § 5.

4. These premiums will be awarded without reference to the class in which the teachers may be placed; but none will be deemed eligible to receive such premiums against whom there is any well-founded charge of neglect in the performance of their duties, of impropriety in their conduct, or whose schools are not conducted in a satisfactory manner.

New regulation.

5. If the patron or manager of a National school knows any just cause for withholding the premium from the teacher, he should return the receipt unsigned, and state his reasons for so doing.

VII. Training of Teachers.

V., 1, § 2, Code IX.

1. The Commissioners have provided a Normal establishment in Dublin, for training teachers, and educating persons who are intended to undertake the charge of schools.

V., 1, § 3, Code IX. Words in " " omitted in Code XI. Words in [ ] added in this Code.

2. Teachers selected by the Commissioners for admission to the Normal establishment, must produce a certificate of good character "from an officiating clergyman of the communion to which they belong;" [also, a certificate from a member of the medical profession that they are in good health, and free from any cutaneous disease;] and must pass through an examination in the books published by the Commissioners. They are boarded and lodged at the establishments provided by the Commissioners for the purpose. They receive religious instruction from their respective pastors, who attend at the normal establishment at convenient times appointed "for the purpose." On Sundays they are required to attend their respective places of worship; and a vigilant superintendence is at all times exercised over their moral conduct. [The teachers undergo a final examination at the close of the course, and they then receive a certificate according to their deserts. The teachers for a considerable time previous to their being summoned, are required to prepare themselves for the course.]

Part in brackets forms part of V., § 4, Code X.

New regulation.

3. During the absence of the recognised teacher, a temporary teacher must be provided to take charge of the school, who is to be paid a portion of the salary falling due to the recognised teacher during his or her attendance at the Normal establishment.

New regulation. Words in " " altered in Code XI.

4. Should any teachers present themselves in a delicate state of health, or affected with any cutaneous disease, "they will be required to return home at their own expense." No teacher can be admitted who has not had the small pock, or been vaccinated.

New regulation.

5. The teachers trained in the Normal institution are divided into three classes, namely :—

First—The general or ordinary class, composed of teachers (males or females) of National schools who have been recommended by the District or Head Inspectors as eligible candidates for training.

Second—The special or extra training class, composed chiefly of teachers (males or females) who have been selected from the ordinary or general class, for additional training.

See V., 1, § 5 of Code IX.; this regulation is much altered here.

Third—The candidate or *extern* class is composed of a limited number of respectable and well-informed young persons, who wish to qualify themselves to act as teachers. The candidates admitted to this class are permitted to attend, without any charge, the model schools and the lectures of the professors, and at the end of the course they are examined and classed as teachers according to their merits and qualifications. Permission is also given to teachers of schools not connected with the Board to attend the model schools as *auditors* or *visitors*, for any period that may suit their own convenience.

VIII. Books.

Code X., 1855. (Ninth Change.)

1. The Commissioners furnish gratuitously to each school a first stock of school-books, in proportion to the attendance of children, "which is renewed at the end of every three years." These "books" are to be kept as a school stock, for which the master or mistress is held responsible, and they are on no account to be [sold or] taken out of the school. "The Commissioners also supply books from time to time for the general use of the children, and also school requisites, such as paper, slates, quills, &c., at reduced rates." — VI., § 1, Code IX. Words in " " omitted in Code XI. Words in [ ] new. Words in " " omitted in Code XI.

2. The funds of the Commissioners do not enable them to give a free stock sufficiently large for the entire wants of the school. Any additional books, and maps, stationery, slates, clocks, and other requisites, must be purchased at reduced rates. — VI., § 2, Code IX.

3. The value of the grant of free stock is regulated by the average daily attendance of pupils as ascertained from the reports of the Inspectors. The managers of schools have the privilege of selecting their grants of free stock from the "*whole*" list "of books supplied by the Commissioners," and are at liberty to choose such of them as they most approve of, and to omit any to which they object, ["except in the case of a *first free stock*, when the Commissioners require that a map of the world, and a set each of spelling and arithmetical tablets shall be procured."] — VI., § 3, Code IX. Words in " " omitted in Code XI. New condition, not in Code IX.

4. "When books, &c., purchased from the Commissioners at the reduced price, are sold to the children attending a National school, it is directed that in no case shall any advance be made on these prices; and the District Inspectors have instructions to inquire into and report upon any infraction of this rule." — VI., § 4, Code IX., omitted in Code XI.

5. Books published by the Commissioners of National Education :—

First Book of Lessons.
Second do.
Sequel to Second Book, No. 1.
Sequel to the Second Book, No. 2.
Third Book of Lessons.
Fourth do.
Supplement to the Fourth Book.
Fifth Book (Boys').
Reading Book for Girls' School.
Biographical Sketches of British Poets.
Selections from the British Poets, Vol. 1.
Do. do., Vol. 2.
Introduction to the Art of Reading.
English Grammar.
Key to do.
First Book of Arithmetic.
Key to do.
Arithmetic in Theory and Practice.
(For Key to "Arithmetic in Theory and Practice," see "Books sanctioned.")
Book-keeping.
Key to do.
Epitome of Geographical Knowledge.
Compendium of do.
Elements of Geometry.
Mensuration.
Appendix to Mensuration.
Scripture Lessons (Old Test.), No. 1.
Do. do. No. 2.
Do. (New Test.), No. 1.
Do. do. No. 2.
Sacred Poetry.
Agricultural Class Book.
Farm Account Book.
Directions for Needlework.
Do. with Specimens.

6. Books not published but sanctioned by the Commissioners of National Education :—

Professor M'Gauley's Natural Philosophy.
Do. Key to Arithmetic in Theory and Practice.
Professor Sullivan's English Dictionary.
Do. Spelling Book Superseded.
Do. English Grammar.
Do. Introduction to Geography and History.
Do. Geography Generalized.
Do. Literary Class Book.
Fleming's Atlas of Outline Maps, coloured.
Dower's Atlas, 12 Maps, coloured.
Kirkwood's Atlas, 12 Maps, coloured.
Dawes' Hints on Secular Instruction.
Dr. Hodges' Agricultural Chemistry.
Easy Lessons on Reasoning.
Easy Lessons on Money Matters.
Young's Infant School Manual.
Household Work for Female Servants.
Patterson's First Steps to Zoology, Part I.
Do. do. Part II.
Do. Zoology for Schools, Part I.
Do. do. Part II.
Dr. Thomson's Treatise on Arithmetic.
Do. Key to do.
Do. Elements of Euclid, Part I.
Do. do. Part II.
Do. Introduction to Algebra.
Arithmetical Table Book.
Hullah's Manual.

7. THE COMMISSIONERS WILL NOT WITHDRAW, OR ESSENTIALLY ALTER ANY BOOK THAT HAS BEEN, OR SHALL BE HEREAFTER, UNANIMOUSLY PUBLISHED OR SANCTIONED BY THEM, WITHOUT A PREVIOUS COMMUNICATION WITH THE LORD LIEUTENANT. — NEW RULE.

8. All applications for books and requisites at reduced prices must be addressed to the Secretaries, and be accompanied by a money order for the amount, in favour of MAURICE CROSS, or JAMES KELLY, Esq., and PAYABLE IN DUBLIN ON DEMAND. — §§ 8 to 19, *new regulations*.

9. Checks or money orders drawn on country banks cannot be received in payment for books.

10. When a post office order or letter of credit is transmitted, and the amount is under TEN SHILLINGS, the cost of the remittance must be paid by the person applying for the same; but if the sum exceeds Ten Shillings, the cost of the remittance will be allowed, and requisites given for the *full amount* PAID.

11. The patron or manager should not sign any application for books and requisites without first ascertaining that they are actually wanted for the school, on behalf of which the application is made. The Inspectors are required to report to the Commissioners whenever it appears that an undue quantity of books or stationery has been ordered for a National school.

12. All applications for books and requisites at reduced prices, are to be PREPAID by the managers, or the amount of postage will be deducted from the grant. — § 12, omitted in Code XI.

13. When there are separate ROLL NUMBERS for male and female National schools, the application should state for which of them the books, &c., are required; and if for both, *two* forms should be used.

14. Parcels of books, &c., when so desired, will be forwarded, carriage free, to the depot of the district in which the school for which the books are required is situated, and the Inspectors will inform the managers on what day they will be ready for delivery; or to the depot of any other district if more convenient; but in the latter case, the Inspector, not knowing the managers of any schools out of his district, cannot give notice.

15. Or the parcel will be forwarded to any place nearest to the manager's residence to which there is a mode of conveyance. In this case the manager must point out the precise

Code X., 1855. (Ninth change.)

mode of conveyance by which the parcel is to be transmitted, and he must also defray the cost of carriage.

16. When parcels are forwarded to the depot of a district it is *not* the duty of the Inspector to transmit the parcel to the manager's residence or to the school.

17. The manager is required to send to the depot on the day appointed by the Inspector for delivery of parcels, a messenger who must present the order on the Inspector, with which the manager will be furnished; and which order the Inspectors are required to transmit to this office as a proof of the delivery of the parcels.

18. If a parcel is to be sent by a carrier, he must call at the office in Dublin not sooner than two days after the manager's directions shall have been received, and must produce the manager's order to the storekeeper here, for its delivery, on the form supplied for the purpose.

19. The Commissioners do not supply books or requisites to the public, or to schools not connected with the Board of National Education.

IX. Miscellaneous.

IX., § 3, Code IX.

1. Persons desirous of obtaining assistance from the Commissioners of National Education, under any of the foregoing heads, will, upon intimating to the secretaries the nature of the aid required, be furnished with the forms, upon which their application must be laid before the Commissioners.

IX., § 2, Code IX.

2. Applicants for assistance are not to understand that the Commissioners are bound to grant the full amount of aid, as set forth in the foregoing regulations, in every case; nor can they grant any, unless they have sufficient funds for the purpose, which depends upon the amount placed at their disposal by Parliament.

IX., § 1 of Code IX., but greatly modified. "Assistance in any case in Code IX. Words in [ ] indicate the addition to rule made in this Code.

3. The Commissioners desire it to be distinctly understood that they do not hold themselves bound to grant "aid," unless application shall have been made to them in the first instance, [on the proper form, unless such application shall have been approved of, and unless the application shall have been favourably and finally decided upon by the Board.] Applicants, therefore, should not incur any expense towards the payment of which they expect the Commissioners to contribute, until the decision of the Board shall have been communicated to them.

IX., § 4 in Code IX., words in [ ] added here.

4. All communications in reference to National schools should be [signed and] made by the patron or manager. The Commissioners do not correspond with teachers of National schools.

Omitted in Code XI.

5. No attention can be paid to "anonymous" communications.

IX., § 5, Code IX. in part, words in [ ] added here.

6. All letters, or other communications, in any manner relating to the business of the Board, or to the National schools, are to be addressed to the secretaries, [and not to any other officer or person connected with the Board.]

IX., § 5, Code IX.; the regulation in the latter part of clause changed in Code XI.

7. All letters, &c., to be directed as under.* No communications can be received which are not prepaid, except documents sent from this office, and which are required to be returned.

* *The Secretaries,*
Education Office,
Marlborough-street, Dublin.

New regulation.

Correspondents are requested to attend to the following directions, viz.:—

1. To write at the head of any letter addressed to this office the name of the school referred to, and the county in which it is situated.

2. To make communications on different subjects in separate letters.

3. To state in every case the writer's post town; and in the case of persons whose names are not recorded as patrons or managers of schools, to give the name and style of address in full.

4. In replying to an official letter to quote its number and date.

5. It is particularly requested that all letters may be written clearly, and on paper of foolscap size, or, at least, large-sized letter-paper.

By order of the Commissioners of National Education,

Maurice Cross, James Kelly, } *Secretaries.*

Education Office, Dublin,
May, 1855.

Code XI., 1863. (Tenth Change.)

No. 11.

Rules and Regulations of the Commissioners of National Education in Ireland.

Part I.

General Nature of the System of National Education.

I. Its Object and Fundamental Principle.

§§ 1 to 4 as in Code X.

1. The object of the system of National Education is to afford *combined* literary and moral, and *separate* religious instruction, to children of all persuasions, as far as possible, in the same school, upon the fundamental principle, that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils.

2. It is the earnest wish of Her Majesty's Government, and of the Commissioners, that the Clergy and Laity of the different religious denominations should co-operate in conducting National Schools.

3. The Commissioners by themselves, or their Officers, are to be allowed to visit and examine the Schools whenever they think fit. Those who visit on the part of the Commissioners are furnished with credentials under their seal.

4. The Commissioners will not change any fundamental rule without the express permission of His Excellency the Lord Lieutenant.

CODE XI., 1863. (Tenth Change.)

5. The Commissioners will not withdraw, or essentially alter, any book that has been, or shall be hereafter, unanimously published or sanctioned by them, without a previous communication with the Lord Lieutenant.

Transferred from Part III., Sect. VIII., BOOKS in Code X.

II. DESCRIPTION OF SCHOOLS TO WHICH THE COMMISSIONERS GRANT AID.

1. The Schools to which the Commissioners grant aid are divided into two classes, viz. :— 1st, Vested Schools, [of which there are two sorts, namely, first, those vested in the Commissioners; and, second, those vested in Trustees], for the purpose of being maintained as National Schools; 2ndly, Non-Vested Schools, the property of private individuals. Both these classes of Schools are under the control of local Patrons or Managers.

Sect. III. of same part in Code X., otherwise materially unaltered, words in [ ] indicate verbal changes.

2. There are also Model Schools, of which the Commissioners are themselves the Patrons, but which are conducted on the same fundamental principles, as the ordinary National Schools.

3. The Commissioners encourage Industrial Instruction in National Schools in all suitable cases.

4. The Commissioners require that instruction shall be given in plain needle-work in all Female Schools.

III. USE OF SCHOOL-HOUSES.

1. In Non-Vested Schools, the Commissioners do not, in ordinary cases, exercise control over the use of the School-houses on Sundays, or before or after the School hours on the other days of the week; such use being left altogether to the local Patrons or Managers, of all religious persuasions, subject to the interference of the Board in cases leading to contention or abuse.

Sect. V. of same part. §§ 1 to 6 inclusive as in Code X.

2. No National School-house shall be employed, at any time, even temporarily, as the *stated* place of DIVINE WORSHIP of any religious community; or for the celebration or administration of the Sacraments or Rites of any Church.

3. No aid will be granted to a School *held in a place of worship;* nor will the Commissioners sanction the *transfer* of an existing School to a place of worship, even for a temporary period.

4. When a School-room is in any way connected with a place of worship, there must not be any *direct internal* communication between the School-room and such place of worship.

5. Vested School-houses must be used, *exclusively for the education* of the pupils attending them: except on Sundays, when they may be employed for Sunday Schools, with the sanction of the Patrons or Managers, subject, in cases leading to contention or abuse, to the interference of the Commissioners.

6. No political meetings shall be held in National School-houses, whether Vested or Non-vested; nor shall any political business *whatsoever* be transacted therein.

7. When any School is received by the Commissioners into connexion with them, the inscription, "NATIONAL SCHOOL," shall be put up in plain and legible characters on the School-house, or on such other place as may render it conspicuous to the public. When a School-house is built partly by aid from the State, a stone is to be introduced into the wall having that inscription cut upon it. The Commissioners will not, when granting aid *in future*, sanction any inscription containing a title of a *denominational character*, or which may appear to them to indicate that the school is one belonging to any particular religious body. The Commissioners do not object to the terms, Male, Female, or Infant; or the proper local designation taken from the city, town, parish, street, village, or townland, in which the School may be situated; or the name of the founder being included in the inscription.

Transferred from Sect. X. of Part I., § 7, Code X.

8. No emblems or symbols of a *denominational* nature shall be exhibited in the School-room, during the hours of united instruction; nor will the Commissioners, in future, grant aid to any School which exhibits on the exterior of the buildings any such emblems.

Transferred from Sect. X. of Part I., § 3 of Code X.

9. No emblems or symbols of a *political* nature shall at *any time* be exhibited in the School-room, or affixed to the *exterior* of the buildings: nor shall any placards whatsoever, except such as refer to the legitimate business of school management, be affixed thereto.

Transferred from Sect. X. of Part I., § 3 of Code X.

IV. RELIGIOUS AND SECULAR INSTRUCTION.

1. Opportunities are to be afforded (as hereinafter provided for) to the children of all National Schools for receiving such religious instruction as their parents or guardians approve of.

As in Code X.

2. Religious instruction must be so arranged, that each School shall be open to children of all communions; that due regard be had to parental right and authority; that, accordingly, no child "be *compelled* to" receive, or to be present at, any religious instruction of which his parents or guardians disapprove; and that the time for giving it be so fixed, that no child shall be thereby, in effect, excluded, directly or indirectly, from the other advantages which the School affords.

Words in " " changed to "shall" in Code XII.

3. A public notification of the times for religious instruction must be inserted in large letters in the "Time Table" supplied by the Commissioners, who recommend that, as far as may be practicable, the general nature of such religious instruction be also stated therein.

4. The "Time Table" must be kept constantly hung up in a conspicuous place in the School-room.

5. [When the religious instruction comes after the secular], the Teacher must, immediately before the commencement of the former, announce distinctly to the pupils that the hour for religious instruction has arrived, and must, at the same time, put up and keep up, during the period allotted to such religious instruction, and within the view of all the pupils, a notification thereof, containing the words "Religious Instruction," printed in large characters, on a form to be supplied by the Commissioners. [Similarly when the School commences with religious instruction, the Teacher is to put up and keep up the same notification.]

Rule modified here by words in [ ].

CODE XI., 1863. (Tenth Change).

6. When the secular instruction precedes the religious instruction, in any National School, there shall be a sufficient interval between the announcement and the commencement of the religious instruction; and whether the religious or the secular instruction shall have priority in any National School, the books used for the instruction first in order shall be laid aside at its termination, in the press or other place appropriated for keeping the School-books.

7. No secular instruction, whether literary or industrial, shall be carried on in the same apartment during school hours,* simultaneously with religious instruction.

"State" in place of "Commissioners" in Code X.

8. In Schools towards the building of which the "State" has contributed, and which are VESTED in Trustees, for the purposes of National Education, or which are vested in the Commissioners in their corporate capacity, such pastors or other persons as shall be approved of by the parents or guardians of the children respectively, shall have access to them *in the School-room*, for the purpose of giving them religious instruction there, at times convenient for that purpose [that is, at times so appointed as not to interfere unduly with the other arrangements of the School].

Words in [ ] added here.

A paragraph added to this Rule in 1855 (Code X.) omitted here.

9. In Schools, NOT VESTED, and which receive no other aid than Salary and Books, it is for the Patrons or Managers to determine whether any, and if any, what religious instruction shall be given *in the School-room;* but if they do not permit it to be given in the School-room, the children whose parents or guardians so desire, must be allowed to absent themselves from the School, at reasonable times, for the purpose of receiving such instruction ELSEWHERE.

10. The reading of the Scriptures, either in the Protestant Authorized or Douay Version,—the teaching of Catechisms,—public prayer,—and all other religious exercises, come within the rules as to religious instruction.

11. The Patrons and Managers of *all* National Schools have the right to permit the Holy Scriptures (either in the Authorized or Douay Version) to be read, at the time or times set apart for religious instruction; and in *all Vested Schools* the parents or guardians of the children have the right to require the Patrons and Managers to afford opportunities for the reading of the Holy Scriptures, in the School-room, under proper persons approved of by the parents or guardians for that purpose.

12. Religious instruction, prayer, or other religious exercises, may take place, at any time, before and after the ordinary School business (during which all children, of whatever denomination they may be, are required to attend); but must not take place *at more than one intermediate* time, between the commencement and the close of the ordinary School business. The Commissioners, however, will not sanction any arrangement for religious instruction, prayer, or other religious exercises *at an intermediate time*, in cases where it shall appear to them, that such arrangement will interfere with the usefulness of the School, by preventing children of any religious denomination from availing themselves of its advantages, or by subjecting those in attendance to any practical inconvenience.

Words in [ ] added here.

13. [With the above exception,] the secular School business must not be interrupted, or suspended, by any spiritual exercise whatsoever.

Note.—The Commissioners earnestly recommend that Religious Instruction shall take place either immediately before the commencement, or immediately after the close, of the ordinary School business; and they further recommend that, whenever the Patron or Manager thinks fit to have religious instruction at an intermediate time, a separate apartment shall (when practicable) be provided for the reception of those children "whose parents or guardians may disapprove of their being" present thereat.

Words between " " made "who according to these rules should not be" in Code XII.

Rules 14, 15, 16, & 17, *replaced in Code XII. by Rule* 15 *of that Code.*

14. Patrons, Managers, and Teachers are not required to *exclude* any children from any religious instruction given in the School; but all children are to have full power to absent themselves, or to withdraw, from it. If any parents or guardians object to the religious instruction given in a National School, it devolves upon them to adopt measures to prevent their children from being present thereat.

15. Patrons, Managers, and Teachers are not to use any means, directly or indirectly, to induce children to attend any religious instruction, contrary to the wishes of their parents or guardians. The Commissioners will regard such interference as opposed to the whole spirit of the system of National Education.

16. "If any child of a religious persuasion different from that of the Teacher of any National School, attend during the time or times set apart for religious instruction given by such Teacher, it shall be the duty of the Teacher, on the *first attendance* of every such child, during the time for such religious instruction given by such Teacher in such school, *forthwith* to notify the same to the parent or guardian of such child, on, and by, a Form to be furnished by the Commissioners."

17. "The Teachers are required to keep a record of the names of the children to whose parents they have sent the printed Form of notification."

18. The Registry kept in each School, according to the Form furnished by the Commissioners, must show the religious denomination of each child on the School Roll.

19. A sufficient number of hours, to be approved of in each case by the Commissioners, is to be appropriated to the ordinary School business, during which all children, of whatever denomination they may be, are required to attend.

20. In all National Schools (except those in which Industrial instruction is the *chief* object) there must be Literary instruction for at least *four* hours, upon five days in the week.

Words in [ ] added here.

21. [In Industrial Schools—that is,] in Schools where Industrial instruction is the *chief* object the Commissioners require that not less than *two* hours, daily, shall be devoted to Literary instruction.

V. USE OF BOOKS AND TABLETS.

VI., of same part in Code X.

1. The use of the books published by the Commissioners is not compulsory; but the titles of all other books which the Patrons or Managers of Schools intend for the ordinary School business, are to be notified to the Commissioners; and none are to be used to which

* The term "SCHOOL HOURS," is always to be understood to mean the entire time in each day, from the opening of the School to the closing of the same for the dismissal of the pupils.

they object. The approval of any such books is to extend only to the particular edition which has been submitted to the Commissioners. CODE XI., 1863. (Tenth change.)

2. If any books other than the Holy Scriptures, or the *standard* books of the Church to which the children using them belong, be employed in communicating religious instruction, the title of each is to be made known to the Commissioners whenever they deem it necessary.

3. The Commissioners do not insist on the "Scripture Lessons" or book of "Sacred Poetry" being read in any of the National Schools, nor do they allow them to be read as part of the ordinary School business (during which all children, of whatever denomination they may be, are required to attend) in any School attended by children whose parents or guardians object to their being read by their children. In such cases the Commissioners prohibit the use of these books, except at times set apart for the purpose, either before or after such ordinary School business, and under the following conditions:—

First—That no child, whose parent or guardian objects, shall be required, directly or indirectly, to be present at such reading.

Second—That in order that any children, whose parents or guardians object, may be at liberty to absent themselves, or to withdraw, at the time set apart for the reading of the books above specified, public notification of the time set apart for such reading shall be inserted in large letters in the Time-table of the School—that there shall be a sufficient interval between the conclusion of such ordinary School business and the commencement of such reading; and that the Teacher shall, immediately before its commencement, announce distinctly to the pupils, that any child whose parent or guardian so desires may then retire.

Third—That in every such case there shall be, exclusive of the time set apart for such reading, sufficient time devoted each day to the ordinary School business, in order that those children who do not join in the reading of these books may enjoy ample means of literary instruction in the School-room.

4. When using the Scripture Lessons, the Teachers are prohibited, except at the time set apart for religious instruction, from putting to the children any other questions than those appended to the end of each lesson.

5. The Commissioners require that the principles of the following Lesson, or of a Lesson of a similar import (to be approved of by the Commissioners), shall be strictly inculcated, during the hours of united instruction, in all Schools received into connexion with the Board, and that a copy of the Lesson itself be hung up in each School.

Christians should endeavour, as the Apostle Paul commands them, to live peaceably with all men (Rom. ch. xii. v. 18), even with those of a different religious persuasion.

Our Saviour, Christ, commanded his disciples to love one another. He taught them to love even their enemies, to bless those that cursed them, and to pray for those who persecuted them. He himself prayed for his murderers.

Many men hold erroneous doctrines, but we ought not to hate or persecute them. We ought* to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend his religion to be forced on men by violent means. He would not allow his disciples to fight for him.

If any persons treat us unkindly, we must not do the same to them; for Christ and his apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

Quarrelling with our neighbours and abusing them, is not the way to convince them that we are in the right, and they in the wrong. It is more likely to convince them that we have not a Christian spirit. We ought, by behaving gently and kindly to every one, to show ourselves followers of Christ, who, when he was reviled, reviled not again (1 Pet. ch. ii. v. 23).

*The words "*to seek for the truth, and*" in Code X. omitted here.

6. The use of the Tablet, furnished by the Commissioners, containing the Ten Commandments, is not compulsory.

7. The rules as to religious instruction do not apply, [except in the way hereinbefore stated,] to the Scripture Lessons and the Book of Sacred Poetry, or to the matter contained in the common School-books, or in any other book, the use of which the Commissioners may at any time sanction for the purpose of united instruction.

Words in [ ] added here.

VI. MANAGEMENT OF NATIONAL SCHOOLS.

1. The local government of the National Schools is vested in the local Patrons thereof. Part I., Sect. II. of Code X.

2. The Commissioners recognise as the local patron the person who applies in the first instance to place the School in connexion with the Board, unless it be otherwise specified in the application. §§ 1 to 11 inclusive, as in Code X.

3. If a School be under the local management of a School-Committee, such Committee has all the rights of an individual Patron.

4. The Patron has the right of nominating any fit person to act as his representative in the local management of the School; such representative to be designated the "Local Manager." The Patron may, at any time, resume the direct management of the School, or appoint another Local Manager. This rule applies equally whether the Patronship be vested in one or more individuals.

5. When a school is vested in Trustees, they have the right to nominate the Local Manager.

6. When a School is vested in the Commissioners, the name of the Patron or Patrons is inserted in the lease.

7. In the case of a vacancy in the Patronship by death, the representative of a lay Patron, or the successor of a clerical Patron, is recognised by the Board (where no valid objection exists) as the person to succeed to the Patronship of the School.

8. If a Patron wishes to resign the office, he has the power of nominating his successor, subject to the approval of the Board.

9. In all cases, the Commissioners reserve to themselves the power of determining whether the Patron, or the person nominated by him, either as his successor, or as local Manager, can be recognised by them as a fit person to exercise the trust.

10. In all cases, whether the School be vested or non-vested, the Patron, when nominating a local Manager, ought to notify to the Commissioners, whether or not the person so nominated is to exercise all the rights of Patron during the period he acts as Manager.

11. When a School is under the control of a Committee, or of joint Patrons, a "Local Manager" should be appointed, to correspond with the office, sign documents, &c., &c.

CODE XI., 1863. (Tenth change.)

Part I., Sect. VII., § 1 of Code X.; but declaration of character of teachers omitted here, and made § 1, Part IV., § 1.

12. The local Patrons (or Managers) of Schools have the right of appointing the Teachers, subject to the approval of the Board as to character and general qualifications; the local Patrons (or Managers) have also the power of removing the Teachers of their own authority.

Part I., Sect. X., § 2 of Code X., but words in [ ] added here.

13. Patrons and Managers are permitted to close their respective Schools for a reasonable time during the year, subject to the interference of the Commissioners in cases of abuse; [such periods of closing should be limited to six weeks in the year, including the recognised vacations.]

New regulation.

14. Managers of National Schools are requested to notify all changes of Teachers to the Office, and to the Inspectors of the respective districts.

VII. INSPECTION BY THE COMMISSIONERS OR THEIR OFFICERS.

VIII., of same part in Code X.

1. As the Commissioners do not take the control or regulation of any School, except their own Model Schools, directly into their own hands, but leave all Schools aided by them under the authority of the local Patrons or Managers; the *Inspectors* are not to give *direct orders*, as on the part of the Board, respecting any necessary regulations, but to point out such regulations to the local Patrons or Managers of the Schools, that *they* may give the requisite orders.

2. The Commissioners require that every National School be inspected by the *Inspector of the District* at least three times in each year.

3. The *District Inspector*, after each inspection, is to communicate with the local Patron or Manager, for the purpose of affording information concerning the general state of the School, and pointing out such violations of rule, or defects, if any, as he may have observed; and he is to make such suggestions as he may deem necessary.

4. Upon ordinary occasions, the Inspector is not to give any intimation of his intended visit; but when the inspection is to be public, he is to make such previous arrangements with the local Patrons or Managers, as will facilitate the attendance of the parents of the children, and other persons interested in the welfare of the Schools.

Words in [ ] added here.

5. The Inspector is to report to the Commissioners the result of each visit, and to use every means to obtain accurate information as to the [proficiency of the pupils, and the] discipline, management, and methods of instruction pursued in the School.

6. When applications for aid are referred to the District Inspector, he is to have an interview with the applicant: and also to communicate personally, or by writing, with the clergymen of the different denominations, and with other parties in the neighbourhood, with the view of ascertaining their opinions on the application, and whether they have any, and what, objections thereto.

7. The Inspector is also to supply the Commissioners with such local information as they may from time to time require from him, and to act as their agent in all matters in which they may employ him; but he is not invested with authority to decide upon any question affecting a National School, or the general business of the Commissioners, without their direction.

VIII. ADMISSION OF VISITORS.

IX., of same part in Code X.

1. The public, generally, must have free access to every National School (whether Vested or Non-Vested) during the hours devoted to secular instruction,—not to take part in the ordinary business, or to interrupt it, but, as Visitors, to observe how it is conducted.

Words in [ ] differently arranged here from what they are in Code X.

2. [Visitors of all denominations are to be received courteously by all Teachers of National Schools, and are to have] free access to the School-rooms, and full liberty to examine the Registers, Daily Report Books, and Class Rolls; to observe what books are in the hands of the children, or upon the desks, what tablets are hung up on the walls, and what is the method of teaching; [but they are not authorized] to interrupt the business of the school, by asking questions of the children, examining classes, calling for papers or documents of any kind, except those specified, or in any other way diverting the attention of either Teachers or Scholars from their usual business.

Words in [ ] substituted for "but the Teachers are not required to permit any person," in Code X.

3. Should any Visitors wish for information which they cannot obtain by such an Inspection, it is the duty of the Teachers to refer them to the Patron or Manager of the School for such information.

§ 5 in Code X.

4. As the religious instruction of the children given in the School-room is under the control of the Clergyman or Lay person communicating it with the approbation of their parents, the *Commissioners* can give no liberty to any Visitor, whether Clergyman or other person, to interfere therewith, or to be present thereat.

§ 6 of X., Part I., Code X.; words in [ ] added here.

5. The Commissioners require that a copy of PART I., [with selections from other Parts, of these their Rules,] on a form furnished by them, shall be suspended in every National School-room.

Part III. in Code X.

PART II.

EXTENT OF AID, AND CONDITIONS UPON WHICH GRANTED.

I. KINDS OF AID.

1. The Commissioners of National Education award aid under two general heads, viz.:—

First—Towards building School-houses and providing suitable fittings and furniture. In such cases, the Commissioners also grant aid towards the payment of Teachers, supply of Books, &c., as hereafter explained.

"Commissioners" in Code X.

Secondly—Towards the support and maintenance of Schools established without any assistance from the "public funds" for the erection of the buildings, or providing furniture.

Words in [ ] added here.

2. The Commissioners desire it to be distinctly understood that they reserve to themselves [in all cases, in vested as well as in non-vested schools,] the right to withdraw any grant of salary or books, whenever they see fit.

II. TOWARDS BUILDING SCHOOL-HOUSES (VESTED).

1. Before any grant is made towards building a School-house, the Commissioners are to be satisfied that a necessity exists for such a School, that an eligible site has been procured,

that a satisfactory lease of the site will be executed [either to Trustees for the purposes of National Education,] or to the Commissioners in their corporate capacity; and that the applicants are prepared to raise, by local contribution, at least one-third of the whole sum which the Commissioners deem necessary for the erection of the house, providing furniture, &c. — Code XI., 1863. (Tenth change.) Words in [ ] again introduced in this Code.

2. If the proposed site for a School be in a rural district, and be within three statute miles of a School-house erected with aid from the State, no grant will be made, [except under special circumstances.] — Words in [ ] added here.

3. In a rural district, the site should contain one rood. In a town district, the site for a single School should be 100 feet in front, and 80 feet from front to rear; and for a double School, 100 feet square. It should be in a healthy situation, on a public road or street, and have a dry level surface, with a good foundation at a moderate depth, and be convenient to pure water. — New Rule.

4. Although the Commissioners do not refuse aid towards the erection of School-houses on ground connected with places of worship, yet they much prefer having them erected on ground which is not so connected, where it can be obtained; they therefore require that, before Church, Chapel, or Meeting-house ground be selected as the site of a School-house, *strict* inquiry be made whether another convenient site can be obtained, and that the result shall be stated to them. — § 3 in same section of Code X.

5. The School premises must be vested in the Commissioners, or in Trustees, at a nominal rent, and for such term as, under the circumstances, the Commissioners may deem necessary. — § 4 in Code 10.

6. The lease must be prepared in the Office; the expense to be borne by the Commissioners of National Education. — New Rule.

7. The Commissioners will cause to be kept in repair the School-house and furniture, where the premises are vested in them in their corporate capacity. — § 5 in Code X.

8. When the School premises have been vested in Trustees, for the purposes of National Education, it devolves on the Trustees to keep the house, furniture, &c., in repair. — § 6 in Code X.

9. When grants are voted towards the building, &c., of a School-house, the conveyance must be duly executed *before the works are commenced.* — § 7 in Code X.

10. No grant can be approved until the District Inspector shall have reported upon all the circumstances of the case; until the "Board" of Works shall have reported on the eligibility of the proposed site; and the Law Adviser of the "Commissioners" shall have given his opinion, from the information laid before him, that a satisfactory lease can be executed. — § 8 in Code X. "Clerk" in Code X. "Board" in Code X.

11. The Commissioners determine, from the information afforded them, what amount of School accommodation should be provided in the proposed building. — § 9 in Code X.

The following is the scale of Grants for the erection of School-houses, whether vested in Trustees or in the Commissioners. — New Scale of Building Grants.

Class of School.	No. of Children to be accommodated.	Total Estimated Cost, including School Furniture and Out-offices.	Board's Grant.	Description of School.
		£ s. d.	£ s. d.	
1	60	207 0 0	138 0 0	Single School-room.
2	75	225 0 0	150 0 0	Ditto.
3	100	255 0 0	170 0 0	Ditto.
4	120	306 0 0	204 0 0	Ditto.
5	150	416 5 0	277 10 0	Two rooms on ground.
5 A	150	360 0 0	240 0 0	Ditto—one over the other.
6	200	487 10 0	325 0 0	Two rooms on ground.
6 A	200	435 0 0	290 0 0	Ditto—one over the other.

Note.—In many poor localities, where buildings of a less expensive nature than those erected according to the above scale of grants may answer the necessary purposes, the Commissioners will be prepared to grant two-thirds of the expense of erection, provided— — *New regulations.*

(*a*). That the general conditions already specified with regard to building grants be complied with.

(*b*). That the erection of such *exceptional* class of building shall not cost more than £100.

(*c*). That as regards the character and size of the building, the instructions issued by the Board of Works, from time to time, shall be complied with.

12. The cost of the house, &c., is determined by the number of children which it is intended to accommodate. — § 11, Code X.

13. The "Board of Works" will furnish instructions as to the plan and specification, to which the parties receiving aid are bound strictly to adhere. — § 12, Code X. "Commissioners" in Code XII.

14. The Commissioners do not "sanction grants for" the ornamenting of School-houses, but merely for such expenditure as may be necessary for having the children accommodated in plain, substantial buildings. If buildings of another description be preferred, the whole of the extra expense must be provided by the applicants. — § 13 in Code X. "Contribute to" in Code XII.

15. The Commissioners do not sanction grants towards the expense of erecting residences for the Teachers. — § 14 in Code X.

16. The Commissioners do not sanction grants to purchase, alter, or furnish houses, for the purpose of being converted into School-houses. — § 19 in Code X.

§§ 10, 15, 16, 17, 18 of the corresponding Section, code X, omitted from this code.

III. Towards Support of Schools previously established (Non-Vested).

1. The aid granted to Schools previously established is limited to Salary and Books, [and the benefits of Inspection and Training.] — Words in [ ] added here.

CODE XI., 1863. (Tenth Change.)

2. The Commissioners do not contribute towards repairs, fittings, or furniture; or to the rent of the School-house.

3. Before aid can be granted, the Commissioners must be satisfied that the case is deserving of assistance; that there is reason to expect that the School will be efficiently and permanently supported; that some local provision will be made in aid of the Teacher's salary, in addition to the School-fees; that the School-house is in good repair, and provided with a sufficient quantity of suitable furniture; that a competent Teacher has been appointed; and that the School is in operation.

The NEW RULE, § 4 in Code X. omitted here.
§ 5 in Code X.
§ 6 in do.

4. Before the Commissioners consider any application for aid, they require, from the Inspector of the District, a report upon all the circumstances of the case.

5. To entitle a School to a continuance of aid, the house and furniture must be kept in sufficient repair by means of local contributions; the School conducted in all respects in a satisfactory manner, and in accordance with the regulations of the Commissioners; and it must appear from the records of the School that there is a sufficient average daily attendance of pupils.

§ 7 in do.

6. In mixed schools, *i.e.*, schools in which male and female children are taught in the same room, the teacher may be either male or female, as the circumstances of the school may require; but when a mixed school has been received into connexion, by the Commissioners, under a male or a female teacher, the Commissioners will not sanction the appointment of a teacher of a different sex, unless previous application be made to them to sanction such change.

§ 8 in do.

7. When a school has been taken into connexion, as a school for males or for females solely, the Commissioners will not sanction the change from a male to a female school, or *vice versâ*, without their permission having been previously obtained.

Part II. in Code X.

PART III.

DIFFERENT CLASSES OF NATIONAL SCHOOLS.

I. DISTRICT AND MINOR MODEL SCHOOLS.

Words in [ ] new.

1. District [and minor] model schools are built and supported entirely out of the funds placed by Parliament at the disposal of the Commissioners, and are therefore under their exclusive control.

* District in Code X. left out here.

2. The chief objects of * model schools are to promote united education; to exhibit the most improved methods of literary and scientific instruction [to the surrounding schools,] and to train young persons for the office of teacher.

Words in [ ] added here.
Words in [ ] new.

3. In district [and minor] model schools, the Commissioners appoint and dismiss, of their own authority, the teachers and other officers; regulate the course of instruction, and exercise all the rights of patrons. The Commissioners afford the necessary opportunities for giving religious instruction to the pupils, by such pastors or other persons as are approved of by their parents or guardians, and in separate apartments allotted to the purpose.

4. Some of the model schools have farms attached to them, for the purpose of affording instruction in agriculture.

Section II. is new.

II. ORDINARY LITERARY SCHOOLS.

1. Such schools may be established either with aid from the State, or by local provision solely.

2. In vested schools, the local expenditure need only be one-third of the expense, and the teachers' salaries are supplemented by the Commissioners.

3. In non-vested schools, the State assistance is limited to salary and books, and the benefits of inspection and training.

II., in Code X.
New descriptive clause.

III. AGRICULTURAL SCHOOLS.

§ 1 in Code X.

1. To schools of this description farms are attached, for the purpose of illustrating and introducing the most approved systems of tillage and cropping, and general husbandry.

§ 2 in do.

2. Agricultural schools of every class must have a literary department annexed to them, conducted on the principles of ordinary National schools.

Words in [ ] indicate change.

3. Agricultural schools consist of two classes, [those connected with school farms of the first class, and those connected with ordinary school farms].

§ 3 in Code X.
Words in [ ] "Model Agricultural," in Code X.

4. [School farms are further sub]divided into two classes, viz., those under the exclusive control of the Commissioners, and those under local patrons.

§ 4 in Code X.
Words in [ ] "Model Agricultural Schools," in Code X.

5. In all [schools connected with school farms of the first class] the Commissioners will grant salary to a teacher for the literary department *exclusively*, when the extent of the farm and other circumstances render such an appointment necessary.

III., in Code X.; words in [ ] "Model Agricultural Schools" in that Code.

A. [*School Farms of the First Class*] *under the exclusive control of the Commissioners.*†

1. The Commissioners defray the greater portion of the cost of erecting the necessary buildings; but they require the local parties to contribute in such proportion as may be deemed necessary, according to the circumstances of each case.

2. The Commissioners undertake the *entire* cost of the furniture, fittings, rent, taxes, maintenance, implements, stock, &c., &c.

3. A farm of sufficient extent must be conveyed to the Commissioners, at a moderate rent, and on a satisfactory lease.

4. The Commissioners exercise all the rights of patrons, as in the case of district and minor model schools.

5. The Commissioners admit into these schools a limited number of free, and also of paying resident agricultural pupils.

6. The Commissioners contribute a small weekly payment to the class of day pupils who work on the farm.

† The Commissioners have, for the present, ceased to take into connexion school farms of the first class.

CODE XI., 1863. (Tenth Change.)

B. [*School Farms of the First Class*] *under Local Patrons.*

IV., in Code X.; words in [ ] Model Agricultural Schools (Vested and Non-Vested) in that Code.

1. [*Where the Premises are Vested.*]

Vested Model Agricultural Schools in Code X.

1. The Commissioners contribute a certain amount of assistance towards the erection of the buildings, in proportion to the amount of local contribution, and the extent of the farm. The remaining portion of the cost of the buildings and furniture, and the whole cost of implements, stock, seed, &c., must be contributed by local parties.

2. The site of the buildings must be legally vested in the Commissioners [or in trustees, at a moderate rent, and on a satisfactory lease].

Words in [ ] substituted for "free of rent," of Code X.

3. The only aid granted by the Commissioners towards the *maintenance* of such schools consists of salary to the master (who must be competent to conduct both the literary and agricultural departments); a sum towards the support of a limited number of resident agricultural pupils, and a weekly payment to the class of day pupils who work on the farm.

2. *Where the Premises are Non-vested.*

2. Non-Vested Model Agricultural Schools in Code X.

1. The entire cost of the necessary buildings, furniture, implements, stock, seed, &c., must be defrayed by local parties, and a farm of sufficient extent must be provided.

2. The Commissioners [besides salary to the master] contribute also towards the support of a limited number of resident agricultural pupils, and a weekly payment to the class of day pupils who work on the farm.

Words in [ ] show alteration made from Code X., which see.

C. *Ordinary Agricultural Schools.*

V., in Code X.

1. This class of schools consists of ordinary national schools, (either vested or non-vested), to which a small farm (from one to three acres), is annexed. The teacher must be competent to give instruction both in the theory and practice of agriculture, and must cultivate the land with the assistance of his pupils.

2. The only aid granted by the Commissioners, is an addition to the class salary of the teacher, and in some special cases, a small weekly payment to an industrial class of pupils.

3. To entitle a school to such aid, the Commissioners require to be satisfied, from the reports of the Agricultural Inspectors, that the agricultural department is efficiently conducted.

D. *School Gardens.*

VII., in Code X.

1. The Commissioners award gratuities, on the recommendation of the Agricultural Inspectors, to the teachers of National schools, who exhibit the best specimens of garden culture, on ground attached to their respective schools, the ground to be cultivated by the pupils.

IV. INDUSTRIAL SCHOOLS.

VIII., in Code X.

1. In these schools, embroidery and other advanced kinds of needlework are taught. The Commissioners grant salaries to the teachers, on the following conditions:—

First. That *all* the pupils of the industrial department shall receive literary instruction, for at least *two hours* daily.

Second. That no religious instruction or religious exercise shall take place during the time the pupils are engaged in industrial occupation.

Third. That a separate room be provided for industrial instruction.

Fourth. That in addition to the literary Teacher, there shall be a suitable person appointed to conduct the industrial department.

2. None but lay Teachers are entitled to a salary from the Commissioners, for conducting an Industrial Department in connexion with a *Convent School.*

3. The amount of salary will depend upon the circumstances of each case.

V. CONVENT SCHOOLS.

IX., in Code X.

1. Convent Schools receive aid under the conditions applicable to Non-vested Schools, and they are subject to the same Rules and Regulations.

2. The members of the community may discharge the office of [Literary] Teachers, either by themselves or with the aid of such other persons as they may see fit to employ; the salaries of such assistants to be defrayed by the community [except in the case of monitors].

Restriction of [Literary] new.

Words in [ ] new.

3. The amount of salary awarded to Convent Schools is regulated by the average number of children in daily attendance, according to a scale laid down by the Commissioners.

4. The Commissioners will grant aid to *one School only*, in *connexion with the same* Convent.

VI. WORKHOUSE SCHOOLS.

X., in Code X.

1. Such Schools are received into connexion, and grants of Books made to them, on condition that they shall be subject to inspection by the Commissioners, or their Officers, and that all the Rules of the Board applicable to Non-vested Schools be faithfully observed.

2. The Commissioners award gratuities to a certain number of the Teachers of Workhouse Schools in each District, on the recommendation of the Inspector.

VII. SCHOOLS ATTACHED TO PRISONS, [ASYLUMS, &C.]

Words in [ ] new.

Such Schools are received into connexion, upon the same general principles as the workhouse Schools, and grants of Books are made to them. In special cases gratuities are awarded to the Teachers.

VIII. EVENING SCHOOLS.

XII., in Code X.

The Commissioners grant aid towards the support of Evening Schools, where the wants of the locality render such institutions desirable. The aid is limited to salary, books, [and inspection].

Words in [ ] new.

CODE XI., 1863.
(Tenth Change.)

PART IV.

TEACHERS.

I. THEIR QUALIFICATIONS AND DUTIES.

Part of § 1 of Sect. VII., Part I., Code X.

1. National Teachers should be persons of Christian sentiment, of calm temper, and discretion; they should be imbued with a spirit of peace, of obedience to the law, and of loyalty to their sovereign; they should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power which education confers a useful direction. These are the qualities for which Patrons of Schools, when making choice of Teachers, should anxiously look. They are those which the Commissioners are anxious to find, to encourage, and to reward.

Represents § 2 of Sect. VII., Part I.
Words in [ ] new.

2. No clergyman of any denomination, or member of any religious order, can be recognised as the Teacher of a National School. This does not apply to the Teachers of Convent Schools, [nor to those of any Monastery Schools which have been at any time previously in connexion with the Board.]

§ 3, Sect. VII., Part I., Code X.

3. Teachers of National Schools are not permitted to carry on, or engage in, any business or occupation that will impede, or interfere with, their usefulness as Teachers. They are especially forbidden to keep public-houses, or houses for the sale of spirituous liquors.

§ 4, Sect. IX., Part I., Code X.

4. Every teacher is required to have his Daily Report Book lying upon his desk, that Visitors may, if they choose, enter remarks in it. Such remarks as may be made, the Teachers are by no means to alter or erase; and the Inspector of the District is required to transmit to the Commissioners copies of such remarks as he may deem of sufficient importance to be made known to them.

§ 4, Sect. VII., Part I., Code X.

5. Should the Commissioners consider any Teacher in a vested school unfit for his office, or otherwise objectionable, they will require that he be dismissed and another provided: in non-vested schools the grant of salary will be withheld until a suitable Teacher be procured. Teachers are also liable to be fined, depressed, or suspended, at all times, when the Commissioners shall deem it necessary, on sufficient cause being shown.

NEW RULE.

6. Teachers, whose Schools may have declined in usefulness and efficiency, or who may have conducted themselves improperly, or who, from any other cause, may seem to merit punishment, may be fined, depressed, or deprived of salary.

§ 12, Sect. V., Part III., Code X.
Words in [ ] show an important change from previous Code.

7. All Teachers *newly appointed* to National Schools, who, after examination by the Inspectors, may be found wholly unqualified, must be removed; [such Teachers not being *entitled* to any salary from the Commissioners, until examined and pronounced competent.]

§ 13, Sect. V., Part III., Code X.

8. If a Teacher who has been dismissed from a National School for any cause be appointed to another National School, the Commissioners reserve to themselves the right to determine whether the appointment can be sanctioned, or any salary paid to such Teacher.

NEW RULE.

9. No teacher dismissed for incompetency is eligible for re-entry into the Board's service till after the expiration of at least six months from the date of such dismissal.

§ 14, do.

10. If a Teacher who has been a considerable period out of the service of the Board shall again enter it, the Commissioners reserve to themselves the right to determine in each case, whether such Teacher shall retain the class he was in previous to quitting the service of the Board.

§ 5, Sect. X., Part I., Code X.

11. The Commissioners regard the attendance of any of the Teachers at meetings held for *political purposes*, or their taking part in elections for Members of Parliament, or for Poor Law Guardians, &c., except by voting, as incompatible with the performance of their duties, and as a violation of rule which will render them liable to dismissal.

New regulation.

12. Teachers, to be eligible for entering the service of the Board must, if males, have completed their seventeenth year; and, if females, their sixteenth.

§ 2, Assistant Teachers, Sect. VI., Code X.

13. No Assistant Teachers will be recognised whose qualifications are not at least equal to those required of Probationers.

Do., do.

14. The same rule as to age applies to Assistant as to Principal Teachers.

§ 1, Do., do.
[Any school] in Code X.
[Seventy-five] in Code X.; "for three months previous to date of application," omitted.
Part in [ ] substituted for others, see Code X.
New regulation.

15. The Commissioners will not grant a salary to an Assistant Teacher in [a Boys' School] in which there is not an average daily attendance of at least [sixty pupils]; [but in the case of Girls' Schools, or Mixed Schools—that is, Schools attended by both sexes—salary may be obtained for an Assistant, when the attendance shall have maintained itself at an average of at least fifty.]

16. In Mixed Schools presided over by a Master, it is desirable, where the attendance warrants it, that a Female Assistant should be selected.

§ 1, W. Mistresses, Sect. VI., Code X.
Words in [ ] "sufficient" in Code X.

17. The Commissioners will not grant salary to Workmistresses in Mixed Schools, unless there be an average daily attendance [of at least forty-five pupils]; and the Commissioners require that at least two hours each day be devoted to instruction in this branch.

§ 2, W. Mistresses, Sect VI., Code X.

18. If any Workmistress whose appointment has been sanctioned by the Commissioners, be employed during the remainder of the ordinary school-hours in giving literary instruction to the junior classes, it is competent for the District Inspector, if he considers her qualified, to recommend that she be paid at the rate of salary awarded to "Probationers."

§ 3, Do., do.

Words in [ ] "exceed fifty for a period of three months," in Code X.

19. In Schools attended by Female Children only, under the care of a Female Teacher, such Teacher must be competent not only to conduct the Literary Department, but also to give instruction in Needlework; but if the average daily attendance [amount to forty-five,] application may be made for a grant of salary to a Workmistress to take charge of the Industrial Department, which, however, must be superintended by the principal Teacher, who will be held responsible for its efficient management.

New School-Rules, I. to XIV.

20. The following Practical Rules are to be strictly observed by the teachers of National schools:—

I. To keep at least one copy of the *General Lesson* suspended conspicuously in the school-room, and to inculcate the principles contained in it on the minds of their pupils. This should be done at the time of combined ordinary instruction.

II. To exclude from the school, except at the hours set apart for religious instruction, all catechisms and books inculcating peculiar religious opinions.

III. To avoid fairs, markets, and meetings—but above all *Political* meetings of every kind; to abstain from controversy; and to do nothing either in or out of school which might have a tendency to confine it to any one denomination of children. Code XI., 1863. (Tenth change.)

IV. To keep the Register, Report Book, and Class Rolls, accurately, neatly, and according to the precise forms prescribed by the Board; and to enter or mark in the two latter, before *noon* each day, the number of children in actual attendance.

V. To classify the children according to the National school books: to study these books themselves; to teach according to the improved method, as pointed out in their several prefaces; and to labour diligently to train up their pupils in each branch of knowledge to that degree of attainment, or amount of proficiency, pointed out for each class respectively in the *Programme of Instruction for National Schools.*

VI. To observe themselves, and to impress upon the minds of their pupils, the great rule of regularity and order—A TIME AND A PLACE FOR EVERY THING, AND EVERY THING IN ITS PROPER TIME AND PLACE.

VII. To promote, both by precept and example, *cleanliness*, *neatness*, and *decency*. To effect this, the teachers should set an example of cleanliness and neatness in their own persons, and in the state and general appearance of their schools. They should also satisfy themselves, by personal inspection every morning, that the children have had their hands and faces washed, their hair combed, and clothes cleaned; and, when necessary, mended. The school apartments, too, should be swept and dusted every *evening;* and white-washed at least once a year.

VIII. To pay the strictest attention to the morals and general conduct of their pupils, and to omit no opportunity of inculcating the principles of *truth* and *honesty;* the duties of respect to superiors, and obedience to all persons placed in authority over them.

IX. To evince a regard for the improvement and general welfare of their pupils; to treat them with kindness, combined with firmness; and to aim at governing them by their affections and reason, rather than by harshness and severity.

X. To cultivate kindly and affectionate feelings among their pupils; to discountenance quarrelling, cruelty to animals, and every approach to vice.

XI. To record in the Report Book of the school, the weekly receipts of school fees, and the amount of all grants made by the Board, as well as the purposes for which they were made, whether in the way of premiums, salaries to teachers, or payments to monitors or workmistresses; also school requisites, whether free stock or purchased at the reduced prices.

XII. To take strict care of the *free stock* of "books" granted by the Board; and to endeavour to keep the school constantly supplied with the National school books and requisites, for sale to the children, at the reduced prices charged by the Commissioners; also to preserve, for the information of the Inspectors the invoices of free stock or purchased requisites, which will be enclosed with the grant.

XIII. Should it be intended to close a school for a time not included in the recognised vacations, notice should be given some days previously to the Inspector; and when a teacher is summoned for training, and means to obey the summons, or intends resigning or removing to another school, he should intimate his intention to the Inspector a month at least before his removal or resignation, in order that the latter may have an opportunity of visiting his school, and reporting upon the state of the premises, free stock, school accounts, &c., &c.

XIV. To attend to the ventilation of the school:—I. Immediately after entering the room in the morning; II. At the time of roll-call; III. About an hour before the school breaks up. The ventilation can best be effected by lowering, where practicable, the upper part of the windows, so as to admit a thorough air through the room.

21. In cases of illness, and upon medical certificates being submitted, the Commissioners allow to principal teachers, or assistants, *one* month's leave of absence from school duty in the year, for which time their salaries will be paid without deduction. If any more lengthened leave of absence be required, there must be competent substitutes appointed, such substitutes to be paid by the recognised teachers, at the rate of, at least, the salary allowed to probationers. In no case can leave be granted for more than six months. *New regulation.*

II. Training of Teachers.

Part III., Sect. VII. of Code X.

1. The Commissioners have provided a Normal Establishment in Dublin, for training teachers, and educating persons who are intended to undertake the charge of schools.

2. Teachers selected by the Commissioners for admission to the Normal Establishment, must produce a certificate of good character; also a certificate from a member of the medical profession that they are in good health, and free from any cutaneous disease; and must be prepared to pass through an examination in the books published by the Commissioners. They are boarded and lodged at the establishments provided by the Commissioners; [and arrangements are made for their receiving] religious instruction from their respective pastors, who [may] attend at the Normal Establishment at convenient times appointed for the purpose. On Sundays they are required to attend their respective places of worship; and a vigilant superintendence is at all times exercised over their moral conduct. The teachers undergo examination at the close of the course, and they then receive a certificate according to their deserts. The teachers are, for a considerable time previous to their being summoned, required to prepare themselves for the course.

The words "*from an officiating Clergyman of the communion to which they belong,*" in Code X., omitted here.
Words in [ ] substituted for "they receive."
[*may*] inserted in this Code.

3. During the absence of the recognised teacher, a temporary teacher must be provided to take charge of the school, who is to be paid a portion of the salary falling due to the recognised teacher during such teacher's attendance at the Normal Establishment.

4. Should any teachers present themselves in a delicate state of health, or affected with any cutaneous disease, they will [not be received or allowed any travelling expenses.] No teacher can be admitted who has not had the small-pock, or been vaccinated.

Words in [ ] substituted for "be required to return home at their own expense."

5. The teachers trained in the Normal Institution are divided into three classes, namely:—

First—The general or ordinary class, composed of teachers (males or females) of National schools, who have been recommended by the District or Head Inspectors as eligible candidates for training.

Second—The special or extra training class, composed chiefly of teachers (males or females) who have been selected from the ordinary or general class, for additional training.

Third—The candidate or *extern* class, composed of a limited number of respectable and well-informed young persons, who wish to qualify themselves to act as teachers. The candidates admitted to this class are permitted to attend, without any charge, the Model schools and the lectures of the professors, and at the end of the course they are examined and

Code XI., 1863. (Tenth change.)

classed as teachers, according to their merits and qualifications. Permission is also given to teachers of schools not connected with the Board to attend the Model schools as *auditors* or *visitors*, for any period that may suit their own convenience.

New Rule.

6. No teachers can be admitted to the general or ordinary class, but those who have succeeded in obtaining classification after examination by a Board of Inspectors, or who may be *specially* recommended by the Inspectors or Professors.

Part III., Sect. V. of Code X.

III. Classification of Teachers, &c.

1. All National teachers are either "Classed Teachers" or "Probationers." The former are divided into three classes.

Conditions in [ ] added here.

The class in which teachers are ranked depends (I.) upon their qualifications, as determined after examination by the professors, or by the inspectors; [and (II.) on their proved capacity and efficiency as conductors of schools.]

All teachers, on first entering the service of the Board, or who have not been classed, are termed probationers.

Part of § 1, Sect. V., Part III., Code X., the words in [ ] showing additions.

2. [Besides the principal and assistant teachers included under the foregoing heads,] there are [junior literary and industrial] assistant-teachers, teachers of needlework, pupil-teachers, and paid monitors.

Sect. V., Part III. § 2, Code X.

3. The Commissioners have determined upon a course of study for each class, in which the teachers are to be examined, as one of the tests of their fitness for promotion.

§ 3, ditto.

4. Every National teacher will be furnished, on application to the District Inspector, with a copy of the programme of the course of study above referred to, in which is stated the minimum of proficiency required for each class.

§ 4, ditto.

Words in [ ] added here.

5. Teachers [already classed are to be admitted] to examination, with a view to promotion, [only on the recommendation of the District Inspector,] and no one on whose school a decidedly unfavourable report has been made within the previous year [is to be admitted.]

§ 5, Code X.

6. (*a*). Teachers will not be eligible for promotion, unless, in addition to satisfactory answering in the course prescribed for the class to which they aspire, it appears from the reports of the respective District Inspectors, that the schools are properly organized and well conducted; that adequate exertions have been made to keep up a sufficient average attendance; [that their classes are taught according to the *programme of instruction for schools*;] that while the junior pupils are carefully taught, a fair proportion of the pupils of the higher classes, besides being proficients in the ordinary branches of reading, spelling, writing, and [arithmetic,] are possessed of a respectable amount of knowledge in grammar and geography,* [and able to write from dictation ordinary sentences with readiness and correctness.] In female schools it will be further requisite that instruction in plain needlework, including sewing, knitting, and cutting out, be given to all girls capable of receiving it, and that they exhibit a due proficiency in this department.

Words in [ ] show changes in, or additions to clause, as in Code X.

[Arithmetic] added here.

*"Arithmetic" omitted here.

§ 6 in Code X.

(*b*). It must also appear from the reports of the Inspectors, that the school accounts have been regularly and correctly kept; that the school premises have been preserved with neatness and order; that cleanliness in person and habits has been enforced on the children attending them, [and that an adequate supply of *sale stock* of lesson books and other necessary school requisites has been regularly kept up.]

Words in [ ] added here.

New Clause.

(*c*). It must also clearly appear that, JUDGED BY THE TOTAL RESULTS PRACTICALLY REALIZED IN THEIR SCHOOLS in the instruction and discipline of their pupils, they are worthy of the higher class to which they aspire.

§ 7, Code X., omitted here.

§ 8, Sect. V., Part III., Code X.

7. All teachers, who have not been classed, will be paid as probationers, until they be classed at the first examination, to which they shall have been summoned. Those who then obtain classification, will be paid from the commencement of their service under the Board, according to the rate of salary attached to their class. This rule will not extend to those teachers who when summoned, shall fail, from any cause whatever, to present themselves for examination.

§ 9, Code X., omitted here.

§ 10, Code X.

Words [ ] different from Code X.

8. All teachers who have been unsuccessful at their first examination, and who may be retained on trial, will receive the salary of the class to which they may be promoted at any subsequent examination, from the [1st of April of the year in which they offer themselves for such subsequent examination.]

§ 11, Code X.

9. Teachers who, after their first examination, have been retained on trial as probationers, if not recommended for promotion by the Head or District Inspectors at the next ensuing examination, cannot be continued in the service of the Board.

New regulation, but see § 16, Sect. V., Part III., Code X.

10. Classed teachers who may offer for re-classification will, if promoted, be paid according to their new grade from the 1st of April of the year in which they offer themselves for examination.

§ 15, Code X.

Words in [ ] new.

11. The pupil-teachers of district model schools, on taking charge of National schools after the completion of their course of training, [shall, if not already classed], rank as third class teachers provided they be deemed qualified for that class by the Head Inspector) until they shall have been classed at the first examination held after their appointment, in the district in which their schools are situated—when they will be paid according to their classification, from the date of their [appointment].

[Examination] in Code X.

§ 16, Code X

12. All teachers must remain *at least* one year in a lower *division* of any class, before they are eligible for promotion to a higher division; and they must remain *at least* two years in a lower *class* before they can be promoted to a higher class. These conditions, however, being fulfilled, teachers of superior attainments, [and of eminent usefulness], may be advanced from any division of one class to any division of another, after their first classification, without being required to pass through the intermediate divisions.

Words in [ ] added here.

§ 17, Code X.

13. This regulation does not apply to teachers who may be promoted on the recommendation of the professors at the termination of their course of training.

§ 18, Code X., omitted in Code XII.

14. "No teachers can be raised to any division of the first class, unless they shall have been trained at the Normal school of the Commissioners."

§ 21, ditto.

15. Teachers who may have absented themselves from the examinations of previous years,

without satisfactory reason assigned, will be liable to be dismissed should they not present themselves when again summoned. CODE XI., 1863. (Tenth change.)

16. All teachers also who may be *specially* summoned, and who shall be absent without a sufficient reason, will be liable to be fined or depressed. New rules, §§ 19, 20, 21, 22, of Code X. omitted here. § 22, Code X.

IV. SALARIES (*Ordinary National Schools.*) Sect. VI., Part III., Code X.

1. The Commissioners grant salaries to teachers of National schools at the following rates, subject to the foregoing and annexed regulations :—

Principal Teachers :—		Males.	Females.
First Class,	1st Division,	£52	£42
	2nd „	44	36
	3rd „	38	30
Second Class,	1st Division,	32	26
	2nd „	28	24
Third Class,	1st Division,	24	20
	2nd „	18	16
Probationers,		15	14

Scale of Salaries altered from Code X.

(*a*). As a general rule, a school to be entitled to be taken into connexion, or to remain in connexion, must exhibit an average daily attendance of at least thirty pupils. NEW RULE.

(*b*). Teachers cannot be admitted to the enjoyment of first class salary, nor allowed to continue in its enjoyment, unless their schools command an average daily attendance of thirty-five pupils.

(*c*). Should schools of the ordinary class be retained in connexion after the attendance shall have fallen below *thirty pupils*, as in certain circumstances they may be retained, their teachers will be paid according to the provisions of the modified scale given below.

(*d*). But as regards the schools placed in connexion with the Board *before* the close of October, 1860, in every case where the attendance shall appear to be diminished by the admission of new schools, the Commissioners will not make any reduction of salary on the *first* occasion of such diminution taking place, but will defer making such reduction until a period of six months shall have elapsed from the termination of the quarter in which the attendance shall, on such *first* occasion, fall below the required *minimum*.

(*e*). And in the case of schools taken into connexion *since* October, 1860, reduction of salary, proportioned to the decrease in attendance, will be made in the *next* quarter subsequent to that in which it first occurs, should the decrease re-appear.

Assistant Teachers :—	Males.	Females.
Unclassed,	£15	£14
If classed 3^2,	18	16
If classed 3^1, or higher,	24	20
Junior Literary and Industrial Assistants,	—	14
Workmistresses,	—	8

2. To entitle a school to the services of an assistant, the school, if for boys only, must have an average daily attendance of at least 60 ; but if for girls only, or if a mixed school, an average of 50 will suffice. While, however, the average daily attendance in such schools respectively, remains under 65 and 55, no higher salary than that of III^2 can be awarded. NEW RULE.

3. In mixed schools presided over by a master, the assistant should be a female. NEW RULE.

4. To entitle an assistant to the salary of III^1, the school, if for boys only, must have an average daily attendance of at least 65, or if mixed, or for girls only, an average daily attendance of 55. NEW RULE.

5. In schools where the average attendance amounts to 110, salary of classification, up to 2^1, will be allowed to the first or senior assistant. NEW RULE.

6. To entitle a girls' school, or a mixed school, presided over by a master, to the services of a workmistress, an average daily attendance of 45 pupils is required, of whom, in the case of mixed schools, 20 at least must be girls. The same rule applies to junior literary and industrial assistants in such schools. NEW RULE.

7. The Commissioners in certain cases are prepared to act on the following modification of the above scale of salaries provided for principal teachers. NEW RULE.

I. *Attendance under 15 Pupils.*—Schools with an average daily attendance under 15 pupils, conducted on the principles and the system of the Board, will not be admitted to the enjoyment of salary, but may be allowed inspection, books, and apparatus, under existing regulations. The teachers will be eligible for training, and their service, from their connexion with the Board, will count to their credit in respect to supplemental salaries, retiring allowances, &c., should their schools afterwards become entitled to regular grants of salary, or should they be removed to others so entitled.

II. *Attendance 15 but under 20 Pupils.*—When the average daily attendance is 15, but under 20, in addition to inspection, books, &c., and training, the Commissioners will make an award of salary to the teacher, to the amount of two-thirds of a probationer's salary.

III. *Attendance 20 but under 25.*—When the average daily attendance is 20 but under 25, the full salary of a probationer, but no more, will be awarded to the teacher.

IV. *Attendance 25 but under 30.*—When the average daily attendance is 25, but under 30, salary as high as that of first division of third class, but no higher, will be awarded to the teacher, should his qualifications in other respects entitle him to such classification.

NOTE.—These modified grants the Commissioners are prepared to make where the means of religious instruction are not attainable by children of a particular denomination within a reasonable distance of their homes, in any existing National school ; but they reserve to themselves the power, in all cases, of preventing the unnecessary multiplication of schools in any district, and will require as a condition of this modified aid that the managers of such schools shall be either clergymen or other persons of good position in society.

8. The Commissioners "are anxious" that a further income be secured to the teacher, either by local subscription or school-fees, and they require that the payments made by the children shall not be diminished in consequence of any increase of salary which may be awarded to the teacher. § 2, Sect. V., Part III., "require" in Code X.

CODE XI., 1863. (Tenth change.)

V. PAID MONITORS—THEIR SALARIES, &c.

Sect. VI., 9, Part III. in Code X. Classification and Scale changed.

Junior monitors.		*Senior monitors.*	
For the First Year, . .	£2	For the First Year, . .	£5
For the Second Year, . .	£3	For the Second Year, . .	£6
For the Third Year, . .	£4	For the Third Year, . .	£8
		For the Fourth Year, . .	£10

NEW RULE. 1. No school whose teacher does not rank at least in 3[1] class, can get the benefit of the services of a junior monitor; nor can any school whose teacher ranks not at least in 2[2] class, be allowed the services of a senior monitor.

§ 1, Code X. 2. The paid monitors are selected from among the best pupils in the National schools of each district, and are appointed by the Commissioners upon the recommendation of the District Inspectors.

§ 2, ditto. Words in [ ] added here. 3. No manager of a National school is obliged to employ a paid monitor, [nor will such be appointed without his approval].

§ 3, Code X. Words in [ ] indicate changes. 4. The appointment of a [junior] paid monitor cannot be held for a longer period than [THREE] YEARS, [nor that of a senior paid monitor for more than FOUR YEARS], at the expiration of which periods respectively the salary will be discontinued.

§ 4, Code X. 5. The salary, may, however, be withdrawn at any time, should want of diligence, of efficiency, or of good conduct on the part of the monitor, or any other circumstance, render such a course desirable.

§ 5, ditto. 6. The Commissioners select (on the recommendation of the Inspectors), the schools in which the services of paid monitors may be employed.

§ 6, ditto. 7. When a vacancy in a monitorship occurs, whether before or after the expiration of a monitor's term of service, it does not necessarily follow that a successor shall be appointed in the same school.

§ 7 of Code X. omitted here. 8. The programme of the course of study for paid monitors can be obtained on application to the District Inspector.

9. Paid monitors who have completed their course in a satisfactory manner, are eligible, on examination by the Inspectors, to offer as candidates for assistant teacherships, or for pupil-teacherships in district model schools.

NEW RULE. Words in " " omitted in Code XII. 10. In the case of a few very large and highly efficient schools, the Commissioners are prepared to appoint young persons of great merit to act as first class monitors, "with a rate of salary somewhat higher than that of paid monitors of the above grades."

Arrangement changed from Code X.

VI. SALARIES, &c., TO OTHER THAN ORDINARY NATIONAL SCHOOLS.

A. *Evening Schools.*

Sect. XII., Part II., Code X. Words in [ ] show changes. The Commissioners grant [salaries, generally amounting to £5 a-year, to teachers] of evening schools, [for every 25 pupils in average attendance].

Sect. VI., § 2, part III., Code X.

B. *Schools connected with School Farms of the First Class under the exclusive control of the Board.*

Teachers of this class of schools receive such amount of salary as the Commissioners deem sufficient, according to the circumstances of each case.

Sect. VI., § 3, Code X.

C. *Schools connected with School Farms of the First Class, under Local Patrons.*

Masters of this class of schools, competent to conduct both the literary and agricultural departments receive £10 per annum, in addition to the salary of the class in which they may be placed; but if their income from the Board, with this addition, should fall short of £30 per annum, the difference will be granted to them, so that in all cases such teachers shall have secured to them for their *combined* services a salary of £30 a-year at least.

Sect. VI., § 4, Code X.

D. *Schools connected with Ordinary School Farms.*

Masters of such schools receive £5 per annum in addition to the salary of their class, provided they are competent to conduct both the literary and agricultural departments, and that the Commissioners shall have previously approved of agriculture being taught in the school.

Sect. VI., 7, Code X.

E. *Industrial Schools.*

In National schools where embroidery and other advanced kinds of needle-work are taught, the amount of salary granted for giving such instruction is regulated by the nature of the work, and the number of pupils engaged in it.

"Monasterics" added here.

F. *Schools connected with Convents and "Monasteries."*

1. In schools of this description, salary is paid according to a per-centage on the average daily attendance:—

Scale modified and more extended than in Code X.

Average Attendance.		Salary. £	Average Attendance.		Salary. £ s.
30 to 50	Increase at £20 per cent.	10	301 to 325	Increase at £17 per cent.	64 5
51 „ 75		15	326 „ 350		68 10
76 „ 100		20	351 „ 375		72 15
101 „ 125		25	376 „ 400		77 0
126 „ 150		30	401 „ 425		81 5
151 „ 175		35	426 „ 450		85 10
176 „ 200		40	451 „ 475		89 15
201 „ 225		45	476 „ 500		94 0
226 „ 250		50	501 „ 525		98 5
251 „ 275		55	526 „ 550		102 10
276 „ 300		60	551 „ 575		106 15
			576 „ 600		111 0

601 upwards, increase at £15 per cent.

2. As the amount of salary to schools of this class will in all cases depend upon the average daily attendance of pupils, managers are to be prepared for augmentation or diminution accordingly, at the expiration of each quarter.

3. Schools of this class are entitled to the services of paid monitors.

Code XI., 1863. (Tenth Change.)

New Rule, § 4. Sect. VI., 8, Part III., Code X., omitted here. § 5, Code X., arrangement of sentence different.

New regulations, to end of Section G.

G. *Model Schools.*

(*a*) *Scale of Salaries to Head Masters and Mistresses of Model Schools.*

1. The head master to receive £60 per annum, and after the completion of three years' service to rise by £5 per annum, until the salary amount to £100, should he be reported faithful and efficient in the discharge of his duties.*

2. The head mistress to receive £55† per annum, and after three years' service to rise by £2 10*s.* per annum, on the same condition as in the case of males, until the salary amount to £75 a-year.

3. Principals, both males and females, enjoy also one-half the school-fees received in their respective departments.

(*b.*) *Scale of Salaries and Allowances to Assistant Masters and Mistresses in Model Schools.*

1. An assistant master to receive his class salary, a supplemental salary of £16 per annum, and generally a certain proportion of the school fees.

2. An assistant mistress to receive her class salary, a supplemental salary of £12 per annum, and generally a certain proportion of the school fees.

3. The grant of such supplemental salaries to be contingent upon the report of the head and district Inspectors.

(*c.*) *Allowances to Teachers of Model Schools who, possessing Certificates of Competency, shall give Instruction in Singing, Drawing, or Physical Science.*

1. The head master or mistress to be allowed £10 annually, but to be paid for teaching only *one* of these subjects.

2. The assistant master or mistress to be allowed for

Singing,	£8
Drawing,	8
When both are taught,	12
And an Assistant Master for teaching Physical Science,	8

3. When the assistant teacher is engaged in teaching both physical science and *either* drawing or singing (for not more than *two* of these extra branches are to be taken by the same assistant), a sum of £12 annually to be granted to him.

4. If in the case of singing or drawing the instructions of the teacher, principal or assistant, are confined to but one department of the school, as the boys' or girls', but half the assigned rate of payment is allowed.

5. These allowances to be contingent upon the report of the head and district Inspectors.

(*d.*) *Paid Monitors and Pupil-Teachers in Model Schools.*

1. Monitors are allowed for the

First Year,	£6	Third Year,	£10
Second Year,	8	Fourth Year,	12

2. In the case of pupil-teachers resident in the house, an allowance at the rate of £20 a-year is granted to the master for the board, &c., of each.

3. Extern pupil-teachers are allowed at the rate of £20 a-year each, in lieu of board, &c.

(*e.*) *Gratuities to Pupil-Teachers and Paid Monitors in Model Schools.*

1. An annual gratuity not exceeding 30*s.* may be awarded to pupil-teachers (of *first* year) and paid monitors for good conduct, distinguished merit in their studies, and success in the instruction of the classes intrusted to their charge.

2. Pupil-teachers who may be retained for training beyond their first year, will be allowed a gratuity of 30*s.* a quarter, as reward for good conduct, &c.

3. These gratuities are granted on the recommendation of the head and district Inspectors.

H. *Gratuities to Literary Teachers of Workhouse Schools.*

1. The Commissioners of National Education (with the concurrence of the Poor Law Commissioners) award gratuities to a certain number (forty males and forty females) of the teachers of the workhouse schools, in connexion with the National Board, who shall be recommended by the district Inspectors.

The gratuities are divided into two classes :—

For Male Teachers,	First Class,	Twenty	at the rate of £6	a year each.
	Second Class,	Twenty	„ £4	„
For Female Teachers,	First Class,	Twenty	„ £5	„
	Second Class,	Twenty	„ £3	„

2. The "awards" are made half-yearly, for the periods ending 31st March, and 30th September. Payment in Code X.

3. It is to be understood that such gratuities are given in *addition* to the salaries paid to the teachers of workhouse schools under the provisions of the Poor Law Act.

4. No teacher is precluded from receiving the gratuity two or more half years in succession, if recommended by the district Inspector as deserving of it; but a teacher having received a gratuity for one half year, is not thereby *entitled* to the payment of another for the succeeding half year.

* In case of head masters of model schools residence is provided, or in lieu thereof, in some cases, allowance for house rent.

† This includes £20 a-year for lodging allowance.

CODE XI., 1863. (Tenth Change.)

5. If the local guardians know any just cause for withholding the gratuity from the teacher, they are to return the receipt unsigned, and communicate to the Commissioners of National Education the grounds for so doing.

New regulation.

6. The teachers of workhouse National schools are also eligible to receive the gratuity for instructing pupils in vocal music.

Sect. VI., 12, Part III., Code X.

VII. GRATUITIES, &c., TO TEACHERS OF ORDINARY NATIONAL SCHOOLS.

A.—*Premiums for Order, Neatness, and Cleanliness.*

1. The sum of £22 10*s.* will be allocated to each of the school districts, and divided into thirteen premiums.

One of £4, . . £4	Five of £1 10*s.*, . . £7 10*s.*
Two of £3, . . £6	Five of £1 . . . £5

2. These premiums are awarded ANNUALLY on the recommendation of the district Inspector at the expiration of the year.

Restriction in [ ] added here.

3. No teacher is eligible for this premium for more than two years in succession, [or who shall be in receipt of good service salary.]

Proviso in [ ] added here.

4. These premiums will be awarded to teachers of all classes, [provided the average attendance in each case shall not fall below that required for salary of teacher's class;] but none will be deemed eligible to receive such premiums against whom there is any well-founded charge of neglect in the performance of their duties, of impropriety in their conduct, or whose schools are not conducted in all respects in a satisfactory manner.

5. If the patron or manager of a National school knows any just cause for withholding the premium from the teacher, he is to return the receipt unsigned, and state his reasons for so doing.

New Regulations, to end of Sect. B.

B. *Supplemental or Good Service Salaries.*

1. Supplemental or good service salaries are awarded to a certain number of teachers of National schools on the recommendation of the head and district Inspectors, subject to the following conditions:—

(*a.*) That the teacher ranks not lower than the First Division of Third Class.

(*b.*) That the average attendance at his school amounts to thirty-five at least.

(*c.*) That the teacher has given not less than eight years' service under the Board; period of service to be reckoned from the date from which salary as a classed teacher was first paid.

2. No teacher to be eligible for such supplemental salary who shall have been depressed or fined for misconduct or neglect of duty, or on whose school a decidedly unfavourable report shall have been made within the preceding three years, or who shall not have shown himself, throughout his whole career, to have been attentive and painstaking, and mindful of all the details of school-keeping.

3. Any teacher to whom such good service salary shall have been awarded, but who shall subsequently cease to exhibit those qualities which first obtained for him this distinction, or whose school shall fall below an average daily attendance of thirty-five pupils, shall thereby forfeit such supplemental salary.

4. Teachers in receipt of good service salary who may become entitled to an increase, on the ground of a more lengthened term of service, or on account of promotion to a higher class, must be specially recommended by Inspector for such increase.

5. In case of promotion from a lower to a higher class, teacher will not be entitled to the consequent increase of good service salary until he shall have been a year in his new class.

6. Payments to be made annually; and in no case without the united recommendation of the Head and District Inspectors.

Of Class.	After Good Service of			Of Class.	After Good Service of		
	8 Years.	12 Years.	17 Years.		8 Years.	12 Years.	17 Years.
Males:—	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	Females:—	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*
III[1]	3 0 0	4 0 0	6 0 0	III[1]	2 0 0	3 0 0	5 0 0
II[2]	4 0 0	5 0 0	7 0 0	II[2]	3 0 0	4 0 0	6 0 0
II[1]	5 0 0	6 0 0	8 0 0	II[1]	4 0 0	5 0 0	6 10 0
I[3]	6 0 0	7 10 0	9 10 0	I[3]	4 10 0	5 10 0	7 10 0
I[2]	7 0 0	8 10 0	11 0 0	I[2]	6 0 0	7 0 0	9 0 0
I[1]	8 0 0	11 0 0	13 0 0	I[1]	7 0 0	9 0 0	11 0 0

New Regulations, to end of Sect. C.

C. *Allowance for teaching Vocal Music, Drawing, and Navigation.*

1. To every teacher, possessing a certificate of competency, who shall give instruction in vocal music in his school, a gratuity ranging from £2 to £5 a year, according to the number under instruction and the success of the teacher's efforts.

2. To every teacher possessing a certificate of competency from the drawing master in the central model school, or from the master of a school of art, who shall give instruction in drawing to a class with sufficient average attendance, an annual gratuity, varying from £3 to £10, according to the number under instruction and the success of the teacher's efforts.

3. Gratuities for teaching singing and drawing are awarded to the conductors of convent schools on the same conditions as in case of ordinary schools, provided satisfactory proof is afforded of the competency of the teachers, and that the instruction is given during the hours of secular education.

4. To every teacher of a National school, possessing a certificate of competency from the masters of the Dublin, Belfast, Limerick, or Waterford model maritime schools, who shall give evidence of having an average attendance of at least six pupils under instruction in navigation, an annual gratuity of £5 for an attendance of six pupils, and £10 for an attendance of twelve or more.

D. *Gratuities for instructing Paid Monitors.**

CODE XI., 1863. (Tenth Change.)

SENIOR MONITORS.

		£	s.	d.
For each monitor of 1st year	a gratuity of	1	0	0
Do. of 2nd year	do.	1	10	0
Do. of 3rd or 4th year	do.	3	0	0

JUNIOR MONITORS.

For each junior monitor a gratuity of		1	0	0

New Regulations, to end of Sect. D.

E. *Gratuities for Extra Instruction to Unpaid Monitors.**

New Regulations, to end of Sect. E.

1. A gratuity not exceeding *four pounds* may be awarded to teachers of organized schools, who shall give *extra* instruction to a staff of *unpaid monitors* appointed by the Inspector or Organizer.

a. Teachers must, to entitle them to such gratuities, keep a record of the time devoted by them to the monitors' instruction.

b. No gratuity can be awarded under this or the preceding head unless the answering of the monitors be satisfactory, and that such answering can be fairly referred, in great part at least, to the care bestowed by the teacher during the time of such special instruction.

F. *Gratuities for preparing Young Persons for the Office of Teacher.**

New Regulations, to end of Sect. F.

1. For every pupil who, after having been appointed to a school, shall pass respectably the *first* annual examination, held subsequently to such appointment, the master or mistress by whom such pupil shall have been trained will be entitled to a sum of not less than £2, and not more than £3; but in no year is the amount to exceed £15 to any one school or teacher as the reward of such services.

2. The conditions to be observed in regard to these gratuities are—

(*a*). That such pupil shall have attended in the school not less than two consecutive years immediately preceding his or her appointment as a teacher.

(*b*). That the District Inspector shall certify that the school in which such pupil shall have been trained is efficiently conducted in all other respects.

(*c*). That the Head Inspector before whom such pupil shall have been examined shall certify that the teacher is entitled to the gratuity.

(*d*). That not more than twelve months shall have elapsed between such pupil's first examination and the date of his leaving the school of his former instructor.

G. *Gratuities for preparing Young Persons for the Office of Pupil-teacher in Model Schools.**

New Regulations, to end of Sect. G.

1. A gratuity not exceeding £2 may be awarded to teachers from whose schools shall proceed eligible candidates for the office of pupil-teacher in the model schools.

2. The conditions to be observed in regard to these gratuities are—

(*a*). That such pupil shall have attended in the school not less than two consecutive years immediately preceding his appointment as pupil-teacher.

(*b*). That the District Inspector shall certify that the school in which such pupil shall have been trained is efficiently conducted in all respects.

(*c*). That the Head Inspector before whom such pupil shall have been examined shall certify that the teacher is entitled to the gratuity.

H. *Retiring Gratuities.*

New Regulation.

In particular cases the Commissioners have the privilege of granting gratuities of reasonable amount to deserving teachers of long standing in their service, when, from old age and infirmity, they are obliged to retire.

PART V.

Part III., Sect. VIII., Code X.

SUPPLIES OF BOOKS, SCHOOL REQUISITES, AND APPARATUS.

I. NATURE AND EXTENT OF GRANTS, AND CONDITIONS ON WHICH MADE.

"Books" in Code X.

1. The Commissioners furnish gratuitously to each school a first stock of school "requisites," in proportion to the attendance of children. These requisites are to be kept as a school stock, for which the master or mistress is held responsible, and are on no account to be sold or taken out of the school.

2. The funds of the Commissioners do not enable them to give a free stock sufficiently large for the entire wants of the school. Any additional maps, stationery, slates, clocks, and other requisites, must, as required from time to time, be purchased at reduced rates.

A. *Free Stock.*

§ 3, Sect. VIII., Part III., Code X.

The value of the grant of free stock is regulated by the average daily attendance of pupils, as ascertained from the reports of the Inspectors. The managers of schools have the privilege of selecting their grants of free stock from the "following" list—being at liberty to choose such of them as they most approve of, and to omit any to which they object.

"Whole" in Code X.; part of Rule in that Code omitted here.

FREE STOCK LIST, REQUISITES, &c.

Slates, Large.
Do. Small, ruled.
Slate Pencil Holders.
Ink Stands.
Patterson's Sheet of Illustrations to Zoology, No. 1.
Do. do. do. No. 2.
One set Tablet Lessons, Arithmetic, 60 sheets, mounted on 30 Pasteboards.
Do. do. Spelling and reading, part 1, 34 sheets mounted on 17 Pasteboards.
One set of Copy Lines, mounted.
Thirty-hour American Clock, in case.
Professor Sullivan's English Dictionary.
Fleming's Atlas (Outline Maps).
Dower's Atlas, 12 Maps, coloured.
Kirkwood's Atlas, 12 Maps, coloured.
Dawes' Hints on Secular Education.
Young's Infant School Manual.

* Teachers of model schools are excluded from obtaining this class of gratuities.

LARGE MAPS.

Map of the World.
,, Ancient World.
,, Europe.
,, Asia.
,, Africa.
,, America.
,, United States.

Map of Australia.
,, British Isles.
,, England.
,, Scotland.
,, Ireland.
,, Palestine.

Johnston's School and Family Maps—size 23 by 27 inches, on rollers, varnished—

Eastern Hemisphere.
Western do.
England.
Scotland.
Ireland.
Europe.
Asia.
Africa.
America.
Canaan and Palestine.
Chart of the World.
Geographical Terms.
United States and Canada.
Chronological Chart of Ancient History.

*** These Maps are of the same character as the large Maps, but being smaller, may be more convenient to many schools.

Physical Map of the World.
Physical Map of Europe, with book.
Betts' Educational Maps—size, 23 by 26 inches, on rollers, varnished—

England.
Scotland.
Ireland.
Europe.
Asia.
Africa.
America.
Australia.
Palestine.
Eastern Hemisphere
Western do.

Interrogatory Maps, with Book of Exercises to each Map; to correspond with the Educational Series, on roller, varnished:—

Europe.
Asia.
Africa.
America.
England.
Scotland.
Ireland.

Three-inch Semi-Globe, hinged.
View of Nature in all climates, mounted on roller.
View of Nature in ascending regions, mounted on roller.
The Human Species, 4 sheets, mounted on roller.
Machinery and Manufactures, mounted, viz.:—

1. Condensing Steam Engine.
2. High Pressure Engine.
3. Locomotive Engine.
4. Marine Engine—side Lever.
5. Marine Engine—Oscillating.
6. Marine Engine—Screw.
7. Paper-making Machine.
8. Printing Machine.
9. Manufacture of Gas.
10. Electric Telegraph.
11. Fire Engine and Pumps.
12. Malting and Brewing.
13. Distilling.
14. Principle of the Watch.
15. Hydraulic Press.
16. Manufacture of Cast Iron.
17. Flour Mill.
18. Suction and Force Pumps.
19. The Barometer and its uses.
20. Threshing Machine.
21. Gas Meter.
22. Mechanism of a Clock.
23. The Cotton Plant and its cultivation.

Lardner's Illustrations of Mechanics, Natural Philosophy, &c., mounted on roller:—

1. Mechanical Powers.
2. Machinery.
3. Watch and Clockwork.
4. Elements of Machinery.
5. Motion and Force.
6. The Steam Engine.
7. Hydrostatics.
8. Hydraulics.
9. Pneumatics.

Graphic Illustrations of Animals, showing their uses in life, and after death, 21 prints, mounted.
Natural History, 150 prints, mounted.
Natural Phenomena, 30 prints, mounted.
Animals illustrated in their comparative sizes, on roller.
Tool Box, containing an assortment of most useful Tools.
Centrifugal Machine.
Archimedean Screw: Working Model.
Black Boards—42 by 30.
Do., 36 by 30.
Do., 30 by 24.
Do., 42 by 30, on Stand.
Do., 36 by 30, Ruled for Music.
Framed Black Boards—42 by 30.
Do., 36 by 30.
Do., 24 by 16
Easels:—Shut up Easel, 7 feet.
Do., Do., 6 feet.
Framed Easel, 6 feet, double leg.
Lesson Post, suitable for Tablet Lessons.
Pointers, common, long.
Do., Do., short.

ARITHMETIC FRAMES:—
Frame and Stand.
Hand Frames, 17 by 19 inches.
,, 15 by 13 ,,

The following requisites are included in the grant:—
District Inspector's Observation Book.
School Register.
Daily Report Book.
Roll Book.
General Lesson.
Commandments.
Time Table.
Commissioners' Rules.
Rules for Teachers.
Religious Instruction Tablet.
Notices to Parents.
Programmes of Instruction.

B. *Requisites supplied at Reduced Prices.*

1. When Books, &c., purchased from the Commissioners, at the reduced prices, are sold to the children attending a National School, it is directed that in no case shall any advance be made on these prices; and the District Inspectors have instructions to inquire into and report upon any infraction of this rule.

2. The following is the List of Books, School Requisites, and Apparatus supplied to Schools at reduced prices:—

First Book of Lessons.
Second do.
Sequel to Second Book, No. 1.
Do., do., No. 2.
Third Book of Lessons.
Fourth do.
Supplement to the Fourth Book
Fifth Book (Boys').
Reading Book for Girls' Schools.
Biographical Sketches of British Poets.
Selections from the British Poets, Vol. 1.
Do., Do., Vol. 2.
Introduction to the Art of Reading.
English Grammar.
Key to do.
First Book of Arithmetic.
Key to do.
Arithmetic in Theory and Practice.
Key to do.
Book-keeping.
Key to do.
Epitome of Geographical Knowledge.
Compendium of do.
Elements of Geometry.
Mensuration.
Appendix to do.
Natural Philosophy, &c.:—
Vol. 1. Mechanics, Hydrostatics.
Vol. 2. Electricity, Galvanism, &c.
Vol. 3. Chemistry and Chemical Analysis.
Scripture Lessons (Old Testament), No. 1.
Do., do., No. 2.
Do., (New Testament), No. 1
Do., do., No. 2.
Sacred Poetry.
Agricultural Class Book.
Farm Account Book.
Directions for Needlework.
Do., with Specimens.
Tablet Lessons, arithmetic, 60 sheets.
Do., mounted on 30 Pasteboards.
Do., Spelling and Reading Tablets, Part 1.
Do., do., Part 2
Do., mounted on 17 Boards, Part 1.
Do., do., Part 2.
Copy Lines.
Do., mounted.

Large Map of the World.
Map of Ancient World.
,, Europe.
,, Asia.
,, Africa.
,, America.
,, United States.
Map of Australia.
,, British Isles.
,, England.
,, Scotland.
,, Ireland.
,, Palestine.

Thirty-hour American Clock, in case.
Eight-day Spring Clock, not striking the hours.
Copy Books, Large.
Do., Small.
Quills.
Steel Pens (Nibs).
Do., broad, medium, or fine points, No. 075 F, 075 M, 075 B.
Do., broad, medium, or fine points, No. 0142 F, 0144 M, 0144 B.
Barrel Pen, N.
Holders for do.
Slates, Large.
Do., Small, ruled.
Slate Pencils.
Slate Pencil Holders.
Ink Stands.
Ink Powders.

Books not Published, but Sanctioned by the Commissioners of Education.

Professor Sullivan's English Dictionary.
Do. Spelling Book Superseded.
Do. English Grammar.
Do. Introduction to Geography and History.
Do. Geography Generalized.
Do. Literary Class Book.
Fleming's Atlas of Outline Maps, coloured.
Dower's Atlas, 12 Maps, coloured.
Kirkwood's Atlas, 12 Maps, coloured.
Dawes' Hints on Secular Instruction.
Easy Lessons on Reasoning.
Easy Lessons on Money Matters.
Young's Infant School Manual.
Household Work for Female Servants.
Patterson's First Steps to Zoology, Part 1.
Do. Sheet of Illustrations to do., No. 1.
Do. First Steps to Zoology, Part 2.
Do. Sheet of Illustrations to do., No. 2.
Do. Zoology for Schools, Part 1.
Do. do., Part 2.
Dr. Thomson's Treatise on Arithmetic.
Do. Key to do.
Do. Elements of Euclid, Part 1.
Do. do. Part 2.
Do. Introduction to Algebra.
Arithmetical Table Books.

Works for the use of Agricultural Pupils.

Dr. Hodges' First Steps in Agricultural Chemistry.
Do. First Lessons in do.
Johnston's Catechism of do.
Murphy's Agricultural Instructor.
Campbell's Farmer's and Cottager's Guide.
Pringle on Green Cropping.
Stephen's Catechism of Practical Agriculture.

Wilhelm's Vocal Music, supplied only to Schools where the Teachers hold Certificates of competency to instruct in Singing.

Hullah's Manual.
Do. Songs for Schools, No. 1.
Do. do. No. 2.
Do. Set of 8 Large Sheets.
Do. Exercises, Book 1.
Do. do., Book 2.
Slate, ruled for Music.
Tuning fork.

GLOBES:—
12-inch, in Mahogany, low stand, Brass Meridian.
12-inch in Stained Wood, low stand, Iron Meridian.
6-inch Semi-Globe, on Mahogany board.
3-inch do., do.
3-inch do., hinged.

MAPS:—
Johnston's School and Family Maps—size, 23 by 27 inches, on rollers, varnished:—

Eastern Hemisphere.	America.
Western do.	Canaan and Palestine.
England.	Chart of the World.
Scotland.	Geographical Terms.
Ireland.	United States and Canada.
Europe.	Chronological Chart of Ancient History.
Asia.	
Africa.	

*** These Maps are of the same character as the large Maps usually supplied by the Commissioners, but being smaller, may be more convenient to many Schools.

MAPS—*continued.*
Johnston's Physical Map of the World.
Do. Physical Map of Europe, with book.
Betts' Educational Maps—size 23 by 26 inches, on roller, varnished:—

England.	America.
Scotland.	Australia.
Ireland.	Palestine.
Europe.	Eastern Hemisphere.
Asia.	Western do.
Africa.	

Interrogatory Maps, with Book of Exercises to each map, to correspond with the Educational Series, on roller, varnished:—

Europe.	England.
Asia.	Scotland.
Africa.	Ireland.
America.	

Geographical Slates: each Slate has Two Outline Maps permanently engraved on it, and accompanied with Key Maps:—

England and the World.	Ireland and Scotland.
Europe and Asia.	United States and England.
Africa and America.	United States and the World.

Outline Maps—size, 17 by 13½ inches, printed on good paper, for Geographical Exercises:—

England.	Africa.
Scotland.	North America.
Ireland.	South America.
France.	Eastern Hemisphere.
Europe.	Western do.
Asia.	Palestine.

Key Maps—same size and sorts as preceding—coloured.
Physical Geography (Reynolds's), mounted:—

1. Physical Features of the Land.	4. Movements of the Waters.
2. Volcanic System.	5. Distribution of Rain.
3. Climates.	6. Distribution of the Winds.

Griffith's Geological Map of Ireland, on roller.
School Atlas of Physical Geography, with Introduction, and 39 Maps, coloured, bound.
Atlas illustrative of the Physical, Political, and Historical Geography of the British Empire, 10 Maps, coloured, bound.

DIAGRAMS:—Illustrations of Natural Philosophy (Johnston's), on roller, varnished, each accompanied by a book—
No. 1. Properties of Bodies.
No. 2. Mechanical Powers.
No. 3. Hydrostatics.
No. 4. Hydraulics.
No. 5. Physiology, No. 1.
No. 6. Physiology, No. 2.
No. 7. Steam Engines.
Astronomy, 6 sheets (Reynolds's), mounted.
View of Nature in all climates, in wrapper.
Do., Do., mounted on a roller.
Do., in ascending regions, mounted on roller.
The Human Species, 4 sheets, mounted on roller.
Machinery and Manufactures, viz.:—
1. Condensing Steam Engine.
2. High Pressure Engine.
3. Locomotive Engine.
4. Marine Engine—side Lever.
5. Marine Engine—Oscillating.
6. Marine Engine—Screw.
7. Paper-making Machine.
8. Printing Machine.
9. Manufacture of Gas.
10. Electric Telegraph.
11. Fire Engine and Pumps.
12. Malting and Brewing.
13. Distilling.
14. Principle of the Watch.
15. Hydraulic Press.
16. Manufacture of Cast Iron.
17. Flour Mill.
18. Suction and Force Pumps.
19. The Barometer and its uses.
20. Threshing Machine.
21. Gas Meter.
22. Mechanism of a Clock.
23. The Cotton Plant and its Cultivation.

Lardner's Illustrations of Mechanics, Natural Philosophy, &c., mounted on roller—

1. Mechanical Powers.	6. The Steam Engine.
2. Machinery.	7. Hydrostatics.
3. Watch and Clockwork.	8. Hydraulics.
4. Elements of Machinery.	9. Pneumatics.
5. Motion and Force.	

Section of Screw Line-of-Battle-Ship, mounted.
Table of British Strata, mounted.
Natural Phenomena, 30 prints.
Do. mounted.
Useful Plants, a set of 12 plates, coloured, in wrapper, with book.
Do., Do., mounted.
Natural History, 150 prints.
Do., mounted.
Animals, illustrated in the comparative sizes, on roller.
Graphic Illustrations of Animals, showing their uses in life and after death, 21 prints, mounted.
The Animal Kingdom, 4 sheets, coloured, mounted.
Patterson's Zoological Diagrams (10), mounted on rollers, varnished.
Set of Chemical Apparatus for performing experiments to illustrate Johnston's Agricultural Chemistry.
Tool Box, containing an assortment of most useful Tools.
Compound Portable Microscope.
Magnetic Ship's Compass, 10-inch.
Magnetic Compass, in brass case, 1½-inch.
Do., in mahogany case.
Thermometers:—Boxwood Thermometers.
Models, &c.:—Working Models of Mechanical Powers (Edwards).
Centrifugal Machine.
Archimedean Screw; Working Model.
Cards of Model Tools—Carpenter, Cabinetmaker, Bricklayer, Plumber, Painter and Glazier, Printer, Bookbinder, Goldbeater, Cooper, Farrier, Miner, Roadmaker, and Pavior, Gardener, 12 sorts.
Geometrical Solids, set of, in box.
Conic Sections, do.
Dissected Cone, in boxwood.
Dissected Cube, Octahedron.
Do. Tetrahedron.
Do. Dodecahedron.
Do. Pentagonal Dodecahedron.
Steel Goniograph, for illustrating Geometrical figures.
Tangible Arithmetic, consisting of 12 doz. cubes in box.

Illustrations of the Useful Arts:—
The Manufacture of a Needle described, with specimens of wire in its various stages up to the finished needle.
The manufacture of a Pin described, with specimens, showing the progress from the rough metal to the finished article.
The Manufacture of Paper described, accompanied by sixteen illustrative specimens.

Educational Cabinets:—
Edwards' Educational Cabinet, consisting of Natural Objects to illustrate Lessons on Common Things.
M'Nab's Object-Lesson Cards, illustrative of the Vegetable Kingdom, with specimens.
The Silkworm, exhibiting its various changes from the egg; in glazed case.

Mathematical Drawing Instruments:—
Leather pull-off Case of Patent Instruments, No. 0211, containing 5-inch steel-joint compass, pen point, pencil point, hand pen, and 6-inch boxwood scale.
Mahogany Case of ditto, No. 0212, containing 6-inch steel-joint compass, pen and pencil points, divider, bow pen, hand pen, pencil, box scale, ebony parallel, and brass protractor.
Land Surveying Chains, English Measure.
Do., Irish Measure.
Flat Rulers, Pear Tree Wood, No. 2, 12-inch.
Do., Do., No. 3, 15 ,,
Do., Do., No. 4, 18 ,,
Round Ebony Rulers, 12-inch.
Do., 18 ,,
Gunter's Scale, boxwood, 12-inch.
Do., 24 ,,
Chain Scale, boxwood, 12-inch.
Plotting Scale, 12-inch.
Off-set Scales.
Ebony Parallel Rulers, 15 inches.
T Squares, No. 1, 16-inch.
Do., No. 3, 26 ,,
Do., No. 4, 30 ,,
Black Boards:—42 by 30-inch.
Do., 36 by 30 ,,
Do., 30 by 24 ,,
Do., 42 by 30, on Stand.
Do., 36 by 30, Ruled for Music.
Framed Black Boards:—42 by 30-inch.
Do., 36 by 30 ,,
Do., 24 by 16 ,,
Easels:—Shut up Easel, 7 feet.
Do., 6 feet.

Mathematical Drawing Instruments—*continued*.
Framed Easel, 6 feet, double leg.
Lesson Post, suitable for Tablet Lessons.
Black Canvas, stretched on Frames, 22 by 17 inches.
Drawing Boards—Clamped:—13 by 9¾.
Do., Do., 18 by 13½.
Do., Do., 20 by 15¼.

Arithmetic Frames:—
Frame and Stand.
Hand Frames, 15 by 13 inches.
Pointers, common, long.
Do., Do., short.
Sewing Needles:—Assorted sizes.
Packets of Needles.
Darning Needles:—Assorted sizes.
Crochet Needles:—Steel.
Knitting Pins.
Sewing Cotton:—Clarke's.
Do., Brook's.

Thimbles:—
Brass, common.
Do., steel top.

Scissors:—
Cutting-out Scissors.
Class Scissors, No. 99.
Do., No. 264.
Penknives, No. 4000.

Working Materials:—
Knitting Cotton, blay.
Do., white.
Knitting Worsted, white.
Do., gray.
Do., black drab.
Do., black.
Yellow Sampler Canvas.
White, do.
Yellow Stripe, do.
White Muslin.

Black Lead Pencils, Chalk, &c.:—
Black Lead Drawing Pencils, HB, B, BB, F
Common Drawing Pencils.
India Rubber.
White Chalk—French.
Charcoal.
Black Conte Crayons, Nos. 1, 2, 3.
Drawing Pins.
Porte Crayons, brass.

Drawing Paper:—
Cartridge Paper.
Do., tinted.
Medium Drawing Paper.
Do., do., hand made.
Royal do.
Imperial do.

Drawing Materials:—
Water Colours in boxes.
School of Art Colour Box.
Water Colours in boxes, best quarter cakes, slide lid.
Do., half cakes, slide lid.
Indian Ink.
Camel Hair Pencils, crow-quill.
Do., duck-quill.
Do., goose-quill.
Cabinet Nests, 6 saucers.

Drawing Copies, &c.:—
Lineal Drawing Copies, mounted in portfolio.
Easy Drawing Copies, do.
Hermes' Drawing Instructor, 64 Nos.:—
Part 1 to 24—Landscapes.
25 to 36—Flowers and Fruit.
37 to 48—Heads.
49 to 60—Arabesques.
61 to 64—Horses.
School of Art Drawing Book.
Familiar Freehand Drawing Copies.
Green's First Studies in Landscape, 6 Nos.
Elementary Studies, by Julien and others.
Heads from the Antique, drawn by Smeeth, plain.
Do., do., tinted.
Harmoniums, with each Instrument an Instruction Book is supplied:—
Harmonium (of 5 octaves), with expression stop.
Do., do., without stop.
Do., (of 4 octaves).

C. *Additional Requisites and Apparatus.*

In addition to the Requisites and Apparatus in the foregoing List supplied to National Schools, the following is a List of Apparatus supplied at reduced prices to schools under special circumstances:

GLOBES:—Celestial and Terrestrial:—

18-inch, in Mahogany, high stand, with Compass.
18-inch, in ditto, with Iron Meridian.
18-inch, in Mahogany, low stand, with Brass Meridian.
18-inch, in Stained Wood, low stand, with Brass Meridian.
18-inch, in Stained Wood, low stand, Iron Meridian.
12-inch, in Mahogany, high stand, Brass Meridian.
12-inch, in Stained Wood, low stand, Brass Meridian.
9-inch, in Mahogany, low stand, Brass Meridian.
9-inch, in Stained Wood, low stand, Brass Meridian.
9-inch, in Stained Wood, low stand, Iron Meridian.
6-inch, on Mahogany Pedestal.
3-inch, ditto.
3-inch, in Mahogany boxes.
Patent Portable Globe, with stand.

SLATE OUTLINE GLOBES:—

18-inch.
12-inch.

GLOBE COVERS:—

Brown Holland, for 18-inch high.
Ditto, 18-inch low.
Ditto, 12-inch high.
Ditto, 12-inch low.

PLANISPHERES, to exhibit the state of the Heavens at any time:—

18-inch.
9-inch.

MAPS:—

Johnston's Chart of the World, with enlarged Map of Europe, &c.—72 by 56 inches, mounted.
Arrowsmith's Map of the Ancient World.

Outline Maps, corresponding in size with Betts' Educational and Interrogatory Maps, the Physical Features very distinctly marked, and the situations of the principal Towns shown by signs; on roller, varnished—

Eastern Hemisphere.	America.
Western Hemisphere.	Ireland.
Europe.	England.
Asia.	Scotland.
Africa.	

NOTE.—The "Outline" Maps are without names or numbers, and are intended for exercising the pupils' memory.

Projectional Maps—size, 17 by 13½ inches, printed on good paper—have only the lines of longitude and latitude delineated, and furnish an excellent Geographical exercise.
Griffith's Geological Map of Ireland on roller.
Reynolds's Atlas of Physical Geography, 12 Maps, printed on cards, in portfolio.
Atlas of Astronomy, in portfolio.
Atlas of Natural Philosophy, in portfolio.
Atlas of Geology, ditto.
Atlas of Arts, Science, and Manufactures, in portfolio.
Pictorial Illustrations of Geometrical terms, 2 sheets, on rollers.
Scientific School Tablets—On 3 Sheets:—
No. 1, Specific Gravities.
No. 2, Temperatures.
No. 3, Thermometer—on roller, varnished.
Only issued in sets.
Astronomy, 4 sheets (Darton's), mounted.
Ethnographical Map of the World, mounted on roller.
Geognostic Profiles, 4 sheets, in wrapper.
Ditto, ditto, mounted on roller.
Geological Chart, mounted on roller.
Section of the Earth's Crust, with letter-press description, mounted.
Geological Diagrams, including Section of the Earth's Crust, with descriptions, in wrapper.
Ditto, ditto, mounted on roller.
Botanical Chart, ditto.
Botanical Diagrams, 6 sheets, with descriptions, wrapper.
Ditto, ditto, mounted on roller.
Range of Vegetation, in wrapper.
Twelve prints, illustrative of the sources of Manufacture, Animal and Vegetable, mounted.
The Mechanical Powers illustrated, 8 sheets, mounted on mill-boards.

DIAGRAMS, printed on cloth, coloured:—

Astronomy, 12 diagrams.
Nebulæ, 6 diagrams.
Comet of 1853, 1 diagram.
One Million Points, 1 large diagram.

DIAGRAMS—*continued.*

Physiology in relation to Health, 10 diagrams.
Eastern Habitations, 10 diagrams.
Domestic Arrangements of the Orientals, 10 diagrams.
The Telescope, 6 diagrams.
The Microscope, 6 diagrams.
Australia and Australian Life, 10 diagrams.
Progress in Locomotion, 12 diagrams.
Mechanical Powers, 3 diagrams.
Nineveh and Assyria, 20 diagrams.
Ancient Egypt, 14 diagrams.
Geology, 15 diagrams.
Volcanoes, 7 diagrams.
Natural History, 15 diagrams.
Lardner's Illustrations of Mechanics, Natural Philosophy, &c.—numbers 1 to 9 in sheets.
Botany, 2 plates, mounted.
The Zones of the Earth, 10 plates, mounted, in portfolio, with a book of description to each plate.
Diagram of Gas Works, mounted on cloth.
Ditto, Glass Works, ditto.
Ditto, Blast Furnace, ditto.
Table of Ingredients of Food, ditto.
Ditto, Examples of Dietaries, ditto.
Graphic Illustrations of Animals, showing their uses in life and after death, 21 prints, in sheets.
The Animal Kingdom, 4 sheets, coloured.
Natural History, 150 prints.
Natural Phenomena, 30 prints.
Wild Flowers, 96 prints.
Ditto, mounted.
Trees, 12 prints, mounted.

PHILOSOPHICAL APPARATUS, &c.:—

Case of Pneumatic Apparatus, suitable for performing Experiments.
Case of Electrical Apparatus, ditto.
Case of Electro-Magnetic Apparatus, suitable for performing Experiments.
The Magnet familiarly described.
Ditto, accompanied by a box of Magnetic toys.
Collodion Gas Balloon, with apparatus for inflation.
Simple Microscope, with rack-movement, mirror, and condenser, tweezers, glass slides; in mahogany case.
The Student's Microscope—compound body, rack adjustment, on tripod stand, plane and concave mirrors, condensing lens, two Huyghenian eye-pieces, and two achromatic eye-pieces, in upright mahogany case, lock and key.
Case of Microscopic objects, A.
Ditto, B.
Ditto, C.

THERMOMETERS:—Boxwood Thermometers.

BAROMETERS:—Marine Barometer.
Upright Barometer.

MODELS, &c.:—Working Models of Mechanical Powers (Protheroe).
Ditto, Griffin.
Atwood's Machine for Illustrating the Laws of Gravitation, &c.
Working Model of Lift Pump (brass, with glass cylinder).
Sectional Model of Lift Pump
Working Model of Force Pump (brass, with glass cylinders).
Sectional Model of Steam Engine.
,, Link motion of Steam Engine.
,, Parallel motions of Steam Engine (five kinds).
Gas Meter.
Threshing Machine.
,, Winnowing Machine.
,, Corn Mill.

The three last-mentioned Models show the progress of preparation of grain from the field to its manufacture into flour.

Sectional Model of Mortising Machine.
Water Wheels (undershot and overshot), Working Model.
Hero's Fountain, Model of.
Mechanical Apparatus, Models, &c.
Drawing Models.
Models of Crystals, in box.
Butter's Trinomial Cube.

EDUCATIONAL CABINETS:—

Edwards' Cabinet of Objects.
Griffin's Specimens of Rocks, 100 specimens.

MATHEMATICAL DRAWING INSTRUMENTS:

Brass Dividers, common, 5-inch.
Patent Brass Dividers, 4-inch.
Ditto, 5-inch.
Ditto, with pen and pencil-point.
Drawing Pens, fine hard steel, bone handle.
Ditto, small fine.
Ditto, for red ink, electro, gilt.

MATHEMATICAL DRAWING INSTRUMENTS:—*continued.*

Patent Brass Bow Pen, fine needle-point.
Ditto, Pencil, ditto.
Patent Steel-spring Dividers, ditto.
Ditto, Bow Pen, ditto.
Ditto, Bow Pencil, ditto.

RULERS:—

Flat Rulers, Pear Tree Wood, No. 1, 7¾ inch.
Ditto, No. 5, 21 inch.
Round Ebony Rulers, 15-inch.
Architect's Scale, 12-inch.
Boxwood Protractor, 6 inch, narrow.
Ditto, 6 ,, broad.
Brass Protractor, 3½ inch.
Ditto, superior.
T SQUARES, No. 2, 18-inch.
Ditto, No. 5, 37 ,,
Ditto, No. 6, 42 ,,

SET SQUARES:—

45°, 6 inch.
45°, 9 ,,
60°, 8 ,,
60°, 10 ,,
75°, 8 ,,
75°, 12 ,,

BLACK BOARDS:—48 by 36 inches.
36 by 24 ,,

FRAMED BLACK BOARDS:—48 by 36 inches.
36 by 24 ,,
30 by 24 ,,

EASELS:—Shut up Easel, 5 feet, 6 inches.
Framed Easel, 6 feet, single leg.

Sponge.

DRAWING BOARDS—CLAMPED:—

19 by 13 inches.
22 by 17 ,,
28 by 19 ,,

ARITHMETIC FRAMES:—Oak, with Black Board.
Ditto, superior, Oak; Sliding-Black Board and Frame.
Hand Frames, 17 by 19 inches.

POINTERS, lancewood, long.
Ditto, ditto, short.

STEEL PENS AND HOLDERS:—

School pens, No. 016.
Ditto, broad, medium, or fine points, No. 09 F, 010 M, 011 B.
Ditto, superior G.
Barrel Pen, O.
Ditto, K.

CROCHET NEEDLES:—Bone.

PINS:—In sheets.
Mixed.

THIMBLES:—

Steel.

SCISSORS:—

Class Scissors, fine, No. 357.
Buttonhole ditto, No. 115.

PENKNIVES, No. 8943.
Ditto, No. 5650.

WORKING MATERIALS:—

Knitting Angola, gray.
Yellow Stripe Canvas, ¾ yard wide.
Brussels Net.
Bobbinet.

BLACK LEAD PENCILS, CHALK, &c.:—

Black Lead Drawing Pencils:—EHB, DEHB, FF, BBB.
Black Lead Drawing Pencils:—BBBBBB.
White Chalk—French.
Ditto (American calcined).
White Conté Crayons.
Red ditto.
Brown ditto.
French Crayons (coloured), in boxes.
Paper Stumps.

BLACK LEAD PENCILS, CHALK, &c.—*continued.*

Leather Stumps.
Drawing Pins.
Porte Crayons, brass (French).

DRAWING PAPER:—

Cartridge Paper.
Medium Drawing Paper.
Ditto, ditto, hand-made.
Royal, ditto.
Imperial, ditto.
Ditto, ditto, rough.
Ditto, ditto, hot-pressed.
Oil Sketching Paper Royal.
Ditto, Imperial.
White Mounting Boards, Half Imperial.
Ditto, Royal.
Ditto, Imperial.

DRAWING MATERIALS:—

Water Colours in boxes, best quarter cakes, lock.
Ditto, half cakes, lock.
Ditto, ,, selected colours, &c., lock.
Best colours in cakes.
Indian Ink.
Chinese White in bottles.
Camel Hair Brushes, flat, in tin, ½-inch.
Ditto, ditto, ¾-inch.
Ditto, ditto, 1-inch.
Ditto, ditto, 1½-inch.
Ditto, ditto, 2-inch.
Camel Hair Brushes, round, No. 1.
Ditto, ditto, No. 2.
Ditto, ditto, No. 3.
Ditto, ditto, No. 4.
Ditto, ditto, No. 5.
Ditto, ditto, No. 6.
Red Sables, round, No. 1.
Ditto, No. 2.
Ditto, No. 3.
Ditto, No. 4.
Ditto, No. 5.
Ditto, No. 6.
Pencil Sticks, 6-inch.
Ditto, 12-inch.
Ditto, 15-inch.
Earthenware Palettes, 3-inch.
Ditto, 4 ,,
Ditto, 5 ,,
Ditto, 6 ,,
Ditto, 7 ,,
Ditto, 8 ,,
Ditto, 9 ,,
Division Slants, 3 divisions.
Ditto, 4 ditto.
Ditto, 5 ditto.
Ditto, 6 ditto.
Ditto, 8 ditto.
Ditto, 10 ditto.
Ditto, 12 ditto.
Indian Ink Stones, small.
Ditto, middle.
Ditto, large.
New Colour Slab.
5 Well and 5 Slant Slab.

DRAWING COPIES, &c.:—

Odds and Ends of Progressive Drawing Studies, 6 Nos.
Hermes' Progressive Drawing School.
Green's Second Drawing Book of Landscape, 6 parts.
Harpur's Easy Course of Landscape Drawings, 6 Nos.
Hulme's Graduated Series of Landscapes, 4 parts.
Walton's Advanced Landscape Drawing Book, 6 parts.
Bright's Advanced Drawing Book, 6 parts.
Syer's Advanced Drawing Book, 6 Nos.
Syer's Marine and River Views, 6 parts.
Barnard's Elementary Studies of Trees, 9 parts.
Willis's Cattle and Rustic Figures, 6 parts.
Architectural Ornaments, by Raentz.
Green's Illustrations of the Five Orders of Architecture, 6 plates.

II. Regulations, etc., to be observed by Managers in regard to Grants of Books, etc. — Code XI., 1863. (Tenth Change.)

1. All applications for books, school requisites, and apparatus, at reduced prices, must be addressed to the Secretaries, and be accompanied by a money order for the amount, in favour of James Kelly, or William M'Creedy, Esq., and payable in Dublin on demand. — Part III., Sect. VIII., § 8, Code X.

2. [Half notes, cash, postage stamps,] orders or cheques drawn on country banks, cannot be received in payment. [If remitted, they will be returned at the risk of the sender.] — § 9, Code X.; words in [ ] added here.

3. When a post office order or letter of credit is transmitted, and the amount is under Ten Shillings, the cost of the remittance must be paid by the person applying for the same; but if the sum exceeds Ten Shillings, the cost of the remittance will be allowed, and requisites given for the *full amount* paid. — § 10, Code X.

4. When a National school has had a grant, either as free stock or at reduced prices, of a clock, or of any of the large maps, another will not be supplied until *three* years shall have elapsed, unless in special cases, the circumstances of which are to be stated, when the grant will be sanctioned, if the reasons assigned be deemed satisfactory. — *New Regulation.*

5. Teachers are not permitted to include, in the applications for requisites, *clocks* or *maps* for their own private use. Managers should, therefore, caution teachers that such irregularity, if reported, will subject them to a fine, or other serious mark of the Board's displeasure. *Books* for their own use may be purchased by the teachers at the reduced prices, but then they should be careful to indicate the fact to the manager, by writing the words "for Teacher" after the name of the book in the list. — *New Regulation.*

6. The patron or manager should not sign any application for books, requisites, or apparatus, without first ascertaining that they are actually wanted for the school on behalf of which the application is made. The Inspectors are required to report to the Commissioners whenever it appears that an undue quantity of requisites, &c., has been ordered for a National school. — § 11, Sect. VIII., Part III., Code X.

7. When there are separate Roll Numbers for male and female National schools, the application should state for which of them the books, &c., are required; and if for both, *two* forms should be used. — § 12, Code X., omitted here. § 13 of Code X.

8. Parcels of books, &c., when so desired, will be forwarded, carriage free, to the depôt of the district in which the school for which they are required is situated, and the Inspectors will inform the managers on what day they will be ready for delivery; or to the depôt of any other district, if more convenient; but in the latter case, the Inspector, who may not know the managers of any schools not in his district, cannot be expected to give notice. — § 14 ditto.

9. Or the parcel will be forwarded to the railway station nearest to the manager's residence. In this case the manager must himself incur the risk of its safe delivery, and the expense of carriage. — § 15 ditto.

10. Parcels are sent free to any place within the civic boundaries of Dublin. — *New Regulation.*

11. When parcels are forwarded to the depôt of a district, it is *not* the duty of the Inspector to transmit the parcel to the manager's residence, or to the school. — § 16, Code X.

12. On the day appointed by the Inspector for the delivery of parcels, the manager is required to send a messenger to the depôt with the order on the Inspector (with which the manager will be furnished), and which order the Inspector is required to transmit to the office as a proof of the delivery of the parcel. — § 17, Code X.

13. If a parcel is to be sent by a carrier, he must call at the office in Dublin not sooner than two days after the manager's directions shall have been received, and must produce the manager's order to the storekeeper here, for its delivery, on the form supplied for the purpose. — § 18, ditto.

14. The school apparatus must, on no account, be taken out of the school for which it has been procured, and must be used solely for school purposes. If it, or any portion of it, should be removed from the school, or any improper use be made of it, the Commissioners will adopt such measures as the nature of the case may demand. — *New regulation.*

15. The Commissioners do not supply books, requisites, or apparatus to the public, or to schools not connected with the Board of National Education. — § 19, Code X.

16. The amount of each grant must be inserted in the Daily Report Book of the school, and the invoice of the articles preserved for the examination of the Inspector, who will be required to report whether the articles in the school correspond with the invoice, and are in a good state of preservation. — *New regulation.*

Part VI.

General Instructions to Managers and Correspondents. — Part III., Sect. IX., Code X.

1. Persons desirous of obtaining assistance from the Commissioners of National Education, will, upon intimating to the secretaries the nature of the aid required, be furnished with the forms, upon which their application must be laid before the Commissioners: [and all grants of salary will date from the *first of the month nearest to the return of* such application forms to the office]. — § 1, Code X. Part in [ ] added in this Code.

2. Applicants for assistance are to understand that the Commissioners are not bound to grant the full amount of aid, as set forth in the foregoing regulations, in every case; nor can they grant any, unless they have sufficient funds for the purpose, which depends upon the amount placed at their disposal by Parliament. — § 2, Code X.

3. The Commissioners desire it to be distinctly understood that they do not hold themselves bound to grant aid, unless application shall have been made to them in the first instance, on the proper form, and unless the application shall have been favourably and finally decided upon by the Board. Applicants, therefore, should not incur any expense towards the payment of which they expect the Commissioners to contribute, until the decision of the Board shall have been communicated to them. — § 3, ditto.

4. The managers of National schools are particularly requested to attend to the following regulations respecting the payment of salaries or gratuities to teachers, as the Lords of Her Majesty's Treasury and the Commissioners for auditing the public accounts will not, in future, sanction any payments which are not in compliance with these rules:— — *New regulations.*

Code XI., 1863. (Tenth Change.)

Every receipt should be signed by the manager and by the teacher entitled to receive the amount of salary or gratuity therein specified.

Whenever a manager or other person advances money to a teacher on account of the salary payable by the Commissioners of National Education, he should *take a receipt* for the same (stamped, if the amount be £2 or upwards), in order to have a proper voucher to produce to the office for repayment.

If a teacher die to whom any salary or gratuity is due by the Commissioners at the time of his or her death which, with any other property he or she may have been possessed of, would amount to £20 or above, it will be paid only to the representatives or next of kin, on the exhibition, at the office, of letters of administration.

If the amount be over £5, and under £20, payment will be made without the production of letters of administration, to the alleged next of kin, on satisfactory proof that the just debts of the deceased have been paid, and on the party claiming payment giving a bond, on the form issued from the office, to free the Commissioners from any claim on the part of other next of kin, or of creditors: if the amount be £5, or under, neither letters of administration nor bond will be required, provided the debts are certified to have been paid.

If a teacher leave a National school, and authorize the manager or some other person to receive the salary due from the Board, such authority must be given in writing, or the amount will not be paid.

§ 4, Code X.

5. All communications in reference to National schools should be signed and made by the patron or manager. The Commissioners do not correspond with teachers of National schools.

§ 5, ditto.

6. No attention can be paid to "anonymous" communications.

Postscript of Code X.

7. Correspondents are requested to attend to the following directions, viz.:—

To write at the head of any letter addressed to the office, the name and roll number of the school referred to, and the county in which it is situated.

To make communications on different subjects in separate letters.

To state in every case the writer's post town; and, in the case of persons whose names are not recorded as patrons or managers of schools, to give the name and style of address in full.

In replying to an official letter, to quote its number and date.

It is particularly requested that all letters may be written clearly, and on paper of foolscap size, or, at least, large sized letter paper.

See Sect. IX., Part III., § 7 of Code X.

Letters or other communications addressed to the Secretaries, on the business of the Board, need not be prepaid.

§ 6, Sect. IX., Part III., Code X.

8. All letters, or other communications, in any manner relating to the business of the Board, or to the National schools, are to be addressed to the Secretaries, and not to any other officer or person connected with the Board—such communications to be directed thus:—

The Secretaries,
Education Office,
Marlborough-street, Dublin.

By order of the Commissioners of National Education,

JAMES KELLY,
WILLIAM M'CREEDY, } Secretaries.

Education Office,
21st November, 1863.

Code XII., 1866. (Eleventh Change.)

No. 12.

RULES AND REGULATIONS OF THE COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND.

PART I.

GENERAL NATURE OF THE SYSTEM OF NATIONAL EDUCATION.

I. ITS OBJECT AND FUNDAMENTAL PRINCIPLE.

[The same as in Code XI.]

II. DESCRIPTION OF SCHOOLS TO WHICH THE COMMISSIONERS GRANT AID.

[The same as in Code XI.]

II. USE OF SCHOOL-HOUSES.

[The same as in Code XI.]

IV. RELIGIOUS AND SECULAR INSTRUCTION.

Rules §§ 1 to 13, inclusive, the same as in Code XI., with the exception of changes indicated in §§ 2 and 13.

1. Opportunities are to be afforded (as hereinafter provided for) to the children of all National schools for receiving such religious instruction as their parents or guardians approve of.

"Be compelled to" in Code XI.

2. Religious instruction must be so arranged, that each school shall be open to children of all communions; that due regard be had to parental right and authority; that, accordingly, no child "shall" receive, or be present at, any religious instruction of which his parents or guardians disapprove; and that the time for giving it be so fixed, that no child shall be thereby, in effect, excluded directly or indirectly, from the other advantages which the school affords.

3. A public notification of the times for religious instruction must be inserted in large letters in the "Time Table" supplied by the Commissioners, who recommend that, as far as may be practicable, the general nature of such religious instruction be also stated therein.

Code XII., 1866. (Eleventh Change.)

4. The "Time Table" must be kept constantly hung up in a conspicuous place in the school-room.

5. When the religious instruction comes after the secular, the teacher must, immediately before the commencement of the former, announce distinctly to the pupils that the hour for religious instruction has arrived, and must, at the same time, put up and keep up, during the period allotted to such religious instruction, and within the view of all the pupils, a notification thereof, containing the words "Religious Instruction" printed in large characters, on a form to be supplied by the Commissioners. Similarly when the school commences with religious instruction, the teacher is to put up and keep up the same notification.

6. When the secular instruction precedes the religious instruction, in any National school, there shall be a sufficient interval between the announcement and the commencement of the religious instruction; and whether the religious or the secular instruction shall have priority in any National school, the books used for the instruction first in order shall be laid aside at its termination, in the press or other place appropriated for keeping the school-books.

7. No secular instruction, whether literary or industrial, shall be carried on in the same apartment, during school-hours,* simultaneously with religious instruction.

8. In schools towards the building of which the State has contributed, and which are VESTED in trustees, for the purposes of National education, or which are vested in the Commissioners in their corporate capacity, such pastors or other persons as shall be approved of by the parents or guardians of the children respectively, shall have access to them *in the school-room*, for the purpose of giving them religious instruction there, at times convenient for that purpose, that is, at times so appointed as not to interfere unduly with the other arrangements of the school.

9. In schools, NOT VESTED, and which receive no other aid than salary and books, it is for the patrons or managers to determine whether any, and if any, what religious instruction shall be given *in the school-room;* but if they do not permit it to be given in the school-room, the children whose parents or guardians so desire, must be allowed to absent themselves from the school, at reasonable times, for the purpose of receiving such instruction ELSEWHERE.

10. The reading of the Scriptures, either in the Protestant Authorized, or Douay Version, —the teaching of catechisms,—public prayer,—and all other religious exercises, come within the rules as to religious instruction.

11. The patrons and managers of *all* National schools have the right to permit the Holy Scriptures (either in the Authorized or Douay Version) to be read, at the time or times set apart for religious instruction; and in *all vested schools* the parents or guardians of the children have the right to require the patrons and managers to afford opportunities for the reading of the Holy Scriptures, in the school-room, under proper persons approved of by the parents or guardians for that purpose.

12. Religious instruction, prayer, or other religious exercises, may take place, at any time before and after the ordinary school business (during which all children, of whatever denomination they may be, are required to attend); but must not take place *at more than one intermediate* time, between the commencement and the close of the ordinary school business. The Commissioners, however, will not sanction any arrangement for religious instruction, prayer, or other religious exercises *at an intermediate* time, in cases where it shall appear to them, that such arrangement will interfere with the usefulness of the school, by preventing children of any religious denomination from availing themselves of its advantages, or by subjecting those in attendance to any practical inconvenience.

13. With the above exception, the secular school business must not be interrupted, or suspended, by any spiritual exercise whatsoever.

NOTE.—The Commissioners earnestly recommend that religious instruction shall take place either immediately before the commencement, or immediately after the close, of the ordinary school business; and they further recommend that, whenever the patron or manager thinks fit to have religious instruction at an intermediate time, a separate apartment shall (when practicable) be provided for the reception of those children [who, according to these rules, should not be] present thereat.

Words in [ ] "whose parents or guardians may disapprove of their being" in Code XI.

14. The registry kept in each school, according to the form furnished by the Commissioners, must show the religious denomination of each child on the school roll.

§ 18 in Code XI.

15. No pupil who is registered by its parents or guardians as a Protestant is to be permitted to remain in attendance during the time of religious instruction in case the teacher giving such instruction is a Roman Catholic; and no pupil who is registered by its parents or guardians as a Roman Catholic is to be permitted to remain in attendance during the time of religious instruction in case the teacher giving such instruction is not a Roman Catholic. And further, no pupil is to be permitted to remain in attendance during the time of any religious instruction to which its parents or guardians object.

NEW RULE. Replacing Rules 14 to 17 of Code XI.

Provided, however, that in case any parent or guardian shall express his desire that his child should receive any particular religious instruction, and shall record such desire in a book to be provided in the school, when necessary for that purpose, this prohibition shall not apply to the time during which such religious instruction only is given.† The entry in the book shall be signed with the name or mark of the parent or guardian, and the book shall be submitted to the Inspector so often as he visits the school.

The following is the form of book:—

Roll No., —— School, —— County, ——
Name of Teacher who gives religious instruction, ——
Religious denomination of do., ——

CERTIFICATE OF PARENT OR GUARDIAN.

[In case a parent or guardian should wish his child to receive religious instruction from a teacher who is of a different religious denomination from the child, or from a teacher who gives any religious instruction different from that which is in accordance with the creed of the child, the following certificate is to be made by such parent or guardian.]

Explanatory note added in Code XIII.

* The term "SCHOOL-HOURS," is always to be understood to mean the entire time, in each day, from the opening of the school to the closing of the same for the dismissal of the pupils.

† Such expression of desire may at any time be revoked by the parent or guardian, and shall thereupon become inoperative.

Code XII., 1866. (Eleventh Change.)

I (1) ——, being the (2) —— of (3) ——, who is registered by me as (4) —— in the School Register of the (5) —— National School, HEREBY CERTIFY that it is my desire that the said (6) —— shall receive instruction in (7) —— during the time set apart for religious instruction.

Signature of parent or guardian, (8) ——

Witness, if signed by "mark," ——

Dated —— day of ——, 18—.

CERTIFICATE OF TEACHER.

I HEREBY CERTIFY that before (9) —— signed the above certificate, I read aloud to (10) —— the following rule of the COMMISSIONERS OF NATIONAL EDUCATION:—

"No pupil who is registered by its parents or guardians as a Protestant is to be permitted to remain in attendance during the time of religious instruction in case the teacher giving such instruction is a Roman Catholic; and no pupil who is registered by its parents or guardians as a Roman Catholic is to be permitted to remain in attendance during the time of religious instruction in case the teacher giving such instruction is not a Roman Catholic. And further, no pupil is to be permitted to remain in attendance during the time of any religious instruction to which its parents or guardians object.

"Provided, however, that in case any parent or guardian shall express his desire that his child should receive any particular religious instruction, and shall record such desire in a book to be provided in the school, when necessary for that purpose, this prohibition shall not apply to the time during which such religious instruction only is given.* The entry in the book shall be signed with the name or mark of the parent or guardian, and the book shall be submitted to the Inspector so often as he visits the school.

* Such expression of desire may at any time be revoked by the parent or guardian, and shall thereupon become inoperative."—*Part* I., *sec.* iv., *par.* 15.

And I FURTHER CERTIFY that I believe when the said (11) —— signed the above certificate (12) —— had a full apprehension of the meaning and force of the rule, and also of the true intent and object of the certificate.

Signature of teacher, ——

Dated —— day of ——, 18—.

CERTIFICATE OF INSPECTOR.

I HEREBY CERTIFY that I have examined the certificate of (13) —— and also of the teacher (14) —— above set forth, and that I am satisfied as to the genuineness of each.

Signature of Inspector, ——

Dated —— day of ——, 18 —.

(1) Insert the name of the parent or guardian who makes the certificate.
(2) Insert the relationship of the parent or guardian; as—"father," "mother," "aunt," &c.
(3) Insert the name of the pupil.
(4) Insert the registered religion of the pupil.
(5) Insert the name of the National school.
(6) Insert the name of the pupil again.
(7) Insert in full the nature of the religious instruction; as—The Holy Scriptures in the Authorized Version.—The Roman Catholic Catechism.—The Protestant Catechism; &c., &c. *This is to be written by the parent or guardian;* but in case the parent or guardian cannot write, it may be written by the teacher.
(8) The parent or guardian is here to inscribe his name. If the parent or guardian be unable to write his name, he is to sign by mark; but this mark must be witnessed by some respectable third party.
(9) Insert the name of the parent or guardian.
(10) Insert "him" or "her."
(11) Insert the name of the parent or guardian.
(12) Insert "he" or "she."
(13) Insert the name of the parent or guardian.
(14) Insert the name of the teacher.

§ 19, Code XI. 16. A sufficient number of hours, to be approved of in each case by the Commissioners, is to be appropriated to the ordinary school business, during which all children, of whatever denomination they may be, are required to attend.

§ 20, ditto. 17. In all National schools (except those in which industrial instruction is the *chief* object) there must be literary instruction for at least *four* hours, upon five days in the week.

§ 21, ditto. 18. In industrial schools—that is, in schools where industrial instruction is the *chief* object—the Commissioners require that not less than *two* hours, daily, shall be devoted to literary instruction.

V. USE OF BOOKS AND TABLETS.

[The same as in Code XI.]

VI. MANAGEMENT OF NATIONAL SCHOOLS.

[The same as in Code XI.]

VII. INSPECTION BY THE COMMISSIONERS OR THEIR OFFICERS.

[The same as in Code XI.]

VIII. ADMISSION OF VISITORS.

[The same as in Code XI.]

PART II.

EXTENT OF AID AND CONDITIONS UPON WHICH GRANTED.

I. KINDS OF AID.

[The same as in Code XI.]

II. TOWARDS BUILDING SCHOOL-HOUSES (*Vested*)

[The same as in Code XI.]

III. TOWARDS SUPPORT OF SCHOOLS PREVIOUSLY ESTABLISHED (*Non-Vested*).

[The same as in Code XI.]

Code XII., 1866. (Eleventh change.)

Part III.

Different Classes of National Schools.

I. District and Minor Model Schools.

[The same as in Code XI.]

II. Ordinary Literary Schools.

[The same as in Code XI.]

III. Agricultural Schools.

[The same as in Code XI.]

A. *School Farms of the First Class under the exclusive control of the Commissioners.*

[The same as in Code XI.]

B. *School Farms of the First Class under Local Patrons.*

1. *Where the Premises are Vested.*

[The same as in Code XI.]

2. *Where the Premises are Non-Vested.*

[The same as in Code XI.]

C. *Ordinary Agricultural Schools.*

[The same as in Code XI.]

D. *School Gardens.*

[The same as in Code XI.]

IV. Industrial Schools.

[The same as in Code XI.]

V. Convent Schools.

[The same as in Code XI.]

VI. Workhouse Schools.

[The same as in Code XI.]

VII. Schools attached to Prisons, Asylums, &c.

[The same as in Code XI.]

VIII. Evening Schools.

[The same as in Code XI.]

Part IV.

Teachers.

I. Their Qualifications and Duties.

[The same as in Code XI., with the exception of Rule 7, which is as follows:—]

7. *Newly appointed* teachers are not *entitled* to any salary from the Commissioners until examined and pronounced competent; and any teachers *newly appointed* to National schools, who, after examination by the Inspectors, may be found wholly unqualified, must be removed.

II. Training of Teachers.

[The same as in Code XI., with the exception of a new clause, § 4, as follows:—]

4. Assistant teachers of model schools, while in training, receive but half their accustomed share of the fees, and a deduction is made from their salaries at the rate of £20 per annum in the case of males, and £18 in the case of females; these deductions to serve as payment for their substitutes. New Rule.

[Rules 4, 5, and 6 of Code XI., become 5, 6, and 7 of Code XII.]

III. Classification of Teachers, &c.

[The same as in Code XI., with the exception of Rule 14, which is omitted in this Code, by which Rules 15 and 16 of Code XI., become Rules 14 and 16 of this one.]

IV. Salaries (Ordinary National Schools).

[The same as in Code XI., with the addition of the following note after Rule 6:—]

Note.—In cases where schools enjoying the services of assistants (under which term are included monitors, workmistresses, and industrial instructors) fail to command the average attendance required for the amount of aid awarded for such services, managers must be prepared for the entire withdrawal or reduction of such aid in the second quarter in which the falling off appears. *New note.*

A like rule will be applied to evening schools.

V. Paid Monitors—their Salaries, &c.

[The same as in Code XI., with the exception of Rule 10, which is altered into the following:—]

10. In the case of a few very large and highly efficient schools, the Commissioners are prepared to appoint young persons of great merit to act as first-class monitors.

Salary for the first year, ... £15
Do. second year, ... £17

CODE XII., 1866. (Eleventh change.)

VI. SALARIES, &c., TO OTHER THAN ORDINARY NATIONAL SCHOOLS.

A. *Evening Schools.*

[As in Code XI.]

B. *Schools connected with School Farms of the First Class, under the exclusive control of the Board.*

[As in Code XI.]

C. *Schools connected with School Farms of the First Class under Local Patrons.*

[As in Code XI.]

D. *Schools connected with Ordinary School Farms.*

[As in Code XI.]

E. *Industrial Schools.*

[As in Code XI.]

F. *Schools connected with Convents and Monasteries.*

[As in Code XI., with the addition of Regulation 4, as follows:—]

New Regulation. 4. For evening schools, an allowance is made at the rate of £10 for every hundred pupils in average attendance.

G. *Model Schools.*

[As in Code XI.]

H. *Gratuities to Literary Teachers of Workhouse Schools.*

[As in Code XI.]

VII. GRATUITIES, &c., TO TEACHERS OF ORDINARY NATIONAL SCHOOLS.

[As in Code XI., with the following exceptions:—]

Sub-section D, *Gratuities for instructing Paid Monitors*, is modified as follows:—

D. *Gratuities for instructing paid Monitors.**

New scale.

		£	s.	d.
Junior Monitors.—For each junior monitor a gratuity of		1	0	0
	For each monitor of 1st year a gratuity of	1	0	0
Senior Monitors,	do. of 2nd year, do.	1	10	0
	do. of 3rd or 4th year, do.	3	0	0
1st Class Monitors,	do. of 1st or 2nd year, do.	3	0	0

Sub-section G, *Gratuities for preparing young persons for the office of Pupil Teacher in Model Schools*, has the following explanatory note:—

New note. NOTE.—In regard to the foregoing special gratuities, as in regard to the annual salaries of teachers of National schools, it is to be distinctly understood that the Commissioners reserve to themselves the right to determine, on cause shown, whether the payment is to be made in whole or in part, or is to be altogether withheld.

PART V.

SUPPLIES OF BOOKS, SCHOOL REQUISITES, AND APPARATUS.

[As in Code XI., with the exception of the addition in [ ] to Rule 2 of "I. Nature and Extent of Grants, and Conditions on which made:"—]

New matter in [ ].

2. The funds of the Commissioners do not enable them to give a free stock sufficiently large for the entire wants of the school; [and they therefore require that the local parties shall purchase a stock of books and other requisites, proportionate to the grant of free stock, for the use of the school and for sale to the pupils.] Any additional maps, stationery, slates, clocks, and other requisites, must also, as required from time to time, be purchased at reduced rates.

[The omission of the list "C. Additional Requisites and Apparatus."]

[The addition of a new rule after § 4 in "II. Regulations, &c., to be observed by Managers in regard to Grants of Books, &c.:"—]

NEW RULE. 4. When the teacher of an ordinary National school advances from his own resources the amount of an order for requisites, and that such amount is not less than the sum of ONE POUND FIVE SHILLINGS, an allowance of 20 per cent. will be made as commission on the order, if demanded.

[The insertion of this rule advances the numbers of the remaining sections by one, so that § 4 becomes § 5, and so on.]

PART VI.

GENERAL INSTRUCTIONS TO MANAGERS AND CORRESPONDENTS.

[As in Code XI.]

* Teachers of Model Schools are excluded from obtaining this class of gratuities.

No. 13.

Code XIII., 1869. (Twelfth change.)

Rules and Regulations* of the Commissioners of National Education in Ireland.

Part I.

Part I.

Same as in last Code (XII.)

General Nature of the System of National Education.

I.—*Its Object and Fundamental Principle.*

1. The object of the system of National Education is to afford *combined* literary and moral, and *separate* religious instruction, to children of all persuasions, as far as possible, in the same school, upon the fundamental principle, that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils.

2. It is the earnest wish of Her Majesty's Government, and of the Commissioners, that the Clergy and Laity of the different denominations should co-operate in conducting National Schools.

3. The Commissioners by themselves, or their Officers, are to be allowed to visit and examine the schools whenever they think fit. Those who visit on the part of the Commissioners are furnished with credentials under their seal.

4. The Commissioners will not change any fundamental Rule without the express permission of His Excellency the Lord Lieutenant.

5. The Commissioners will not withdraw, or essentially alter, any book that has been, or shall be hereafter, unanimously published or sanctioned by them, without a previous communication with the Lord Lieutenant.

II.—*Description of Schools to which the Commissioners grant aid.*

1. The schools to which the Commissioners grant aid are divided into two classes, viz. :—1st, Vested Schools, of which there are two sorts, namely, first, those vested in the Commissioners; and, second, those vested in Trustees, for the purpose of being maintained as National Schools; 2ndly, Non-Vested Schools, the property of private individuals. Both these classes of Schools are under the control of local Patrons or Managers.

2. There are also Model Schools, of which the Commissioners are themselves the Patrons, but which are conducted on the same fundamental principles as the ordinary National Schools.

3. The Commissioners encourage Industrial Instruction in National Schools in all suitable cases.

4. The Commissioners require that instruction shall be given in plain needlework in all Female Schools.

III.—*Use of School-houses.*

1. In Non-Vested Schools, the Commissioners do not, in ordinary cases, exercise control over the use of the School-houses on Sundays, or before or after the school-hours on the other days of the week; such use being left altogether to the local Patrons or Managers, of all religious persuasions, subject to the interference of the Board in cases leading to contention or abuse.

2. No National School-house shall be employed, at any time, even temporarily, as the *stated* place of DIVINE WORSHIP of any religious community; or for the celebration or administration of the Sacraments or Rites of any Church.

3. No aid will be granted to a School *held in a place of worship;* nor will the Commissioners sanction the *transfer* of an existing School, to a place of worship, even for a temporary period.

4. When a School-room is in any way connected with a place of worship, there must not be any *direct internal* communication between the School-room and such place of worship.

5. Vested School-houses must be used, *exclusively, for the education* of the pupils attending them; except on Sunday, when they may be employed for Sunday Schools, with the sanction of the Patrons or Managers, subject, in cases leading to contention or abuse, to the interference of the Commissioners.

6. No political meetings shall be held in National School-houses, whether Vested or Non-Vested; nor shall any political business *whatsoever* be transacted therein.

7. When any School is received by the Commissioners into connexion with them, the inscription "NATIONAL SCHOOL," shall be put up in plain and legible characters on the School-house, or on such other place as may render it conspicuous to the public. When a School-house is built partly by aid from the State, a stone is to be introduced into the wall having that inscription cut upon it. The Commissioners will not, when granting aid *in future*, sanction any inscription containing a title of a *denominational character*, or which may appear to them to indicate that the School is one belonging to any particular religious body. The Commissioners do not object to the terms, Male, Female, or Infant; or the proper local designation taken from the city, town, parish, street, village, or townland, in which the School may be situated; or the name of the founder being included in the inscription.

8. No emblems or symbols of a *denominational* nature shall be exhibited in the School-room during the hours of united instruction; nor will the Commissioners in future, grant aid to any School which exhibits on the exterior of the buildings any such emblems.

9. No emblems or symbols of a *political* nature shall at *any time* be exhibited in the School-room, or affixed to the *exterior* of the buildings; nor shall any placards whatsoever, except such as refer to the legitimate business of school management, be affixed thereto.

IV.—*Religious and Secular Instruction.*

1. Opportunities are to be afforded (as hereinafter provided for) to the children of all National Schools for receiving such religious instruction as their parents or guardians approve of.

2. Religious instruction must be so arranged, that each school shall be open to children of all communions; that due regard be had to parental right and authority; that, accordingly, no child shall receive, or be present at, any religious instruction of which his parents or guardians disapprove; and that the time for giving it be

* The existing "Rules and Regulations" of the Commissioners of National Education are here given *in extenso*. Any change by which the present Code differs from its predecessors is indicated in the marginal notes.

Code XIII, 1869. (Twelfth change.)

Part I.

so fixed that no child shall be thereby, in effect, excluded, directly or indirectly, from the other advantages which the school affords.

3. A public notification of the times for religious instruction must be inserted in large letters in the "Time Table" supplied by the Commissioners, who recommend that, as far as may be practicable, the general nature of such religious instruction be also stated therein.

4. The "Time Table" must be kept constantly hung up in a conspicuous place in the School-room.

5. When the religious instruction comes after the secular, the Teacher must, immediately before the commencement of the former, announce distinctly to the pupils that the hour for religious instruction has arrived, and must, at the same time, put up and keep up, during the period allotted to such religious instruction, and within the view of all the pupils, a notification thereof, containing the words "Religious Instruction," printed in large characters, on a form to be supplied by the Commissioners. Similarly when the School commences with religious instruction, the Teacher is to put up and keep up the same notification.

6. When the secular instruction precedes the religious instruction, in any National School, there shall be a sufficient interval between the announcement and the commencement of the religious instruction; and whether the religious or the secular instruction shall have priority in any National School, the books used for the instruction first in order shall be laid aside at its termination, in the press or other place appropriated for keeping the School-books.

7. No secular instruction, whether literary or industrial, shall be carried on in the same apartment, during school-hours,* simultaneously with religious instruction.

8. In Schools towards the building of which the State has contributed, and which are VESTED in Trustees, for the purposes of National Education, or which are vested in the Commissioners in their corporate capacity, such pastors or other persons as shall be approved of by the parents or guardians of the children respectively, shall have access to them *in the School-room*, for the purpose of giving them religious instruction there, at times convenient for that purpose—that is, at times so appointed as not to interfere unduly with the other arrangements of the School.

9. In Schools, NOT VESTED, and which receive no other aid than Salary and Books, it is for the Patrons or Managers to determine whether any, and if any, what religious instruction shall be given *in the School-room;* but if they do not permit it to be given in the School-room, the children whose parents or guardians so desire, must be allowed to absent themselves from the School, at reasonable times, for the purpose of receiving such instruction ELSEWHERE.

10. The reading of the Scriptures, either in the Protestant Authorized, or Douay Version—the teaching of Catechisms—public prayer—and all other religious exercises, come within the rules as to religious instruction.

11. The Patrons and Managers of *all* National Schools have the right to permit the Holy Scriptures (either in the Authorized or Douay Version) to be read, at the time or times set apart for religious instruction; and in *all Vested Schools* the parents or guardians of the children have the right to require the Patrons and Managers to afford opportunities for the reading of the Holy Scriptures, in the School-room, under proper persons approved of by the parents or guardians for that purpose.

12. Religious instruction, prayer, or other religious exercises, may take place, at any time, before and after the ordinary School business (during which all children, of whatever denomination they may be, are required to attend); but must not take place *at more than one intermediate* time, between the commencement and the close of the ordinary School business. The Commissioners, however, will not sanction any arrangement for religious instruction, prayer, or other religious exercises *at an intermediate time*, in cases where it shall appear to them that such arrangement will interfere with the usefulness of the School, by preventing children of any religious denomination from availing themselves of its advantages, or by subjecting those in attendance to any practical inconvenience.

13. With the above exception, the secular School business must not be interrupted, or suspended, by any spiritual exercise whatsoever.

Note.—The Commissioners earnestly recommend that Religious Instruction shall take place either immediately before the commencement, or immediately after the close, of the ordinary School business; and they further recommend that whenever the Patron or Manager thinks fit to have religious instruction at an intermediate time, a separate apartment shall (when practicable) be provided for the reception of those children who, according to these Rules, should not be present thereat.

14. The Registry kept in each School, according to the Form furnished by the Commissioners, must show the religious denomination of each child on the School Roll.

15. No pupil who is registered by its parents or guardians as a Protestant is to be permitted to remain in attendance during the time of Religious instruction in case the Teacher giving such instruction is a Roman Catholic; and no pupil who is registered by its parents or guardians as a Roman Catholic is to be permitted to remain in attendance during the time of Religious instruction in case the Teacher giving such instruction is not a Roman Catholic. And further, no pupil is to be permitted to remain in attendance during the time of any Religious instruction to which its parents or guardians object.

Provided, however, that in case any parent or guardian shall express his desire that his child should receive any particular Religious instruction, and shall record such desire in a book to be provided in the School, when necessary for that purpose, this prohibition shall not apply to the time during which such Religious instruction only is given.* The entry in the book shall be signed with the name or mark of the parent or guardian, and the book shall be submitted to the Inspector so often as he visits the School.

* Such expression of desire may at any time be revoked by the parent or guardian, and shall thereupon become inoperative.

The following is the Form of Book.

Roll No., —— *School*, —— *County*, ——
Name of Teacher who gives Religious Instruction, ——
Religious Denomination of do., ——

CERTIFICATE OF PARENT OR GUARDIAN.

[In case a Parent or Guardian should wish his Child to receive religious instruction from a Teacher who is of a different religious denomination from the Child, or from a Teacher who gives any religious instruction different from that which is in accordance with the creed of the Child, the following Certificate is to be made by such Parent or Guardian.]

NOTE.†—As some doubts have arisen as to the interpretation of the Rule, attention is requested to the following minute of the Board, dated February 26, 1867 :—

"The object of the Rule is more fully to carry out the general principle of the Board, that no child is to receive any religious instruction contrary to the wishes of its parent. Accordingly, the Rule first provides for the case where the Teacher is a Protestant and the child a

* The term "SCHOOL-HOURS," is always to be understood to mean the entire time in each day, from the opening of the School to the closing of the same for the dismissal of the pupils.

† This explanatory note has been added since publication of Code XII.

Roman Catholic, or *vice versa*. In this case the dissent of the parent is implied, and no religious instruction can be given to a child by a Teacher of the different creed unless the parent expressly requests it. But where the Teacher and the child are both Protestants, whether of the same or of a different denomination, the dissent of the parent will not be implied. In this case religious instruction may be given to the child unless the parent expressly forbids it. In each case, however, the assent or dissent, whether implied or expressed, may be modified by an entry, duly signed by the parent, in the Certificate Book of Religious Instruction. Cases may occur in which the conduct of the Teacher, although not coming within the strict letter of the new Rule, is obviously contrary to the general spirit of the National System; as, for instance, if instruction should be given in the Catechism or Creed of a different persuasion from that of the child."

I (1) ———, being the (2) —— of (3) ———, who is registered by me as (4) ——— in the School Register of the (5) —— National School, HEREBY CERTIFY that it is my desire that the said (6) ——— shall receive instruction in (7) ——— during the time set apart for Religious Instruction.

All from this out same as in last Code (XII.)

Signature of Parent or Guardian, (8) ———
Witness, if signed by "Mark," ———
Dated —— day of ——, 18—.

CERTIFICATE OF TEACHER.

I HEREBY CERTIFY that before (9) ——— signed the above Certificate, I read aloud to (10) —— the following Rule of the COMMISSIONERS of NATIONAL EDUCATION:—

"No Pupil who is registered by its Parents or Guardians as a Protestant is to be permitted to remain in attendance during the time of religious instruction in case the Teacher giving such instruction is a Roman Catholic; and no Pupil who is registered by its Parents or Guardians as a Roman Catholic is to be permitted to remain in attendance during the time of religious instruction in case the Teacher giving such instruction is not a Roman Catholic. And further, no Pupil is to be permitted to remain in attendance during the time of any religious instruction to which its Parents or Guardians object.

"Provided, however, that in case any Parent or Guardian shall express his desire that his child should receive any particular religious instruction, and shall record such desire in a book to be provided in the School, when necessary for that purpose, this prohibition shall not apply to the time during which such religious instruction only is given.* The entry in the book shall be signed with the name or mark of the Parent or Guardian, and the book shall be submitted to the Inspector so often as he visits the School.

"* Such expression of desire may at any time be revoked by the Parent or Guardian, and shall thereupon become inoperative."—*Part I., Sec. IV., Par.* 15.

And I FURTHER CERTIFY that I believe when the said (11) ——— signed the above Certificate (12) —— had a full apprehension of the meaning and force of the Rule, and also of the true intent and object of the Certificate.

Signature of Teacher, ———
Dated — day of ——, 18—.

CERTIFICATE OF INSPECTOR.

I HEREBY CERTIFY that I have examined the Certificate of (13) ——— and also of the Teacher (14) ——— above set forth, and that I am satisfied as to the genuineness of each.

Signature of Inspector, ———
Dated — day of ——, 18—.

16. A sufficient number of hours, to be approved of in each case by the Commissioners, is to be appropriated to the ordinary School business, during which all children, of whatever denomination they may be, are required to attend.

17. In all National Schools (except those in which Industrial instruction is the *chief* object) there must be Literary instruction for at least *four* hours, upon five days in the week.

18. In Industrial Schools—that is, in Schools where Industrial instruction is the *chief* object—the Commissioners require that not less than *two* hours, daily, shall be devoted to Literary instruction.

V.—*Use of Books and Tablets.*

1. The use of the books published by the Commissioners is not compulsory; but the titles of all other books which the Patrons or Managers of Schools intend for the ordinary School business, are to be notified to the Commissioners; and none are to be used to which they object. The approval of any such books is to extend only to the particular edition which has been submitted to the Commissioners.

2. If any books other than the Holy Scriptures, or the *standard* books of the Church to which the children using them belong, be employed in communicating religious instruction, the title of each is to be made known to the Commissioners whenever they deem it necessary.

3. The Commissioners do not insist on the "Scripture Lessons" or book of "Sacred Poetry" being read in any of the National Schools, nor do they allow them to be read as part of the ordinary School business (during which all children, of whatever denomination they may be, are required to attend) in any school attended by children whose parents or guardians object to their being read by their children. In such cases the Commissioners prohibit the use of these books, except at times set apart for the purpose, either before or after such ordinary School business, and under the following conditions:—

First—That no child, whose parent or guardian objects, shall be required, directly or indirectly, to be present at such reading.

Second—That in order that any children, whose parents or guardians object, may be at liberty to absent themselves, or to withdraw, at the time set apart for the reading of the books above specified, public notification of the time set apart for such reading shall be inserted in large letters in the Time-table of the School—that there shall be a sufficient interval between the conclusion of such ordinary School business and the commencement of such reading; and that the Teacher shall, immediately before its commencement, announce distinctly to the pupils, that any child whose parent or guardian so desires may then retire.

Third—That in every such case there shall be, exclusive of the time set apart for such reading, sufficient time devoted each day to the ordinary School business, in order that those children who do not join in the reading of these books may enjoy ample means of literary instruction in the School-room.

4. When using the Scripture Lessons, the Teachers are prohibited, except at the time set apart for religious instruction, from putting to the children any other questions than those appended to the end of each lesson.

(1) Insert the name of the Parent or Guardian who makes the Certificate.
(2) Insert the relationship of the Parent or Guardian; as—"Father," "Mother," "Aunt," &c.
(3) Insert the name of the Pupil. (4) Insert the registered religion of the Pupil.
(5) Insert the name of the National School. (6) Insert the name of the Pupil again.
(7) Insert in full the nature of the Religious Instruction; as—The Holy Scriptures in the Authorized Version—The Roman Catholic Catechism—The Protestant Catechism, &c., &c. *This is to be written by the Parent or Guardian*; but in case the Parent or Guardian cannot write, it may be written by the Teacher.
(8) The Parent or Guardian is here to inscribe his name. If the Parent or Guardian be unable to write his name, he is to sign by mark; but this mark must be witnessed by some respectable third party.
(9) Insert the name of the Parent or Guardian. (10) Insert "him" "or "her."
(11) Insert the name of the Parent or Guardian. (12) Insert "he" or "she."
(13) Insert the name of the Parent or Guardian. (14) Insert the name of the Teacher.

CODE XIII., 1869. (Twelfth change.)

PART I.

5. The Commissioners require that the principles of the following Lesson, or of a Lesson of a similar import (to be approved of by the Commissioners), shall be strictly inculcated, during the hours of united instruction, in all Schools received into connexion with the Board, and that a copy of the Lesson itself be hung up in each School.

Christians should endeavour, as the Apostle Paul commands them, to live peaceably with all men (Rom. ch. xii., v. 18), even with those of a different religious persuasion.

Our Saviour Christ, commanded his disciples to love one another. He taught them to love even their enemies, to bless those that cursed them, and to pray for those who persecuted them. He himself prayed for his murderers.

Many men hold erroneous doctrines, but we ought not to hate or persecute them. We ought to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend his religion to be forced on men by violent means. He would not allow his disciples to fight for him.

If any persons treat us unkindly, we must not do the same to them; for Christ and his apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

Quarrelling with our neighbours and abusing them, is not the way to convince them that we are in the right, and they in the wrong. It is more likely to convince them that we have not a Christian spirit. We ought, by behaving gently and kindly to every one, to show ourselves followers of Christ, who, when he was reviled, reviled not again (1 Pet. ch. ii., v. 23).

6. The use of the Tablet, furnished by the Commissioners, containing the Ten Commandments, is not compulsory.

7. The rules as to religious instruction do not apply, except in the way hereinbefore stated, to the Scripture Lessons and the Books of Sacred Poetry, or to the matter contained in the common School-books, or in any other book, the use of which the Commissioners may at any time sanction for the purpose of united instruction.

VI.—*Management of National Schools.*

1. The local government of the National Schools is vested in the local Patrons thereof.

2. The Commissioners recognise as the local Patron the person who applies in the first instance to place the School in connexion with the Board, unless it be otherwise specified in the application.

3. If a School be under the local management of a School-Committee, such Committee has all the rights of an individual Patron.

4. The Patron has the right of nominating any fit person to act as his representative in the local management of the School; such representative to be designated the "Local Manager." The Patron may, at any time, resume the direct management of the School, or appoint another Local Manager. This rule applies equally whether the Patronship be vested in one or more individuals.

5. When a School is vested in Trustees, they have the right to nominate the Local Manager.

6. When a School is vested in the Commissioners, the name of the Patron or Patrons is inserted in the lease.

7. In the case of a vacancy in the Patronship by death, the representative of a lay Patron, or the successor of a clerical Patron, is recognised by the Board (where no valid objection exists) as the person to succeed to the Patronship of the School.

8. If a Patron wishes to resign the office, he has the power of nominating his successor, subject to the approval of the Board.

9. In all cases, the Commissioners reserve to themselves the power of determining whether the Patron, or the person nominated by him, either as his successor, or as local Manager, can be recognised by them as a fit person to exercise the trust.

10. In all cases, whether the School be vested or non-vested, the Patron, when nominating a local Manager, ought to notify to the Commissioners whether or not the person so nominated is to exercise all the rights of Patron during the period he acts as Manager.

11. When a School is under the control of a Committee, or of joint Patrons, a "Local Manager" should be appointed, to correspond with the office, sign documents, &c., &c.

12. The local Patrons (or Managers) of Schools have the right of appointing the Teachers, subject to the approval of the Board, as to character and general qualifications; the local Patrons (or Managers) have also the power of removing the Teachers of their own authority.

13. Patrons and Managers are permitted to close their respective Schools for a reasonable time during the year, subject to the interference of the Commissioners in cases of abuse; such periods of closing should be limited to six weeks in the year, including the recognised vacations.

14. Managers of National Schools are requested to notify all changes of Teachers to the Office, and to the Inspectors of the respective districts.

VII.—*Inspection by the Commissioners or their Officers.*

1. As the Commissioners do not take the control or regulation of any School, except their own Model Schools, directly into their own hands, but leave all Schools aided by them under the authority of the local Patrons or Managers; the *Inspectors* are not to give *direct orders*, as on the part of the Board, respecting any necessary regulations, but to point out such regulations to the local Patrons or Managers of the Schools, that *they* may give the requisite orders.

2. The Commissioners require that every National School be inspected by the *Inspector of the District*, at least three times in each year.

3. The *District Inspector*, after each inspection, is to communicate with the local Patron or Manager, for the purpose of affording information concerning the general state of the School, and pointing out such violations of rule, or defects, if any, as he may have observed; and he is to make such suggestions as he may deem necessary.

4. Upon ordinary occasions, the Inspector is not to give any intimation of his intended visit; but when the inspection is to be public, he is to make such previous arrangements with the local Patrons or Managers, as will facilitate the attendance of the parents of the children, and other persons interested in the welfare of the Schools.

5. The Inspector is to report to the Commissioners the result of each visit, and to use every means to obtain accurate information as to the proficiency of the pupils, and the discipline, management, and methods of instruction pursued in the School.

6. When applications for aid are referred to the District Inspector, he is to have an interview with the applicant, and also to communicate personally, or by writing, with the clergymen of the different denominations, and with other parties in the neighbourhood, with the view of ascertaining their opinions on the application, and whether they have any, and what, objections thereto.

7. The Inspector is also to supply the Commissioners with such local information as they may from time to time require from him, and to act as their agent in all matters in which they may employ him; but he is not invested with authority to decide upon any question affecting a National School, or the general business of the Commissioners, without their direction.

Code XIII., 1869. (Twelfth change.)

Part I.

VIII.—*Admission of Visitors.*

1. The public, generally, must have free access to every National School (whether Vested or Non-Vested) during the hours devoted to secular instruction,—not to take part in the ordinary business, or to interrupt it, but, as Visitors, to observe how it is conducted.

2. Visitors of all denominations are to be received courteously by all Teachers of National Schools, and are to have free access to the School-rooms, and full liberty to examine the Registers, Daily Report Books, and Class Rolls; to observe what books are in the hands of the children, or upon the desks, what tablets are hung up on the walls, and what is the method of teaching; but they are not authorized to interrupt the business of the School by asking questions of the children, examining classes, calling for papers or documents of any kind, except those specified, or in any other way diverting the attention of either Teachers or Scholars from their usual business.

3. Should any Visitors wish for information which they cannot obtain by such an Inspection, it is the duty of the Teachers to refer them to the Patron or Manager of the School for such information.

4. As the religious instruction of the children given in the School-room is under the control of the Clergyman or Lay person communicating it with the approbation of their parents, the *Commissioners* can give no liberty to any Visitor, whether Clergymen or other person, to interfere therewith, or to be present thereat.

5. The Commissioners require that a copy of Part I., with selections from other parts, of these, their Rules, on a form furnished by them, shall be suspended in every National School-room.

Part II.

Part II.

Extent of Aid, and Conditions upon which Granted.

I.—*Kinds of Aid.*

1. The Commissioners of National Education award aid under two general heads, viz. :—

First—Towards building School-houses and providing suitable fittings and furniture. In such cases, the Commissioners also grant aid towards the payment of Teachers, supply of Books, &c., as hereafter explained.

Secondly—Towards the support and maintenance of Schools established without any assistance from the public funds for the erection of the buildings, or providing furniture.

2. The Commissioners desire it to be distinctly understood that they reserve to themselves in all cases, in vested as well as in non-vested schools, the right to withdraw any grant of salary or books, whenever they see fit.

II.—*Towards Building School-houses (Vested).*

1. Before any grant is made towards building a School-house, the Commissioners are to be satisfied that a necessity exists for such a School, that an eligible site has been procured, that a satisfactory lease of the site will be executed either to Trustees for the purposes of National Education, or to the Commissioners in their Corporate capacity; and that the applicants are prepared to raise, by local contribution, at least one-third of the whole sum which the Commissioners deem necessary for the erection of the house, providing furniture, &c.

2. If the proposed site for a School be in a rural district, and be within three statute miles of a School-house erected with aid from the State, no grant will be made, except under special circumstances.

3. In a rural district, the site should contain one rood. In a town district, the site for a single School should be 100 feet in front, and 80 feet from front to rear; and for a double School, 100 feet square. It should be in a healthy situation, on a public road or street, and have a dry level surface, with a good foundation at a moderate depth, and be convenient to pure water.

4. Although the Commissioners do not refuse aid towards the erection of School-houses on ground connected with places of worship, yet they much prefer having them erected on ground which is not so connected, where it can be obtained; they therefore require that, before Church, Chapel, or Meeting-house ground be selected as the site of a School-house, *strict* inquiry be made whether another convenient site can be obtained, and that the result shall be stated to them.

5. The School premises must be vested in the Commissioners, or in Trustees, at a nominal rent, and for such term as, under the circumstances, the Commissioners may deem necessary.

6. The lease must be prepared in the Office; the expense to be borne by the Commissioners of National Education.

7. The Commissioners will cause to be kept in repair the School-house and furniture, where the premises are vested in them in their Corporate capacity.

8. When the School premises have been vested in Trustees, for the purposes of National Education, it devolves on the Trustees to keep the house, furniture, &c., in repair.

9. When grants are voted towards the building, &c., of a School-house, the conveyance must be duly executed *before the works are commenced.*

10. No grant can be approved until the District Inspector shall have reported upon all the circumstances of the case; until the Board of Works shall have reported on the eligibility of the proposed site; and the Law Adviser of the Commissioners shall have given his opinion, from the information laid before him, that a satisfactory lease can be executed.

11. The Commissioners determine, from the information afforded them, what amount of School accommodation should be provided in the proposed building.

CODE XIII., 1869. (Twelfth change.)

PART II.

The following is the scale of Grants for the erection of School-houses, whether vested in Trustees or in the Commissioners :—

Class of School.	No. of Children to be accommodated.	Total Estimated Cost, including School Furniture and Out-offices.	Board's Grant.	Description of School.
		£ s. d.	£ s. d.	
1	60	207 0 0	138 0 0	Single School-room.
2	75	225 0 0	150 0 0	Ditto.
3	100	255 0 0	170 0 0	Ditto.
4	120	306 0 0	204 0 0	Ditto.
5	150	416 5 0	277 10 0	Two rooms on ground.
5 A	150	360 0 0	240 0 0	Ditto—one over the other.
6	200	487 10 0	325 0 0	Two rooms on ground.
6 A	200	435 0 0	290 0 0	Ditto—one over the other.

NOTE.—In many poor localities, where buildings of a less expensive nature than those erected according to the above scale of grants may answer the necessary purposes, the Commissioners will be prepared to grant two-thirds of the expense of erection, provided—

(*a*). That the general conditions already specified with regard to building grants be complied with.

(*b*). That the erection of such *exceptional* class of building shall not cost more than £100.

(*c*). That as regards the character and size of the building, the instructions issued by the Board of Works, from time to time, shall be complied with.

12. The cost of the house, &c., is determined by the number of children which it is intended to accommodate.

13. The Board of Works will furnish instructions as to the plan and specification, to which the parties receiving aid are bound strictly to adhere.

14. The Commissioners do not sanction grants for the ornamenting of School-houses, but merely for such expenditure as may be necessary for having the children accommodated in plain, substantial buildings. If buildings of another description be preferred, the whole of the extra expense must be provided by the applicants.

15. The Commissioners do not sanction grants towards the expense of erecting residences for the Teachers.

16. The Commissioners do not sanction grants to purchase, alter, or furnish houses, for the purpose of being converted into School-houses.

III.—*Towards Support of Schools previously established (Non-Vested).*

1. The aid granted to Schools previously established is limited to Salary and Books, and the benefits of Inspection and Training.

2. The Commissioners do not contribute towards Repairs, Fittings, or Furniture; or to the Rent of the School-house.

3. Before aid can be granted, the Commissioners must be satisfied that the case is deserving of assistance; that there is reason to expect that the School will be efficiently and permanently supported; that some local provision will be made in aid of the Teacher's Salary, in addition to the School-fees; that the School-house is in good repair, and provided with a sufficient quantity of suitable Furniture; that a competent Teacher has been appointed; and that the School is in operation.

4. Before the Commissioners consider any application for aid, they require, from the Inspector of the District, a Report upon all the circumstances of the case.

5. To entitle a School to a continuance of aid, the House and Furniture must be kept in sufficient repair by means of local contributions; the School conducted in all respects in a satisfactory manner, and in accordance with the regulations of the Commissioners; and it must appear from the Records of the School that there is a sufficient average daily attendance of pupils.

6. In Mixed Schools, *i.e.*, Schools in which male and female children are taught in the same room, the Teacher may be either male or female, as the circumstances of the School may require; but when a Mixed School has been received into connexion, by the Commissioners, under a male or a female Teacher, the Commissioners will not sanction the appointment of a Teacher of a different sex, unless previous application be made to them to sanction such change.

7. When a school has been taken into connexion, as a School for Males or for Females solely, the Commissioners will not sanction the change from a male to a female school, or *vice versâ*, without their permission having been previously obtained.

PART III.

PART III.

DIFFERENT CLASSES OF NATIONAL SCHOOLS.

I.—*District and Minor Model Schools.*

1. District and Minor Model Schools are built and supported entirely out of the funds placed by Parliament at the disposal of the Commissioners, and are therefore under their exclusive control.

2. The chief objects of Model Schools are to promote united education; to exhibit the most improved methods of literary and scientific instruction to the surrounding schools, and to train young persons for the office of Teacher.

3. In District and Minor Model Schools, the Commissioners appoint and dismiss, of their own authority, the Teachers and other officers; regulate the course of instruction, and exercise all the rights of Patrons. The Commissioners afford the necessary opportunities for giving religious instruction to the pupils, by such Pastors or other persons as are approved of by their parents or guardians, and in separate apartments allotted to the purpose.

4. Some of the Model Schools have farms attached to them, for the purpose of affording instruction in agriculture.

II.—*Ordinary Literary Schools.*

1. Such Schools may be established either with aid from the State, or by local provision solely.
2. In Vested Schools, the local expenditure need only be one-third of the expense, and the Teachers' salaries are supplemented by the Commissioners.
3. In Non-vested Schools, the State assistance is limited to salary and books and the benefits of inspection and training.

III.—*Agricultural Schools.*

1. To Schools of this description Farms are attached, for the purpose of illustrating and introducing the most approved systems of tillage and cropping, and general husbandry.
2. Agricultural Schools of every class must have a literary department annexed to them, conducted on the principles of ordinary National Schools.
3. Agricultural Schools consist of two classes, those connected with School Farms of the First Class, and those connected with Ordinary School Farms.
4. School Farms are further subdivided into two classes, viz., those under the exclusive control of the Commissioners, and those under local Patrons.
5. In all Schools connected with School Farms of the First Class the Commissioners will grant salary to a Teacher for the literary department *exclusively*, when the extent of the farm and other circumstances render such an appointment necessary.

A.—*School Farms of the First Class under the exclusive control of the Commissioners.**

1. The Commissioners defray the greater portion of the cost of erecting the necessary buildings; but they require the local parties to contribute in such proportion as may be deemed necessary, according to the circumstances of each case.
2. The Commissioners undertake the *entire* cost of the furniture, fittings, rent, taxes, maintenance, implements, stock, &c., &c.
3. A Farm of sufficient extent must be conveyed to the Commissioners, at a moderate rent, and on a satisfactory lease.
4. The Commissioners exercise all the rights of Patrons, as in the case of District and Minor Model Schools.
5. The Commissioners admit into these Schools a limited number of free, and also of paying resident Agricultural Pupils.
6. The Commissioners contribute a small weekly payment to the class of day pupils who work on the farm.

B.—*School Farms of the First Class under Local Patrons.*

1. *Where the Premises are Vested.*

1. The Commissioners contribute a certain amount of assistance towards the erection of the buildings, in proportion to the amount of local contribution, and the extent of the farm. The remaining portion of the cost of the buildings and furniture, and the whole cost of implements, stock, seed, &c., must be contributed by local parties.
2. The site of the buildings must be legally vested in the Commissioners, or in Trustees, at a moderate rent, and on a satisfactory lease.
3. The only aid granted by the Commissioners towards the *maintenance* of such Schools, consists of salary to the Master (who must be competent to conduct both the literary and agricultural departments); a sum towards the support of a limited number of resident Agricultural pupils, and a weekly payment to the class of day pupils who work on the farm.

2. *Where the Premises are Non-vested.*

1. The entire cost of the necessary buildings, furniture, implements, stock, seed, &c., must be defrayed by local parties, and a farm of sufficient extent must be provided.
2. The Commissioners, besides salary to the Master, contribute also towards the support of a limited number of resident Agricultural pupils, and a weekly payment to the class of day pupils who work on the farm.

C.—*Ordinary Agricultural Schools.*

1. This class of Schools consists of Ordinary National Schools (either Vested or Non-vested), to which a small farm (from one to three acres) is annexed. The Teacher must be competent to give instruction both in the theory and practice of Agriculture, and must cultivate the land, with the assistance of his pupils.
2. The only aid granted by the Commissioners is an addition to the class salary of the Teacher, and in some special cases, a small weekly payment to an Industrial class of pupils.
3. To entitle a School to such aid the Commissioners require to be satisfied, from the Reports of the Agricultural Inspectors, that the Agricultural department is efficiently conducted.

D.—*School Gardens.*

The Commissioners award gratuities, on the recommendation of the Agricultural Inspectors, to the Teachers of National Schools who exhibit the best specimens of garden culture on ground attached to their respective Schools, the ground to be cultivated by the pupils.

IV.—*Industrial Schools.*

1. In these Schools embroidery and other advanced kinds of needlework are taught. The Commissioners grant salaries to the Teachers on the following conditions:—

First—That *all* the pupils of the industrial department shall receive literary instruction for at least *two hours* daily.

Second—That no religious instruction or religious exercise shall take place during the time the pupils are engaged in industrial occupation.

Third—That a separate room be provided for industrial instruction.

* The Commissioners have, for the present, ceased to take into connexion School Farms of the First Class.

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Fourth—That in addition to the literary Teacher there shall be a suitable person appointed to conduct the industrial department.

2. None but lay Teachers are entitled to a salary from the Commissioners for conducting an Industrial Department in connexion with a *Convent School.*

3. The amount of salary will depend upon the circumstances of each case.

V.—*Convent Schools.*

1. Convent Schools receive aid under the conditions applicable to Non-vested Schools, and they are subject to the same Rules and Regulations.

2. The members of the community may discharge the office of Literary Teachers, either by themselves or with the aid of such other persons as they may see fit to employ ; the salaries of such assistants to be defrayed by the community, except in the case of monitors.

3. The amount of salary awarded to Convent Schools is regulated by the average number of children in daily attendance, according to a scale laid down by the Commissioners.

4. The Commissioners will grant aid to *one School only* in *connexion with the same* Convent.

VI.—*Workhouse Schools.*

1. Such Schools are received into connexion, and grants of Books made to them, on condition that they shall be subject to inspection by the Commissioners, or their Officers, and that all the Rules of the Board applicable to Non-vested Schools be faithfully observed.

2. The Commissioners award gratuities to a certain number of the Teachers of Workhouse Schools in each District on the recommendation of the Inspector.

VII.—*Schools attached to Prisons, Asylums, &c.*

Such Schools are received into connexion upon the same general principles as the Workhouse Schools, and grants of Books are made to them. In special cases gratuities are awarded to the Teachers.

VIII.—*Evening Schools.*

The Commissioners grant aid towards the support of Evening Schools where the wants of the locality render such institutions desirable. The aid is limited to salary, books and inspection.

PART IV.

PART IV.

TEACHERS.

I.—*Their Qualifications and Duties.*

1. National Teachers should be persons of Christian sentiment, of calm temper, and discretion ; they should be imbued with a spirit of peace, of obedience to the law, and of loyalty to their Sovereign ; they should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power which education confers a useful direction. These are the qualities for which Patrons of Schools, when making choice of Teachers, should anxiously look. They are those which the Commissioners are anxious to find, to encourage, and to reward.

2. No clergyman of any denomination, or member of any religious order can be recognised as the Teacher of a National School. This does not apply to the Teachers of Convent Schools, nor to those of any Monastery Schools which have been at any time previously in connexion with the Board.

3. Teachers of National Schools are not permitted to carry on, or engage in, any business or occupation that will impede or interfere with their usefulness as Teachers. They are especially forbidden to keep public-houses or houses for the sale of spirituous liquors.

4. Every Teacher is required to have his Daily Report Book lying upon his desk that Visitors may, if they choose, enter remarks in it. Such remarks as may be made the Teachers are by no means to alter or erase ; and the Inspector of the district is required to transmit to the Commissioners copies of such remarks as he may deem of sufficient importance to be made known to them.

5. Should the Commissioners consider any Teacher in a Vested School unfit for his office, or otherwise objectionable, they will require that he be dismissed and another provided : in Non-vested Schools the grant of salary will be withheld until a suitable Teacher be procured. Teachers are also liable to be fined, depressed, or suspended, at all times, when the Commissioners shall deem it necessary, on sufficient cause being shown.

6. Teachers, whose Schools may have declined in usefulness and efficiency, or who may have conducted themselves improperly, or who, from any other cause, may seem to merit punishment, may be fined, depressed, or deprived of salary.

7. *Newly-appointed* Teachers are not *entitled* to any salary from the Commissioners until examined and pronounced competent ; and any Teachers *newly appointed* to National Schools who, after examination by the Inspectors, may be found wholly unqualified, must be removed.

8. If a Teacher who has been dismissed from a National School for any cause be appointed to another National School, the Commissioners reserve to themselves the right to determine whether the appointment can be sanctioned, or any salary paid to such Teacher.

9. No Teacher dismissed for incompetency is eligible for re-entry into the Board's service till after the expiration of at least six months from the date of such dismissal.

10. If a Teacher who has been a considerable period out of the service of the Board shall again enter it, the Commissioners reserve to themselves the right to determine in each case whether such Teacher shall retain the class he was in previous to quitting the service of the Board.

11. The Commissioners regard the attendance of any of the Teachers at meetings held for *political purposes*, or their taking part in elections for Members of Parliament, or for Poor Law Guardians, &c., except by voting, as incompatible with the performance of their duties, and as a violation of rule which will render them liable to dismissal.

12. Teachers to be eligible for entering the service of the Board must, if males, have completed their seventeenth year, and if females, their sixteenth.

13. No Assistant Teachers will be recognised whose qualifications are not at least equal to those required of Probationers.

14. The same rule as to age applies to Assistant as to Principal Teachers.

15. The Commissioners will not grant a salary to an Assistant Teacher in a Boys' School in which there is not an average daily attendance of at least sixty pupils; but in the case of Girls' Schools, or Mixed Schools—that is, Schools attended by both sexes—salary may be obtained for an Assistant when the attendance shall have maintained itself at an average of at least fifty.

16. In Mixed Schools, presided over by a Master, it is desirable, where the attendance warrants it, that a Female Assistant should be selected.

17. The Commissioners will not grant salary to Workmistresses in Mixed Schools, unless there be an average daily attendance of at least forty-five pupils; and the Commissioners require that at least two hours each day be devoted to instruction in this branch.

18. If any Workmistress whose appointment has been sanctioned by the Commissioners, be employed during the remainder of the ordinary school-hours in giving literary instruction to the junior classes, it is competent for the District Inspector, if he considers her qualified, to recommend that she be paid at the rate of salary awarded to "Probationers."

19. In Schools attended by Female Children only, under the care of a Female Teacher, such Teacher must be competent not only to conduct the Literary Department, but also to give instruction in Needlework; but if the average daily attendance amount to forty-five, application may be made for a grant of salary to a Workmistress to take charge of the Industrial Department, which, however, must be superintended by the principal Teacher, who will be held responsible for its efficient management.

20. The following Practical Rules are to be strictly observed by the Teachers of National Schools:—

I. To keep at least one copy of the *General Lesson* suspended conspicuously in the School-room, and to inculcate the principles contained in it on the minds of their Pupils. This should be done at the time of combined ordinary instruction.

II. To exclude from the School, except at the hours set apart for Religious Instruction, all Catechisms and Books inculcating peculiar religious opinions.

III. To avoid fairs, markets, and meetings—but above all, *Political* meetings of every kind; to abstain from controversy; and to do nothing either in or out of School which might have a tendency to confine it to any one denomination of Children.

IV. To keep the Register, Report Book, and Class Rolls, accurately, neatly, and according to the precise forms prescribed by the Board; and to enter or mark in the two latter, before *noon* each day, the number of Children in actual attendance.

V. To classify the Children according to the National School Books; to study these Books themselves; to teach according to the improved method, as pointed out in their several prefaces; and to labour diligently to train up their Pupils in each branch of knowledge to that degree of attainment, or amount of proficiency, pointed out for each Class, respectively, in the *Programme of Instruction for National Schools*.

VI. To observe themselves, and to impress upon the minds of their Pupils, the great rule of regularity and order—A TIME AND A PLACE FOR EVERY THING, AND EVERY THING IN ITS PROPER TIME AND PLACE.

VII. To promote, both by precept and example, *Cleanliness*, *Neatness*, and *Decency*. To effect this, the Teachers should set an example of Cleanliness and Neatness in their own persons, and in the state and general appearance of their Schools. They should also satisfy themselves, by personal inspection every morning, that the Children have had their hands and faces washed, their hair combed, and clothes cleaned; and, when necessary, mended. The School apartments, too, should be swept and dusted every *evening;* and whitewashed at least once a year.

VIII. To pay the strictest attention to the morals and general conduct of their Pupils, and to omit no opportunity of inculcating the principles of *Truth* and *Honesty;* the duties of respect to superiors, and obedience to all persons placed in authority over them.

IX. To evince a regard for the improvement and general welfare of their Pupils; to treat them with kindness, combined with firmness; and to aim at governing them by their affections and reason, rather than by harshness and severity.

X. To cultivate kindly and affectionate feelings among their Pupils; to discountenance quarrelling, cruelty to animals, and every approach to vice.

XI. To record in the Report Book of the School, the weekly receipts of School Fees, and the amount of all grants made by the Board, as well as the purposes for which they were made, whether in the way of premiums, salaries to teachers, or payments to Monitors or Workmistresses; also School Requisites, whether Free Stock or purchased at the reduced prices.

XII. To take strict care of the *Free Stock* of Requisites granted by the Board; and to endeavour to keep the School constantly supplied with the National School Books and requisites, for sale to the Children, at the reduced prices charged by the Commissioners; also, to preserve, for the information of the Inspectors, the Invoices of Free Stock or purchased Requisites, which will be enclosed with the Grant.

XIII. Should it be intended to close a School for a time not included in the recognised Vacations, notice should be given some days previously to the Inspector; and when a Teacher is summoned for training, and means to obey the Summons, or intends resigning or removing to another School, he should intimate his intention to the Inspector a month, at least, before his removal or resignation, in order that the latter may have an opportunity of visiting his School, and reporting upon the state of the Premises, Free Stock, School Accounts, &c., &c.

XIV. To attend to the Ventilation of the School:—I. Immediately after entering the room in the morning; II. At the time of Roll-call; III. About an hour before the School breaks up. The ventilation can best be effected by lowering, where practicable, the upper part of the Windows, so as to admit a thorough air through the room.

21. In cases of illness, and upon Medical Certificates being submitted, the Commissioners allow to Principal Teachers, or Assistants, *one* month's leave of absence from school duty in the year, for which time their salaries will be paid without deduction. If any more lengthened leave of absence be required, there must be competent substitutes appointed, such substitutes to be paid by the recognised teachers, at the rate of, at least, the salary allowed to probationers. In no case can leave be granted for more than six months.

II.—*Training of Teachers.*

1. The Commissioners have provided a Normal Establishment in Dublin, for training Teachers, and educating persons who are intended to undertake the charge of Schools.

2. Teachers selected by the Commissioners for admission to the Normal Establishment, must produce a Certificate of good character; also a Certificate from a member of the Medical Profession that they are in good health, and free from any cutaneous disease; and must be prepared to pass through an examination in the Books published by the Commissioners. They are boarded and lodged at the Establishments provided by the Commissioners; and arrangements are made for their receiving religious instruction from their respective Pastors, who may attend at the Normal Establishment at convenient times appointed for the purpose. On Sundays they are required to attend their respective places of worship; and a vigilant superintendence is at all times exercised over their moral conduct. The Teachers undergo examination at the close of the course, and they then receive a certificate according to their deserts. The Teachers are, for a considerable time previous to their being summoned, required to prepare themselves for the course.

3. During the absence of the recognised Teacher, a temporary Teacher must be provided to take charge of the School, who is to be paid a portion of the salary falling due to the recognised Teacher during such Teacher's attendance at the Normal Establishment.

4. Assistant Teachers of Model Schools, while in training, receive but half their accustomed share of the fees, and a deduction is made from their salaries at the rate of £20 per annum in the case of males, and £18 in the case of females: these deductions to serve as payment for their substitutes.

5. Should any Teachers present themselves in a delicate state of health, or affected with any cutaneous disease, they will not be received or allowed any travelling expenses. No Teacher can be admitted who has not had the Small-pock, or been vaccinated.

6. The Teachers trained in the Normal Institution are divided into three Classes, namely :—

First—The General or Ordinary Class, composed of Teachers (males or females) of National Schools, who have been recommended by the District or Head-Inspectors as eligible Candidates for Training.

Second—The Special or Extra Training Class, composed chiefly of Teachers (males or females) who have been selected from the Ordinary or General Class, for additional Training.

Third—The Candidate or *Extern* Class, composed of a limited number of respectable and well-informed young persons, who wish to qualify themselves to act as Teachers. The Candidates admitted to this Class are permitted to attend, without any charge, the Model Schools and the Lectures of the Professors, and at the end of the course they are examined and classed as Teachers, according to their merits and qualifications. Permission is also given to Teachers of Schools not connected with the Board to attend the Model Schools as *Auditors or Visitors*, for any period that may suit their own convenience.

7. No Teachers can be admitted to the General or Ordinary Class but those who have succeeded in obtaining Classification after Examination by a Board of Inspectors, or who may be *specially* recommended by the Inspectors or Professors.

III.—*Classification of Teachers, &c.*

1. All National Teachers are either "Classed Teachers" or "Probationers." The former are divided into three classes.

The class in which Teachers are ranked depends (I.) upon their qualifications, as determined after examination by the Professors, or by the Inspectors; and (II.) on their proved capacity and efficiency as conductors of Schools.

All Teachers, on first entering the service of the Board, or who have not been classed, are termed Probationers.

2. Besides the Principal and Assistant Teachers included under the foregoing heads, there are Junior Literary and Industrial Assistant-Teachers, Teachers of Needlework, Pupil-Teachers, and Paid Monitors.

3. The Commissioners have determined upon a course of study for each class, in which the Teachers are to be examined, as one of the tests of their fitness for promotion.

4. Every National Teacher will be furnished, on application to the District Inspector, with a copy of the programme of the course of study above referred to, in which is stated the minimum of proficiency required for each class.

5. Teachers already classed are to be admitted to examination, with a view to promotion, only on the recommendation of the District Inspector, and no one on whose School a decidedly unfavourable report has been made within the previous year is to be admitted.

6. (*a*). Teachers will not be eligible for promotion, unless, in addition to satisfactory answering in the course prescribed for the Class to which they aspire, it appears from the reports of the respective District Inspectors that the Schools are properly organised and well conducted; that adequate exertions have been made to keep up a sufficient average attendance; that their Classes are taught according to the *Programme of Instruction for Schools;* that while the junior pupils are carefully taught, a fair proportion of the pupils of the higher classes, besides being proficients in the ordinary branches of Reading, Spelling, Writing, and Arithmetic, are possessed of a respectable amount of knowledge in Grammar, and Geography, and able to write from dictation ordinary sentences with readiness and correctness. In Female Schools it will be further requisite that instruction in plain Needlework, including sewing, knitting, and cutting-out, be given to all girls capable of receiving it, and that they exhibit a due proficiency in this department.

(*b*). It must also appear from the reports of the Inspectors, that the School accounts have been regularly and correctly kept; that the School premises have been preserved with neatness and order; that cleanliness in person and habits has been enforced on the children attending them, and that an adequate supply of *Sale Stock* of Lesson Books and other necessary School Requisites has been regularly kept up.

(*c*). It must also clearly appear that, JUDGED BY THE TOTAL RESULTS PRACTICALLY REALIZED IN THEIR SCHOOLS in the instruction and discipline of their pupils, they are worthy of the higher class to which they aspire.

7. All Teachers, who have not been classed, will be paid as Probationers, until they be classed at the first Examination, to which they shall have been summoned. Those who then obtained classification, will be paid from the commencement of their service under the Board, according to the rate of salary attached to their class. This rule will not extend to those Teachers who when summoned, shall fail, from any cause whatever, to present themselves for examination.

8. All Teachers who have been unsuccessful at their first examination, and who may be retained on trial, will receive the salary of the class to which they may be promoted at any subsequent examination, from the 1st of April of the year in which they offer themselves for such subsequent examination.

9. Teachers who, after their first examination, have been retained on trial as Probationers, if not recommended for promotion by the Head or District Inspectors at the next ensuing examination, cannot be continued in the service of the Board.

10. Classed Teachers who may offer for reclassification will, if promoted, be paid according to their new grade from the 1st of April of the year in which they offer themselves for examination.

11. The Pupil-Teachers of District Model Schools, on taking charge of National Schools after the completion of their course of training, shall, if not already classed, rank as Third Class Teachers (provided they be deemed qualified for that class by the Head Inspector) until they shall have been classed at the first Examination held after their appointment, in the district in which their Schools are situated—when they will be paid according to their classification, from the date of their appointment.

12. All Teachers must remain *at least* one year in a lower *division* of any class, before they are eligible for promotion to a higher division; and they must remain *at least* two years in a lower *class* before they can be promoted to a higher class. These conditions, however, being fulfilled, Teachers of superior attainments, and of eminent usefulness, may be advanced from any division of one class to any division of another, after their first classification, without being required to pass through the intermediate divisions.

13. This regulation does not apply to Teachers who may be promoted on the recommendation of the Professors at the termination of their course of training.

14. Teachers who may have absented themselves from the examinations of previous years, without satisfactory reason assigned, will be liable to be dismissed should they not present themselves when again summoned.

15. All Teachers also who may be *specially* summoned, and who shall be absent without a sufficient reason, will be liable to be fined or depressed.

IV.—*Salaries (Ordinary National Schools).*

1. The Commissioners grant salaries to Teachers of National Schools at the following rates, subject to the foregoing and annexed regulations :—

Principal Teachers :—		Males.	Females.
First Class,	1st Division,	£52	£42
	2nd ,,	44	36
	3rd ,,	38	30
Second Class,	1st Division,	32	26
	2nd ,,	28	24
Third Class,	1st Division,	24	20
	2nd ,,	18	16
Probationers,		15	14

(*a*). As a general rule, a School, to be entitled to be taken into connexion, or to remain in connexion, must exhibit an average daily attendance of at least 30 pupils.

(*b*). Teachers cannot be admitted to the enjoyment of First Class salary, nor allowed to continue in its enjoyment, unless their Schools command an average daily attendance of 35 pupils.

(*c*). Should Schools of the ordinary class be retained in connexion after the attendance shall have fallen below *thirty pupils*, as in certain circumstances they may be retained, their Teachers will be paid according to the provisions of the modified scale given below.

(*d*). But as regards the Schools placed in connexion with the Board *before* the close of October, 1860, in every case where the attendance shall appear to be diminished by the admission of new Schools, the Commissioners will not make any reduction of salary on the *first* occasion of such diminution taking place, but will defer making such reduction until a period of six months shall have elapsed from the termination of the quarter in which the attendance shall, on such *first* occasion, fall below the required *minimum*.

(*e*). And in the case of Schools taken into connexion *since* October, 1860, reduction of salary, proportioned to the decrease in attendance, will be made in the *next* quarter subsequent to that in which it first occurs, should the decrease re-appear.

Assistant Teachers :—	Males.	Females.
Unclassed,	£15	£14
If classed 3^2,	18	16
If classed 3^1, or higher,	24	20
Junior Literary and Industrial Assistants,	—	14
Workmistresses,	—	8

2. To entitle a School to the services of an Assistant, the School, if for boys only, must have an average daily attendance of at least 60 ; but if for girls only, or if a mixed School, an average of 50 will suffice. While, however, the average daily attendance in such Schools, respectively, remains under 65 and 55, no higher salary than that of III^2 can be awarded.

3. In mixed Schools, presided over by a Master, the Assistant should be a female.

4. To entitle an Assistant to the salary of III^1, the School, if for boys only, must have an average daily attendance of at least 65, or if mixed, or for girls only, an average daily attendance of 55.

5. In Schools where the average attendance amounts to 110, salary of Classification, up to 2^1, will be allowed to the First or Senior Assistant.

6. To entitle a Girls' School, or a Mixed School, presided over by a Master, to the services of a Workmistress, an average daily attendance of 45 pupils is required, of whom, in the case of Mixed Schools, 20 at least must be girls. The same rule applies to Junior Literary and Industrial Assistants in such Schools.

NOTE.—In cases where Schools enjoying the services of Assistants (under which term are included Monitors, Workmistresses, and Industrial Instructors) fail to command the average attendance required for the amount of aid awarded for such services, Managers must be prepared for the entire withdrawal or reduction of such aid in the second quarter in which the falling off appears.

A like rule will be applied to Evening Schools.

7. The Commissioners, in certain cases, are prepared to act on the following modification of the above Scale of Salaries provided for Principal Teachers.

I. *Attendance under* 15 *Pupils.*—Schools with an average daily attendance under 15 pupils, conducted on the principles and the system of the Board, will not be admitted to the enjoyment of salary, but may be allowed Inspection, Books, and Apparatus, under existing regulations. The Teachers will be eligible for training, and their service, from their connexion with the Board, will count to their credit in respect to supplemental salaries, retiring allowances, &c., should their Schools afterwards become entitled to regular grants of salary, or should they be removed to others so entitled.

II. *Attendance* 15 *but under* 20 *Pupils.*—When the average daily attendance is 15, but under 20, in addition to Inspection, Books, &c., and training, the Commissioners will make an award of salary to the Teacher to the amount of two-thirds of a Probationer's salary.

III. *Attendance* 20 *but under* 25.—When the average daily attendance is 20, but under 25, the full salary of a Probationer, but no more, will be awarded to the Teacher.

IV. *Attendance* 25 *but under* 30.—When the average daily attendance is 25, but under 30, salary as high as that of First Division of Third Class, but no higher, will be awarded to the Teacher should his qualifications in other respects entitle him to such classification.

NOTE.—These modified grants the Commissioners are prepared to make where the means of religious instruction are not attainable by children of a particular denomination within a reasonable distance of their homes, in any existing National School; but they reserve to themselves the power, in all cases, of preventing the unnecessary multiplication of Schools in any district, and will require as a condition of this modified aid that the Managers of such Schools shall be either clergymen or other persons of good position in society.

8. The Commissioners are anxious that a further income be secured to the Teacher, either by local subscription or School fees, and they require that the payments made by the children shall not be diminished in consequence of any increase of salary which may be awarded to the Teacher.

V.—*Paid Monitors—their Salaries, &c.*

Junior Monitors.		*Senior Monitors.*	
For the First Year,	£2	For the First Year,	£5
For the Second Year,	£3	For the Second Year,	£6
For the Third Year,	£4	For the Third Year,	£8
		For the Fourth Year,	£10

1. No School whose Teacher does not rank at least in 3^1 Class can get the benefit of the services of a Junior Monitor ; nor can any School whose Teacher ranks not at least in 2^2 Class be allowed the services of a Senior Monitor.

2. The Paid Monitors are selected from among the best pupils in the National Schools of each district, and are appointed by the Commissioners upon the recommendation of the District Inspectors.

3. No Manager of a National School is obliged to employ a Paid Monitor, nor will such be appointed without his approval.

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4. The appointment of a Junior Paid Monitor cannot be held for a longer period than THREE YEARS, nor that of a Senior Paid Monitor for more than FOUR YEARS, at the expiration of which periods respectively the salary will be discontinued.

5. The salary may, however, be withdrawn at any time should want of diligence, of efficiency, or of good conduct on the part of the Monitor, or any other circumstance, render such a course desirable.

6. The Commissioners select (on the recommendation of the Inspectors) the Schools in which the services of Paid Monitors may be employed.

7. When a vacancy in a Monitorship occurs, whether before or after the expiration of a Monitor's term of service, it does not necessarily follow that a successor shall be appointed in the same School.

8. The programme of the course of study for Paid Monitors can be obtained on application to the District Inspector.

9. Paid Monitors who have completed their course in a satisfactory manner are eligible, on examination by the Inspectors, to offer as candidates for Assistant-Teacherships, or for Pupil-Teacherships in District Model Schools.

10. In the case of a few very large and highly efficient Schools the Commissioners are prepared to appoint young persons of great merit to act as First Class Monitors.

Salary for the First Year, ... £15 | Salary for the Second Year, ... £17

VI.—*Salaries, &c., to other than Ordinary National Schools.*

A.—*Evening Schools.*

The Commissioners grant salaries, generally amounting to £5 a year, to Teachers of Evening Schools for every 25 Pupils in average attendance.

B.—*Schools connected with School Farms of the First Class, under the exclusive control of the Board.*

Teachers of this class of Schools receive such amount of salary as the Commissioners deem sufficient, according to the circumstances of each case.

C.—*Schools connected with School Farms of the First Class under Local Patrons.*

Masters of this class of Schools, competent to conduct both the Literary and Agricultural Departments, receive £10 per annum in addition to the salary of the class in which they may be placed; but if their income from the Board, with this addition, should fall short of £30 per annum, the difference will be granted to them, so that in all cases such Teachers shall have secured to them for their *combined* services a salary of £30 a year at least.

D.—*Schools connected with Ordinary School Farms.*

Masters of such Schools receive £5 per annum in addition to the salary of their class, provided they are competent to conduct both the Literary and Agricultural Departments, and that the Commissioners shall have previously approved of Agriculture being taught in the School.

E.—*Industrial Schools.*

In National Schools where embroidery and other advanced kinds of needlework are taught, the amount of salary granted for giving such instruction is regulated by the nature of the work and the number of pupils engaged in it.

F.—*Schools connected with Convents and Monasteries.*

1. In Schools of this description salary is paid according to a percentage on the average daily attendance :—

Average Attendance.		Salary. £	Average Attendance.		Salary. £ s.
30 to 50	Increase at £20 per cent.	10	301 to 325	Increase at £20 per cent.	64 5
51 „ 75		15	326 „ 350		68 10
76 „ 100		20	351 „ 375		72 15
101 „ 125		25	376 „ 400		77 0
126 „ 150		30	401 „ 425		81 5
151 „ 175		35	426 „ 450		85 10
176 „ 200		40	451 „ 475		89 15
201 „ 225		45	476 „ 500		94 0
226 „ 250		50	501 „ 525		98 5
251 „ 275		55	526 „ 550		102 10
276 „ 300		60	551 „ 575		106 15
			576 „ 600		111 0

601 upwards, increase at £15 per cent.

2. As the amount of salary to Schools of this class will in all cases depend upon the average daily attendance of pupils, Managers are to be prepared for augmentation or diminution accordingly at the expiration of each quarter.

3. Schools of this class are entitled to the services of Paid Monitors.

4. For Evening Schools an allowance is made at the rate of £10 for every hundred pupils in average attendance.

G.—*Model Schools.*

(*a.*) *Scale of Salaries to Head Masters and Mistresses of Model Schools.*

1. The Head Master to receive £60 per annum, and after the completion of three years' service to rise by £5 per annum until the salary amount to £100, should he be reported faithful and efficient in the discharge of his duties.*

2. The head mistress to receive £55† per annum, and after three years' service to rise by £2 10*s.* per annum, on the same condition as in the case of males, until the salary amount to £75 a year.

3. Principals, both males and females, enjoy also one-half the school-fees received in their respective departments.

* In case of Head Masters of Model Schools residence is provided, or in lieu thereof, in some cases, allowance for house rent.
† This includes £20 a year for lodging allowance.

(b.) Scale of Salaries and Allowances to Assistant Masters and Mistresses in Model Schools.

1. An assistant master to receive his class salary, a supplemental salary of £16 per annum, and generally a certain proportion of the school fees.

2. An assistant mistress to receive her class salary, a supplemental salary of £12 per annum, and generally a certain proportion of the school fees.

3. The grant of such supplemental salaries to be contingent upon the Report of the Head and District Inspectors.

(c.) Allowances to Teachers of Model Schools who, possessing Certificates of Competency, shall give Instruction in Singing, Drawing, or Physical Science.

1. The head master or mistress to be allowed £10 annually, but to be paid for teaching only *one* of these subjects.

2. The assistant master or mistress to be allowed for

Singing,	£8	When both are taught,	£12
Drawing,	8	And an Assistant Master for teaching Physical Science,	8

3. When the assistant teacher is engaged in teaching both physical science and *either* drawing or singing (for not more than *two* of these extra branches are to be taken by the same assistant), a sum of £12 annually to be granted to him.

4. If in the case of singing or drawing the instructions of the teacher, Principal or Assistant, are confined to but one department of the school, as the Boys' or Girls', but half the assigned rate of payment is allowed.

5. These allowances to be contingent upon the Report of the Head and District Inspectors.

(d.) Paid Monitors and Pupil-Teachers in Model Schools.

1. Monitors are allowed for the

First Year,	£6	Second Year,	£8	Third Year,	£10	Fourth Year,	£12

2. In the case of Pupil-teachers resident in the house, an allowance at the rate of £20 a year is granted to the Master for the board, &c., of each.

3. Extern Pupil-teachers are allowed at the rate of £20 a year each, in lieu of board, &c.

(e.) Gratuities to Pupil-Teachers and Paid Monitors in Model Schools.

1. An annual gratuity not exceeding 30*s.* may be awarded to pupil-teachers (of *first* year) and paid monitors for good conduct, distinguished merit in their studies, and success in the instruction of the classes intrusted to their charge.

2. Pupil-teachers who may be retained for training beyond their first year, will be allowed a gratuity of 30*s.* a quarter, as reward for good conduct, &c.

3. These gratuities are granted on the recommendation of the Head and District Inspectors.

H.—*Gratuities to Literary Teachers of Workhouse Schools.*

1. The Commissioners of National Education (with the concurrence of the Poor-law Commissioners) award gratuities to a certain number (forty males and forty females) of the Teachers of the Workhouse Schools, in connexion with the National Board, who shall be recommended by the District Inspectors.

The gratuities are divided into two classes :—

For Male Teachers,	First Class,	Twenty	at the rate of	£6	a year each.
	Second Class,	Twenty	,,	£4	,,
For Female Teachers,	First Class,	Twenty	,,	£5	,,
	Second Class,	Twenty	,,	£3	,,

2. The awards are made half-yearly, for the periods ending 31st March, and 30th September.

3. It is to be understood that such gratuities are given in *addition* to the salaries paid to the Teachers of Workhouse Schools under the provisions of the Poor Law Act.

4. No Teacher is precluded from receiving the gratuity two or more half years in succession, if recommended by the District Inspector as deserving of it ; but a Teacher having received a gratuity for one half year, is not thereby *entitled* to the payment of another for the succeeding half year.

5. If the Local Guardians know any just cause for withholding the gratuity from the Teacher, they are to return the receipt unsigned, and communicate to the Commissioners of National Education the grounds for so doing.

6. The Teachers of Workhouse National Schools are also eligible to receive the gratuity for instructing pupils in Vocal Music.

VII.—*Gratuities, &c., to Teachers of Ordinary National Schools.*

A.—*Premiums for Order, Neatness, and Cleanliness.*

1. The sum of £22 10*s.* will be allocated to each of the School Districts, and divided into Thirteen Premiums.

One of £4	£4	Two of £3	£6	Five of £1 10*s.*	£7 10*s.*	Five of £1	£5

2. These Premiums are awarded ANNUALLY on the recommendation of the District Inspector, at the expiration of the year.

3. No Teacher is eligible for this Premium for more than three years in succession, or who shall be in receipt of Good Service Salary.

4. These Premiums will be awarded to Teachers of all classes, provided the average attendance in each case shall not fall below that required for Salary of Teacher's Class ; but none will be deemed eligible to receive such Premiums against whom there is any well-founded charge of neglect in the performance of their duties, of impropriety in their conduct, or whose Schools are not conducted in all respects in a satisfactory manner.

5. If the Patron or Manager of a National School knows any just cause for withholding the Premium from the Teacher, he is to return the receipt unsigned, and state his reasons for so doing.

B.—*Supplemental or Good Service Salaries.*

1. Supplemental or Good Service Salaries are awarded to a certain number of Teachers of National Schools on the recommendation of the Head and District Inspectors, subject to the following conditions :—

(*a.*) That the teacher ranks not lower than First Division of Third Class.

(*b.*) That the average attendance at his school amounts to thirty-five at least.

(*c.*) That the teacher has given not less than eight years' service under the Board; period of service to be reckoned from the date from which salary as a Classed Teacher was first paid.

2. No teacher to be eligible for such Supplemental Salary who shall have been depressed or fined for misconduct or neglect of duty, or on whose school a decidedly unfavourable report shall have been made within the preceding three years, or who shall not have shown himself, throughout his whole career, to have been attentive and painstaking, and mindful of all the details of school-keeping.

3. Any teacher to whom such Good Service Salary shall have been awarded, but who shall subsequently cease to exhibit those qualities which first obtained for him this distinction, or whose school shall fall below an average daily attendance of thirty-five pupils, shall thereby forfeit such Supplemental Salary.

4. Teachers in receipt of Good Service Salary who may become entitled to an increase, on the ground of a more lengthened term of service, or on account of promotion to a higher class, must be specially recommended by Inspector for such increase.

5. In case of promotion from a lower to a higher class, teacher will not be entitled to the consequent increase of Good Service Salary until he shall have been a year in his new class.

6. Payments to be made annually; and in no case without the united recommendation of the Head and District Inspectors.

Males.						Females.					
Of Class.	After Good Service of					Of Class.	After Good Service of				
	8 Years.		12 Years.		17 Years.		8 Years.		12 Years.		17 Years.
	£ s. d.		£ s. d.		£ s. d.		£ s. d.		£ s. d.		£ s. d.
III¹	3 0 0		4 0 0		6 0 0	III¹	2 0 0		3 0 0		5 0 0
II²	4 0 0		5 0 0		7 0 0	II²	3 0 0		4 0 0		6 0 0
II¹	5 0 0		6 0 0		8 0 0	II¹	4 0 0		5 0 0		6 10 0
I³	6 0 0		7 10 0		9 10 0	I³	4 10 0		5 10 0		7 10 0
I²	7 0 0		8 10 0		11 0 0	I²	6 0 0		7 0 0		9 0 0
I¹	8 0 0		11 0 0		13 0 0	I¹	7 0 0		9 0 0		11 0 0

C.—*Allowances for teaching Vocal Music, Drawing, and Navigation.*

1. To every teacher, possessing a certificate of competency, who shall give instruction in vocal music in his school, a gratuity ranging from £2 to £5 a-year, according to the number under instruction and the success of the teacher's efforts.

2. To every teacher possessing a certificate of competency from the drawing-master in the Central Model School, or from the master of a School of Art, who shall give instruction in drawing to a class with sufficient average attendance, an annual gratuity, varying from £3 to £10, according to the number under instruction and the success of the teacher's efforts.

3. Gratuities for teaching singing and drawing are awarded to the conductors of Convent Schools on the same conditions as in the case of ordinary Schools, provided satisfactory proof is afforded of the competency of the teachers, and that the instruction is given during the hours of secular education.

4. To every teacher of a National school, possessing a certificate of competency from the masters of the Dublin, Belfast, Limerick, or Waterford Model Maritime Schools, who shall give evidence of having an average attendance of at least six pupils under instruction in navigation, an annual gratuity of £5 for an attendance of six pupils, and £10 for an attendance of twelve or more.

D.—*Gratuities for Instructing Paid Monitors.**

		£	s.	d.
Junior Monitors,	For each junior monitor, a gratuity of	1	0	0
Senior Monitors,	For each monitor of 1st year, a gratuity of	1	0	0
	do. of 2nd year, do.	1	10	0
	do. of 3rd or 4th year, do.	3	0	0
1st Class Monitors,	do. of 1st or 2nd year, do.	3	0	0

E.—*Gratuities for Extra Instruction to Unpaid Monitors.**

1. A gratuity not exceeding *four pounds* may be awarded to teachers of organized schools, who shall give *extra* instruction to a staff of *unpaid monitors* appointed by the Inspector or Organizer.

a. Teachers must, to entitle them to such gratuities, keep a record of the time devoted by them to the monitors' instruction.

b. No gratuity can be awarded under this or the preceding head unless the answering of the monitors be satisfactory, and that such answering can be fairly referred, in great part at least, to the care bestowed by the teacher during the time of such special instruction.

F.—*Gratuities for preparing Young Persons for the Office of Teacher.**

1. For every pupil who, after having been appointed to a school, shall pass respectably the *first* annual examination, held subsequently to such appointment, the master or mistress by whom such pupil shall have been trained will be entitled to a sum of not less than £2, and not more than £3; but in no year is the amount to exceed £15 to any one school or teacher as the reward of such services.

2. The conditions to be observed in regard to these gratuities are—

(*a*). That such pupil shall have attended in the school not less than two consecutive years immediately preceding his or her appointment as a teacher.

(*b*). That the District Inspector shall certify that the school in which such pupil shall have been trained is efficiently conducted in all other respects.

(*c*). That the Head Inspector before whom such pupil shall have been examined shall certify that the teacher is entitled to the gratuity.

(*d*). That not more than twelve months shall have elapsed between such pupil's first examination and the date of his leaving the school of his former instructor.

* Teachers of Model Schools are excluded from obtaining this class of gratuities.

G.—*Gratuities for preparing Young Persons for the Office of Pupil-Teacher in Model Schools.**

CODE XIII., 1869 (Twelfth change).

PART IV.

1. A gratuity not exceeding £2 may be awarded to teachers from whose schools shall proceed eligible candidates for the office of pupil-teacher in the Model Schools.

2. The conditions to be observed in regard to these gratuities are—

(*a*). That such pupil shall have attended in the school not less than two consecutive years immediately preceding his appointment as pupil-teacher.

(*b*). That the District Inspector shall certify that the school in which such pupil shall have been trained is efficiently conducted in all respects.

(*c*). That the Head Inspector before whom such pupil shall have been examined shall certify that the teacher is entitled to the gratuity.

NOTE.—In regard to the foregoing special gratuities, as in regard to the annual salaries of the teachers of National schools, it is to be distinctly understood that the Commissioners reserve to themselves the right to determine, on cause shown, whether the payment is to be made in whole or in part, or is to be altogether withheld.

II.—*Retiring Gratuities.*

In particular cases the Commissioners have the privilege of granting gratuities of reasonable amount to deserving teachers of long standing in their service, when, from old age and infirmity, they are obliged to retire.

PART V.

PART V.

SUPPLIES OF BOOKS, SCHOOL REQUISITES, AND APPARATUS.

I.—*Nature and Extent of Grants, and Conditions on which made.*

1. The Commissioners furnish gratuitously to each School a First Stock of School Requisites, in proportion to the attendance of Children. These Requisites are to be kept as a School Stock, for which the Master or Mistress is held responsible, and are on no account to be sold or taken out of the School.

2. The funds of the Commissioners do not enable them to give a Free Stock sufficiently large for the entire wants of the School; and they therefore require that the local parties shall purchase a Stock of Books and other Requisites—proportionate to the grant of Free Stock—for the use of the School, and for sale to the Pupils. Any additional maps, stationery, slates, clocks, and other requisites, must also, as required from time to time, be purchased at reduced rates.

A.—*Free Stock.*

The value of the grant of Free Stock is regulated by the average daily attendance of Pupils, as ascertained from the reports of the Inspectors. The Managers of Schools have the privilege of selecting their grants of Free Stock from the following List—being at liberty to choose such of them as they most approve of, and to omit any to which they object :—

Slates, Large.
Do. Small, ruled.
Slate Pencil Holders.
Ink Wells.
Patterson's Sheet of Illustrations to Zoology, No. 1.
Do., Do., No. 2.
One Set Tablet Lessons, Arithmetic, 60 sheets mounted on 30 Boards.
One Set Tablet Lessons, Reading, part 1, 35 sheets, mounted on 18 Boards.
One Sheet of Copy Lines, mounted.
Thirty-hour American Clock, in case.
Professor Sullivan's English Dictionary.
Fleming's Atlas (Outline Maps).
Dower's Atlas, 12 Maps, coloured.
Kirkwood's Atlas, 12 Maps, coloured.
Dawes' Hints on Secular instruction.
Young's Infant School Manual.

LARGE MAPS.

Map of the World.	Map of Australia.
,, Ancient World.	,, British Isles.
,, Europe.	,, England.
,, Asia.	,, Scotland.
,, Africa.	,, Ireland.
,, America.	,, Palestine.
,, United States.	

Johnstone's School and Family Maps—size 23 by 27 inches, on rollers, varnished—

Eastern Hemisphere.	America.
Western do.	Canaan and Palestine.
England.	Chart of the World.
Scotland.	Geographical Terms.
Ireland.	United States and Canada.
Europe.	
Asia.	Chronological Chart of Ancient History.
Africa.	

*** These Maps are of the same character as the large Maps, but being smaller, may be more convenient to many Schools.

Physical Map of the World.
Physical Map of Europe, with book.

Betts' Educational Maps—size, 23 by 26 inches, on rollers, varnished—

England.	America.
Scotland.	Australia.
Ireland.	Palestine.
Europe.	Eastern Hemisphere.
Asia.	Western do.
Africa.	

Interrogatory Maps, with Book of Exercises to each Map; to correspond with the Educational Series, on roller, varnished.

Europe.	England.
Asia.	Scotland.
Africa.	Ireland.
America.	

3-inch Semi-Globe, hinged.
View of Nature in all climates, mounted on roller.
View of Nature in ascending regions, mounted on roller.
The Human Species, 4 sheets, mounted on roller.

Machinery and Manufactures, mounted, viz.

1. Condensing Steam Engine.
2. High Pressure Engine.
3. Locomotive Engine.
4. Marine Engine—side Lever.
5. Marine Engine—Oscillating.
6. Marine Engine—Screw.
7. Paper-making Machine.
8. Printing Machine.
9. Manufacture of Gas.
10. Electric Telegraph.
11. Fire Engine and Pumps.
12. Malting and Brewing.
13. Distilling.
14. Principle of the Watch.
15. Hydraulic Press.
16. Manufacture of Cast Iron.
17. Flour Mill.
18. Suction and Force Pumps.
19. The Barometer and its uses.
20. Threshing Machine.
21. Gas Meter.
22. Mechanism of a clock.
23. The Cotton Plant and its Cultivation.

Lardner's Illustrations of Mechanics, Natural Philosophy, &c., mounted on roller—

1. Mechanical Powers.	5. Motion and Force.
2. Machinery.	6. The Steam Engine.
3. Watch and Clock work.	7. Hydrostatics.
	8. Hydraulics.
4. Elements of Machinery.	9. Pneumatics.

Graphic Illustrations of Animals, showing their uses in life, and after death, 21 prints, mounted.
Natural History, 150 prints, mounted.
Natural Phenomena, 30 prints, mounted.
Animals illustrated in their comparative sizes, on roller.
Tool Box, containing an assortment of most useful Tools.
Centrifugal Machine.
Archimedean Screw; Working Model.

Black Boards:—42 by 30.
Do., 36 by 30.
Do., 30 by 24.
Do., 42 by 30, on Stand.
Do., 36 by 30, Ruled for Music.

Framed Black Boards:—42 by 30.
Do., 36 by 30.
Do., 24 by 16.

Easels:—Shut-up Easel, 7 feet.
Do., Do., 6 feet.

Framed Easel, 6 feet, double leg.
Lesson Post, suitable for Tablet Lessons.
Pointers, common, long.
Do. do. short.

ARITHMETIC FRAMES:—

Frame and Stand.
Hand Frames, 17 by 19 inches.
,, 15 by 13 ,,

The following requisites are included in the grant:—

District Inspector's Observation Book.
School Register.
Daily Report Book.
Roll Book.
General Lesson.
Commandments.
Time Table.
Commissioners' Rules.
Rules for Teachers.
Religious Instruction Tablet.
Religious Instruction Certificate Book.
Programmes of Instruction.

* Teachers of Model Schools are excluded from obtaining this class of gratuities.

CODE XIII., 1869 (Twelfth change).

PART V.

B.—*Requisites supplied at Reduced Prices.*

1. When Books, &c. purchased from the Commissioners at the reduced prices are sold to the children attending a National School, it is directed that in no case shall any advance be made on these prices; and the District Inspectors have instructions to inquire into and report upon any infraction of this rule.

2. The following is the List of Books, School Requisites, and Apparatus supplied to Schools at reduced prices :—

First Book of Lessons,
Second do.
Third do.
Fourth do.
Fifth Book (Boys').
Reading Book for Girls' School.
Biographical Sketches of British Poets.
Selections from the British Poets, Vol. 1.
Do., do., Vol. 2.
Introduction to the Art of Reading.
English Grammar.
Key to do.
First Book of Arithmetic.
Key to do.
Arithmetic in Theory and Practice.
Key to do.
Book-keeping.
Key to do.
Epitome of Geographical Knowledge.
Compendium of do.
Elements of Geometry.
Mensuration.
Appendix to do.

Natural Philosophy, &c. :—
Vol. 1. Mechanics, Hydrostatics.
Vol. 2. Electricity, Galvanism, &c.
Vol. 3. Chemistry and Chemical Analysis

Scripture Lessons (Old Testament), No. 1.
Do., do. No. 2.
Do., (New Testament), No. 1.
Do., do. No. 2.
Sacred Poetry.
Agricultural Class Book.
Farm Account Book.
Directions for Needlework.
Do., with Specimens.
Tablet Lessons, Arithmetic, 60 sheets.
Do. mounted on 30 Pasteboards.
Do. Spelling and Reading Tablets, Part 1.
Do. do. Part 2.
Do. mounted on 17 Boards, Part 1.
Do. do. Part 2.
Copy Lines.
Do. mounted.

Large Map of the World.
Map of Ancient World
,, Europe.
,, Asia.
,, Africa.
,, America.
Map of United States.
,, Australia.
,, British Isles.
,, England.
,, Scotland.
,, Ireland.
,, Palestine.

Thirty-hour American Clock, in case.
Eight-day Spring Clock, not striking the hours.
Copy Books, Large, } without head-lines.
Do., Small, }
Do., (Vere Foster's), with head-lines.
Quills.
Steel Pens (Nibs).
Do., broad, medium, or fine points, No. 075 F, 075 M, 075 B.
Do., broad, medium, or fine points, No. 0142, F, 0143 M, 0144 B.

Barrel Pen, N.
Holders for do.
Slates, Large.
Do., Small, ruled.
Slate Pencils.
Slate Pencil Holders.
Ink Stands.
Ink Powders.

Books not Published, but Sanctioned by the Commissioners of National Education.

Professor Sullivan's English Dictionary.
Do. Spelling Book Superseded.
Do. English Grammar.
Do. Introduction to Geography and History.
Do. Geography Generalized.
Do. Literary Class Book.

Fleming's Atlas of Outline Maps, coloured.
Dower's Atlas, 12 Maps, coloured.
Kirkwood's Atlas, 12 Maps, coloured.
Dawes' Hints on Secular Instruction.
Easy Lessons on Reasoning.
Easy Lessons on Money Matters.
Young's Infant School Manual.
Household Work for Female Servants.

Patterson's First Steps to Zoology, Part 1.
Do. Sheet of Illustrations to do., No. 1.
Do. First Steps to Zoology, Part 2.
Do. Sheet of Illustrations to do., No. 2.
Do. Zoology for Schools, Part 1.
Do. do., Part 2.
Dr. Thomson's Treatise on Arithmetic.
Do. Key to do.
Do. Elements of Euclid, Part 1.
Do. do., Part 2.
Do. Introduction to Algebra.
Arithmetical Table Books.

Works for the Use of Agricultural Pupils.

Dr. Hodges' First Steps in Agricultural Chemistry.
Do. First Lessons in do.
Johnston's Catechism of do.
Murphy's Agricultural Instructor.
Campbell's Farmer's and Cottager's Guide.
Pringle on Green Cropping.
Stephen's Catechism of Practical Agriculture.

Wilhelm's Vocal Music, supplied only to Schools where the Teachers hold Certificates of competency to instruct in Singing.

Hullah's Manual.
Do. Songs for Schools, No. 1.
Do. Do., No. 2.
Do. Set of 8 Large Sheets.
Do. Exercises, Book 1.
Do. Do., Book 2.
Slate, ruled for Music.
Tuning Fork.

GLOBES :—
12-inch, in Mahogany, low stand, Brass Meridian.
12-inch, in Stained Wood, low stand, Iron Meridian.
6-inch, Semi-Globe, on Mahogany board.
3-inch do. do.
3-inch do. hinged.

MAPS :—
Johnston's School and Family Maps—size, 23 by 27 inches, on rollers, varnished—

Eastern Hemisphere.
Western do.
England.
Scotland.
Ireland.
Europe.
Asia.
Africa.
America.
Canaan and Palestine.
Chart of the World.
Geographical Terms.
United States and Canada.
Chronological Chart of Ancient History.

*** These Maps are of the same character as the large Maps usually supplied by the Commissioners, but being smaller, may be more convenient to many Schools.

Johnston's Physical Map of the World.
Do. Physical Map of Europe, with book.

Bett's Educational Maps—size 23 by 26 inches, on roller, varnished—

England.
Scotland.
Ireland.
Europe.
Asia.
Africa.
America.
Australia.
Palestine.
Eastern Hemisphere.
Western do.

Interrogatory Maps, with Book of Exercises to each map, to correspond with the Educational Series, on roller, varnished—

Europe.
Asia.
Africa.
America.
England.
Scotland.
Ireland.

Geographical Slates—Each Slate has Two Outline Maps permanently engraved on it, and accompanied with Key Maps—

England and the World.
Europe and Asia.
Africa and America.
Ireland and Scotland.
United States and England.
United States and the World.

Outline Maps—size, 17 by 13½ inches, printed on good paper, for Geographical Exercises—

England.
Scotland.
Ireland.
France.
Europe.
Asia.
Africa.
North America.
South America.
Eastern Hemisphere.
Western do.
Palestine.

Key Maps—same size and sort as preceding—coloured.

Physical Geography (Reynolds'), mounted—

1. Physical Features of the Land.
2. Volcanic System.
3. Climates.
4. Movements of the Waters.
5. Distribution of Rain.
6. Distribution of the Winds.

Griffith's Geological Map of Ireland, on roller.
School Atlas of Physical Geography, with Introduction, and 39 Maps, coloured, bound.
Atlas illustrative of the Physical, Political, and Historical Geography of the British Empire, 10 Maps, coloured, bound.

DIAGRAMS :—Illustrations of Natural Philosophy (Johnson's), on roller, varnished, each accompanied by a book—
No. 1. Properties of Bodies.
No. 2. Mechanical Powers.
No. 3. Hydrostatics.
No. 4. Hydraulics.
No. 5. Physiology, No. 1.
No. 6. Physiology, No. 2.
No. 7. Steam Engines.

Astronomy, 6 sheets (Reynolds'), mounted.
View of Nature in all climates, in wrapper.
Do., Do., mounted on a roller.
Do., in ascending regions, mounted on roller.
The Human Species, 4 Sheets, mounted on roller.

Machinery and Manufactures, viz. :—
1. Condensing Steam Engine.
2. High Pressure Engine.
3. Locomotive Engine.
4. Marine Engine—side Lever.
5. Marine Engine—Oscillating.
6. Marine Engine—Screw.
7. Paper-making Machine.
8. Printing Machine.
9. Manufacture of Gas.
10. Electric Telegraph.
11. Fire Engine and Pumps.
12. Malting and Brewing.
13. Distilling.
14. Principle of the Watch.
15. Hydraulic Press.
16. Manufacture of Cast Iron.
17. Flour Mill.
18. Suction and Force Pumps.
19. The Barometer and its uses.
20. Threshing Machine.
21. Gas Meter.
22. Mechanism of a Clock.
23. The Cotton Plant and its Cultivation.

Lardner's Illustrations of Mechanics, Natural Philosophy, &c., mounted on roller—

1. Mechanical Powers
2. Machinery.
3. Watch and Clock work.
4. Elements of Machinery.
5. Motion and Force.
6. The Steam Engine.
7. Hydrostatics.
8. Hydraulics.
9. Pneumatics.

Section of Screw Line-of-Battle-Ship, mounted
Table of British Strata, mounted.
Natural Phenomena, 30 prints.
Do. mounted.
Useful Plants, a set of 12 plates, coloured, in wrapper, with Book.
Do., Do., mounted.
Natural History, 150 prints.
Do., mounted.
Animals, illustrated in their comparative sizes, on roller.
Graphic Illustrations of Animals, showing their uses in life and after death, 21 prints mounted.
The Animal Kingdom, 4 sheets, coloured, mounted.
Patterson's Zoological Diagrams (10), mounted on rollers, varnished.
Set of Chemical Apparatus for performing experiments to illustrate Johnston's Agricultural Chemistry.
Tool Box, containing an assortment of most useful Tools.
Compound Portable Microscope.
Magnetic Ship's Compass, 10-inch.
Magnetic Compass, in brass case, 1½-inch.
Do., in mahogany case.
Thermometers :—Box-wood Thermometers.
Models, &c. :—Working Models of Mechanical Powers (Edwards).
Centrifugal Machine.
Archimedean Screw; Working Model.
Cards of Model Tools—Carpenter, Cabinet-maker, Bricklayer, Plumber, Painter and Glazier, Printer, Bookbinder, Goldbeater, Cooper, Farrier, Miner, Roadmaker and Pavior, Gardener, 12 sorts.
Geometrical Solids, set of, in box.
Conic Sections, do.
Dissected Cone, in box-wood.
Dissected Cube, Octahedron.
Do. Tetrahedron.
Do. Dodecahedron.
Do. Pentagonal Dodecahedron.
Steel Goniograph, for illustrating Geometrical figures.
Tangible Arithmetic, consisting of 12 doz. cubes in box.

ILLUSTRATIONS OF THE USEFUL ARTS:—
- The Manufacture of a Needle described, with specimens of wire in its various stages up to the finished needle.
- The Manufacture of a Pin described, with specimens, showing the progress from the rough metal to the finished article.
- The Manufacture of Paper described, accompanied by sixteen illustrative specimens.

EDUCATIONAL CABINETS:—
- Edwards' Educational Cabinet, consisting of Natural Objects to illustrate Lessons on Common Things.
- M'Nab's Object-Lesson Cards, illustrative of the Vegetable Kingdom, with specimens.
- The Silkworm, exhibiting its various changes from the egg; in glazed case.

MATHEMATICAL DRAWING INSTRUMENTS:
- Leather pull-off Case of Patent Instruments, No. 0211, containing 5-inch steel-joint compass, pen-point, pencil-point, hand pen, and 6-inch boxwood scale.
- Mahogany Case of ditto, No. 0212, containing 6-inch steel-joint compass, pen and pencil points, divider, bow pen, hand pen, pencil, box scale, ebony parallel, and brass protractor.

Land Surveying Chains, English Measure.
Do., Irish Measure.
Flat Rulers, Pear Tree Wood, No. 2, 12-inch.
Do., Do., No. 3, 15 „
Do., Do., No. 4, 18 „
Round Ebony Rulers, 12-inch.
Do., 18 „
Gunter's Scales, boxwood, 12-inch.
Do., 24 „
Chain Scale, boxwood, 12-inch.
Plotting Scale, 12-inch.
Offset Scales.
Ebony Parallel Rulers, 15 inches.
T Squares, No. 1, 16-inch.
Do., No. 3, 26 „
Do., No. 4, 30 „

Black Boards:—42 by 30-inch.
Do., 36 by 30 „
Do., 30 by 24 „
Do., 42 by 30, on Stand.
Do., 36 by 30, Ruled for Music.
Framed Black Boards:—42 by 30-inch.
Do., 36 by 30 „
Do., 24 by 16 „
Easels:—Shut-up Easel, 7 feet.
Do., 6 feet.

Framed Easel, 6 feet, double leg.
Lesson Post, suitable for Tablet Lessons.
Black Canvas, stretched on Frames, 22 by 17 inches.
Drawing Boards—Clamped:—13 by 9¾.
Do., Do., 18 by 13½.
Do., Do., 20 by 15½.

ARITHMETIC FRAMES.
Frame and Stand.
Hand Frames, 15 by 13 inches.
Pointers, common, long.
Do., Do., short.
Sewing Needles:—Assorted sizes.
Packets of Needles.
Darning Needles:—Assorted sizes.
Crochet Needles:—Steel.
Knitting Pins.
Sewing Cotton:—Clarke's.
Do., Brook's.

THIMBLES:—
Brass, common.
Do., steel top.

SCISSORS:—
Cutting-out Scissors.
Class Scissors, No. 99.
Do., No. 264.
Penknives, No. 4000.

WORKING MATERIALS:—
Knitting Cotton, blay.
Do., white.
Knitting Worsted, white.
Do., gray.
Do., black drab.
Do., black.
Yellow Sampler Canvas.
White do.
Yellow Stripe do.
White Muslin.

BLACK LEAD PENCILS, CHALK, &c.
Black Lead Drawing Pencils, HB, B, BB, F.
Common Drawing Pencils.
India Rubber.
White Chalk—French.
Charcoal.
Black Conté Crayons, Nos. 1, 2, 3.
Drawing Pins.
Porte Crayons, brass.

DRAWING PAPER:—
Cartridge Paper.
Do., tinted.
Medium Drawing Paper.
Do. do., hand made.
Royal do.
Imperial do.

DRAWING MATERIALS:—
Water Colours in boxes.
School of Art Colour Box.
Water Colours in boxes, best quarter cakes, slide lid.
Do., half cakes, slide lid.
Indian Ink.
Camel Hair Pencils, crow-quill.
Do., duck-quill.
Do., goose-quill.
Cabinet Nests, 6 saucers.

DRAWING COPIES, &c.:—
Lineal Drawing Copies, mounted, in portfolio.
Easy Drawing Copies, do.
Hermes' Drawing Instructor, 64 Nos.:—
Part 1 to 24—Landscapes.
25 to 36—Flowers and Fruit.
37 to 48—Heads.
49 to 60—Arabesques.
61 to 64—Horses.
School of Art Drawing Book.
Familiar Freehand Drawing Copies.
Green's First Studies in Landscape, 6 Nos.
Elementary Studies, by Julien and others.
Heads from the Antique, drawn by Smeeth, plain.
Do., do., tinted.

HARMONIUMS—with each Instrument an Instruction Book is supplied:—
Harmonium (of 5 Octaves) with expression stop.
Do., do., without stop.
Do., (of 4 Octaves).

II.—*Regulations, &c., to be observed by Managers in regard to Grants of Books, &c.*

1. All applications for Books, School Requisites, and Apparatus, at reduced prices, must be addressed to the Secretaries, and be accompanied by a Money Order for the amount, in favour of JAMES KELLY, or WILLIAM HOMAN NEWELL, Esq., and PAYABLE IN DUBLIN ON DEMAND.

2. Half Notes, Cash, Postage Stamps, Orders or Cheques drawn on Country Banks, cannot be received in payment. If remitted, they will be returned at the risk of the sender.

3. When a Post Office Order or Letter of Credit is transmitted, and the amount is under TEN SHILLINGS, the cost of the remittance must be paid by the Person applying for the same; but if the sum exceeds TEN SHILLINGS, the cost of the remittance will be allowed, and Requisites given for the *full amount* PAID.

4. When the Teacher of an ordinary National School advances, from his own resources, the amount of an order for Requisites, and that such amount is not less than the sum of ONE POUND FIVE SHILLINGS, an allowance of 20 per cent. will be made as commission on the order, if demanded.

5. When a National School has had a grant, either as Free Stock or at reduced prices, of a Clock, or of any of the large Maps, another will not be supplied until *three* years shall have elapsed, unless in special cases, the circumstances of which are to be stated, when the grant will be sanctioned, if the reasons assigned be deemed satisfactory.

6. Teachers are not permitted to include, in the applications for Requisites, *Clocks* or *Maps* for their own private use. Managers should, therefore, caution Teachers that such irregularity, if reported, will subject them to a fine, or other serious mark of the Board's displeasure. *Books* for their own use may be purchased by the Teachers at the reduced prices, but then they should be careful to indicate the fact to the Manager, by writing the words "for Teacher" after the name of the book in the List.

7. The Patron or Manager should not sign any application for Books, Requisites, or Apparatus, without first ascertaining that they are actually wanted for the School on behalf of which the application is made. The Inspectors are required to report to the Commissioners whenever it appears that an undue quantity of Requisites, &c., has been ordered for a National School.

8. When there are separate ROLL NUMBERS for Male and Female National Schools, the application should state for which of them the Books, &c., are required; and if for both, *two* forms should be used.

9. Parcels of Books, &c., when so desired, will be forwarded, carriage free, to the Depôt of the District in which the School for which they are required is situated, and the Inspectors will inform the Managers on what day they will be ready for delivery; or to the Depôt of any other District if more convenient: but in the latter case, the Inspector, who may not know the Managers of any Schools not in his District, cannot be expected to give notice.

10. Or the Parcel will be forwarded to the Railway station nearest to the Manager's residence. In this case the Manager must himself incur the risk of its safe delivery, and the expense of carriage.

11. Parcels are sent free to any place within the civic boundaries of Dublin.

12. When Parcels are forwarded to the Depôt of a District it is *not* the duty of the Inspector to transmit the Parcel to the Manager's residence or to the School.

13. On the day appointed by the Inspector for the delivery of parcels, the Manager is required to send a Messenger to the Depôt with the order on the Inspector (with which the Manager will be furnished), and which order the Inspector is required to transmit to the Office as a proof of the delivery of the parcel.

14. If a Parcel is to be sent by a Carrier, he must call at the Office in Dublin not sooner than two days after the Manager's directions shall have been received, and must produce the Manager's order to the Storekeeper here, for its delivery, on the form supplied for the purpose.

CODE XIII., 1869 (Twelfth change).

PART V.

15. The School Apparatus must, on no account, be taken out of the School for which it has been procured, and must be used solely for School purposes. If it, or any portion of it, should be removed from the School, or any improper use be made of it, the Commissioners will adopt such measures as the nature of the case may demand.

16. The Commissioners do not supply Books, Requisites, or Apparatus to the public, or to Schools not connected with the Board of National Education.

17. The amount of each grant must be inserted in the Daily Report Book of the School, and the Invoice of the Articles preserved for the examination of the Inspector, who will be required to report whether the Articles in the School correspond with the Invoice, and are in a good state of preservation.

PART VI.

PART VI.

GENERAL INSTRUCTIONS TO MANAGERS AND CORRESPONDENTS.

1. Persons desirous of obtaining assistance from the Commissioners of National Education, will, upon intimating to the Secretaries the nature of the aid required, be furnished with the Forms, upon which their application must be laid before the Commissioners: and all grants of salary will date from the *first of the month nearest to the return* of such Application Forms to the Office.

2. Applicants for assistance are to understand that the Commissioners are not bound to grant the full amount of aid, as set forth in the foregoing Regulations, in every case; nor can they grant any, unless they have sufficient funds for the purpose, which depends upon the amount placed at their disposal by Parliament.

3. The Commissioners desire it to be distinctly understood that they do not hold themselves bound to grant aid, unless application shall have been made to them in the first instance, on the proper form, and unless the application shall have been favourably and finally decided upon by the Board. Applicants, therefore, should not incur any expense towards the payment of which the expect the Commissioners to contribute, until the decision of the Board shall have been communicated to them.

4. The Managers of National Schools are particularly requested to attend to the following Regulations respecting the payment of Salaries or Gratuities to Teachers, as the Lords of Her Majesty's Treasury and the Commissioners for Auditing the Public Accounts will not, in future, sanction any payments which are not in compliance with these Rules:—

Every Receipt should be signed by the Manager and by the Teacher who is to receive the amount of Salary or Gratuity therein specified.

Whenever a Manager or other person advances money to a Teacher on account of the Salary payable by the Commissioners of National Education, he should *take a Receipt* for the same (Stamped, if the amount be £2, or upwards), in order to have a proper Voucher to produce to the Office for repayment.

If a Teacher die to whom any Salary is due by the Commissioners at the time of his or her death which, with any other property he or she may have been possessed of, would amount to £20 or above, it will be paid only to the representatives or next of kin, on the exhibition, at the Office, of Letters of Administration.

If the amount be over £5, and under £20, payment will be made without the production of Letters of Administration, to the alleged next of kin, on satisfactory proof that the just debts of the deceased have been paid, and on the party claiming payment giving a Bond, on the Form issued from the Office, to free the Commissioners from any claim on the part of other next of kin or of creditors: if the amount be £5, or under, neither Letters of Administrations nor Bond will be required, provided the debts are certified to have been paid.

If a Teacher leave a National School, and authorize the Manager or some other person to receive the Salary due from the Board, such authority must be given in writing, or the amount will not be paid.

5. All communications in reference to National Schools should be signed and made by the Patron or Manager. The Commissioners do not correspond with Teachers of National Schools.

6. No attention can be paid to "anonymous" communications.

7. Correspondents are requested to attend to the following directions, viz.:—

To write at the head of any letter addressed to the Office, the Name and Roll Number of the School referred to, and the County in which it is situated.

To make communications on different subjects in separate letters.

To state in every case the writer's Post Town; and, in the case of persons whose names are not recorded as Patrons or Managers of Schools, to give the name and style of address in full.

In replying to an Official letter, to quote its number and date.

It is particularly requested that all letters may be written clearly, and on paper of Foolscap size, or, at least, large-sized letter-paper.

Letters or other communications addressed to the Secretaries, on the business of the Board, need not be prepaid.

8. All letters, or other communications, in any manner relating to the business of the Board, or to the National Schools, are to be addressed to the Secretaries, and not to any other Officer or person connected with the Board—such communications to be directed thus:—

The Secretaries,

Education Office,

Marlborough Street,

Dublin.

By order of the Commissioners of National Education,

JAMES KELLY,
WM. HOMAN NEWELL, } *Secretaries.*

EDUCATION OFFICE,
June, 1869.

COLLECTION

OF

FORMS OF LEASE, &c., OF VESTED NATIONAL SCHOOLS,

AND

ABSTRACTS OF TRUST

SET FORTH FROM TIME TO TIME IN LEASES OR TRUST DEEDS,

WITH DATES OF CHANGE OR MODIFICATION.

COMPILED FOR

THE ROYAL COMMISSIONERS

BY

JOHN BEHAN, Esq.,

Barrister-at-Law

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COLLECTION OF FORMS OF LEASE, &c., OF VESTED NATIONAL SCHOOLS.

INTRODUCTION.

The Trusts of Vested National Schools, set forth in the following collection, have been compiled from Returns furnished to the Royal Commission by the National Board.* The text of the collection consists of a series of extracts from successive Deeds, submitted by the National Board to the Commission for the purpose of comparison. In order to make the provisions of those deeds clearer to unprofessional readers they have been divided into paragraphs, each of which sets forth a separate Trust. Further, to facilitate reference to the corresponding provisions of different deeds, an Index has been prefixed to the collection, showing the successive changes made in the several clauses, and the variations introduced into the Trusts.

The history of the Trusts subject to which Vested National schools are held, naturally divides itself into two periods, one extending from 1832 to 1846, the other coming down to the present time.

Previous to 1846 those Trusts were contained chiefly in two classes of instruments—one consisting of Leases conveying the schools and the ground on which they stood to Trustees appointed by and on behalf of the Commissioners of National Education; the other consisting of formal Declarations of Trust. The former class of Instruments are the conveyances usually required by the Commissioners when granting aid to schools; the latter class consisted of deeds by which the actual possessors of schools covenanted with the Commissioners to hold them, subject to the same Trusts as are attached to the premises conveyed to Trustees. By the former class, the conveyance of the parcel of ground is made to Trustees for the Commissioners; by the latter, persons who already have the conveyance and are the owners of the premises engage to hold them henceforth as Trustees for the Commissioners, precisely as if they had already taken the conveyance in that capacity. Thus, it will be seen that, since the Trusts are the same in both, these two kinds of instruments may, for all practical purposes, be considered as constituting only one class.

It may be remarked that those fiduciary declarations attached to already existing conveyances are few in number; that the earliest of them bears date 22nd June, 1833, and that there were none posterior to 1846.

Under the provisions of the earliest form of conveyance, that of 1832, the position of the Trustees was of the simplest fiduciary character, absolute power being reserved to the Commissioners to remove acting and to appoint new Trustees. By a series of new provisions, however, introduced into the subsequent forms of conveyance, the position of Trustees taking under them was gradually modified till it at length became, subject to the due discharge of the covenanted obligations, one of comparative independence. The power of removing acting Trustees, originally vested in the Commissioners, disappears in the deed of 1833; and the power of appointing is transferred from them to the surviving or continuing Trustee who is empowered to appoint a new Trustee, subject, however, to the approbation of the Commissioners, and it is only in the case of his neglecting to make such appointment within six months after the occurrence of any of the events mentioned in the provision that the Commissioners may appoint. It is not improbable that this relaxation of the original absolute power of removal and

* See Vol. VII., *Returns Furnished by the National Board*, Section VII., Paragraph 6.

appointing was occasioned by the impossibility of maintaining it in the case of the schools to which the second class of instruments, mentioned above, referred. Persons already in legal possession of the school premises, in virtue of a previous conveyance, although declaring by a subsequent instrument that they would continue to maintain the school, subject to the same trusts as would have attached to it, had they originally taken the conveyance as Trustees for the Commissioners, could not be sent about their business and other persons set over the school in their place, in the same way as if in the original conveyance, such absolute power of removal and appointment had been reserved to the Commissioners.

It may be remarked that it is not till 1838 that any provision is directly made for securing the execution of the trusts. In that year the Trustees for the first time covenant to execute the trusts, and, in default, to pay back to the Commissioners a specified sum of money.

Besides Leases to Trustees and Declarations of Trust by persons already in actual possession of school premises, the Commissioners of National Education also had recourse in some exceptional cases to a third class of instruments, namely, Bonds. These extraordinary securities were seldom adopted, and only when the former could not be obtained through peculiar circumstances, chiefly affecting the tenure of the premises. Contrary to the usual practice under which Bonds contain a clause fixing as penalty for breach of agreement a sum notably exceeding the amount intended by the parties to be recovered, by the Bonds to the Commissioners of National Education the parties bound engaged themselves to repay to the Commissioners only the sum of money advanced by them towards building the school, in respect of which the Bond was executed, if they should ever cease to keep a school without eviction or disturbance, under the control of the Commissioners, in strict accordance with their rules and regulations, and the terms and conditions set out in the Bond. These fix the time during which the school should be kept open for moral and literary education, and for religious instruction, the persons who should give the same and the method of giving it, control over books and teachers, visiting powers, and the purposes for which the fabric should not be used, the manner of maintaining it, and of obtaining the teacher's salary. The various provisions contained in the Bonds for securing the above objects are identical with those set out for the same purposes in the leases, and the various changes successively made in these latter are contemporaneously exhibited in the former. Bonds have not been used since 1846.

In 1845 the Commissioners of National Education obtained a Charter empowering them to hold land to the annual value of £40,000. In the next year they discontinued the leases to Trustees, and thenceforward took the conveyance to themselves in their corporate capacity. An obvious effect of this change was to simplify the form of the deed. A long string of provisions for securing that a school should be conducted in conformity with the principles of the National System of Education, which was quite in its proper place in the case of persons who held in trust for the Commissioners, would have been superfluous where the Commissioners themselves being the owners and managers, it was only a matter of course that they would carry on the schools according to their own rules. But this simplicity of form was of short duration. Already, in 1848, only two years after the change, the old complexity re-appears, formal provisions being introduced in distinct clauses to secure all those purposes which apparently were already secured as a matter of course by the fact that the school was in the possession of the Commissioners themselves. The grantors became now invested with the character of "Patrons" of the school, and it is expressly recited that the "management of National schools belongs to the respective local Patrons." The same powers are conferred on those patrons, and the same arrangements for the appointment of new patrons are maintained as formerly existed with regard to Trustees.

This form of deed continued till 1856, when a simpler form was re-introduced. A general clause stipulating that the schools "shall be subject to the rules and regulations of the Commissioners applicable to schools vested in them, the principal of which rules are specified in the schedule indorsed" on the lease is substituted for the several clauses introduced to secure the same result in the deeds since 1848. But the machinery respecting patrons, their powers and appointments, was still preserved. A new and important provision was now inserted, declaring that the schools shall be subject "to such further and other rules and regulations of the said Commissioners as may from time to time be framed by them." Leases to the Commissioners have continued to be made according to this form down to the present time.

But in 1862, at the suggestion of Her Majesty's Government, leases to Trustees re-appear. It is to be remarked, however, that, whereas the conveyances prior to 1846 set forth that the Trustees have been "named and approved of by and on behalf of the Commissioners," it is now stated that "*N.N.*" have been nominated as Trustees of the said intended National school, and have been approved of by the said Commissioners. A general provision that the school "shall be subject to the rules and regulations of the Commissioners, applicable to schools vested in Trustees, which rules are specified in the schedule indorsed" on the instrument, takes the place of the several clauses which in former deeds provided for the same result. An important change was, however, now made in the position and powers of Trustees. It is provided that the Trustees, with the approbation of the Commissioners, testified by deed under their common seal, and with the consent in writing of the grantor or the person beneficially entitled in reversion to the premises then conveyed, may by deed attested by two or more witnesses revoke the trusts of the deed under which they hold, and with the consent of the same grantor or reversioner, declare such new ones as to them shall seem meet. This power of the Trustees, however, was dependent on the will of the Commissioners, and could only be executed by a solemn instrument. But in 1866 a freer discretion is allowed by an additional provision to the effect that if the Trustees repay to the Commissioners of Public Works the amount of original grant, together with such other sums as the Commissioners may have expended in additions or improvements to the schools, the original trusts of the deed shall cease and be void.

A further peculiarity is observable about this form of lease to Trustees which deserves attention. The form of conveyance to the Commissioners in their corporate capacity as it was settled in 1856, and as it exists at the present time, declares that the school to be established "shall be subject to the rules of the Commissioners," the *principal of which* are indorsed on the deed; "AND *to such further and other rules and regulations of the said Commissioners as may from time to time be framed by them, in strict accordance with the fundamental principle*" of the system. In the lease of 1862, to Trustees there is a marked difference in the corresponding provisions. In the first place, the declaration is that the school shall be subject to the rules of the Commissioners "*which rules* are indorsed" on the deed, and not "*the principal*" rules only, as in the lease of 1856 to the Commissioners. In the second place, the clause just quoted from the lease of 1856 to the Commissioners, declaring that the school-premises shall be subject to future rules which may from time to time be framed, is wanting in the lease of 1862 to Trustees.

INDEX to the COLLECTION of "LEASES, &c.," showing the successive changes which were made in the several clauses of the instruments containing these Declarations.

A.—*Recitals.*

p. 701.	Form I. A., 1832.	Original Recitals.	
p. 706.	Form VI. A., 1846.	"Whereas the said Commissioners by Her Majesty's Royal Letters Patent, bearing date the 26th day of August, 1845, have been incorporated for the purpose of administering the funds placed at the disposal of His Excellency the Lord Lieutenant of Ireland, for the education of the Poor of Ireland, on the principle of avoiding all interference whatsoever with conscientious scruples on the score of religion, and, accordingly, that the schools under their control shall be open alike to children of all religious denominations, that no child shall be required to be present at any religious instruction or exercise of which his parents or guardians may disapprove, and that opportunities shall be afforded to all children to receive separately, at particular periods to be specified in the rules of each school, such religious instruction as their parents or guardians may provide for them.	1st Change.
p. 708.	Form X. A., 1856.	"Object of the system of National Education, and fundamental principle thereof.	2nd Change.

B.—*Trusts referring to Moral and Literary Instruction.*

p. 701.	Form I. B., 1832.	Original Provision.	
p. 702.	Form II. B., 1833.	"For six hours on four or five days."	1st Change.
p. 703.	Form III. B., 1835.	"For five or six hours on five days."	2nd Change.
p. 704.	Form IV. B., 1838.	"For a competent number of hours in each day."	3rd Change.
p. 710.	Form X., 1856. Rules, § IV., 20 & 21.	For not less than *two* hours in schools in which industrial instruction is the chief object, in all others for at least *four* hours upon five days.	4th Change.

C.—*Religious Instruction.*

p. 701.	Form I. C., 1832.	Original Provision.	
p. 703.	Form III. C., 1835.	"Remaining day in the week."	1st Change.
p. 704.	Form IV. C., 1838.	"One day in each week, or part of a day, independently of Sunday," "on which day such pastors or other persons as may be approved of by the parents or guardians of the children, shall have access to them for that purpose, whether those pastors or persons shall have signed the original application or not; and also, that convenient opportunity and facility be afforded to them for the same purpose on other days in the week. Provided that where any course of religious instruction is to be pursued in any such school during school hours to which the parents of any of the children shall object, an arrangement shall be made for having such instruction given to those who are to receive it at a stated time, and in a separate place, so as that no children whose parents or guardians object to their being so be present at it."	2nd Change.
p. 705.	1841.	"In the school-room," is added after "have access to them."	3rd Change.
p. 706.	1844.	"And" changed to "or" in sentence "at a stated time and in a separate place."	4th Change.
p. 706.	Form VI. A., 1846.	"Facility" omitted.	5th Change.
p. 709.	Form X., 1856. Rules, Pt. I., § IV. 12.	Religious instruction "not to take place more than *once* at an *intermediate* time between the commencement and the close of the ordinary school business."	6th Change.
p. 716.	Form XIV., 1866. Rules, Pt. I., § IV. 15,	No pupil who is registered by its parents or guardians as a Protestant is to be permitted to remain in attendance during the time of religious instruction in case the teacher giving such instruction is a Roman Catholic; and no pupil who is registered by its parents or guardians as a Roman Catholic is to be permitted to remain in attendance during the time of religious instruction, in case the teacher giving such instruction is not a Roman Catholic. And further, no pupil is to be permitted to remain in attendance during the time of any religious instruction to which its parents or guardians object. Provided, however, that in case any parent or guardian shall express his desire that his child should receive any particular religious instruction, and shall record such desire in a book to be provided in the school, when necessary, for that purpose, this prohibition shall not apply to the time during which such religious instruction only is given.* The entry in the book shall be signed with the name or mark of the parent or guardian, and the book shall be submitted to the Inspector as often as he visits the school.	7th Change.

D.—*Control over Books.*

p. 701.	Form I. D., 1832.	Original Provision.	
p. 704.	Form IV. D., 1838.	Provision in " " regarding books to be used in religious instruction omitted, and the following substituted:—"If any other books than the Holy Scriptures, or the standard books of the Church to which the children using them belong, be employed in communicating religious instruction, then the title of each such book or books shall be made known to the said Commissioners."	1st Change.
p. 710.		And see Rules, Part I., § VI., Schedule annexed to Form X., 1856.	

* *Such expression of desire may at any time be revoked by the parents or guardians, and shall thereupon become inoperative.*

E.—*Control over Teachers.*

p. 701.	Form I. E., 1832.	Original Provision.	
p. 702.	Form II. E., 1833.	Part within brackets in 1832 omitted.	1st Change.
p. 704.	Form IV. E., 1838.	That all masters "shall not only in the first instance, before they shall be so appointed, have received previous instruction in a model school in Dublin," in 1835 is changed by inserting after "first instance" "if the said Commissioners shall see fit;" and instead of "model school in Dublin" "the general normal establishment in Dublin, or at one of the district model schools of the said Commissioners," is substituted. After the last line "upon good and sufficient cause being shown" is added.	2nd Change.
p. 707.	Form VIII. A., 1848.	Local patrons have power of appointing and of removing the teachers, subject to the approbation of the said Commissioners.	3rd Change.
p. 708	Form IX. A., 1852.	Local patrons have power of appointing the teachers, subject to the approbation of the said Commissioners, and of removing them of their own authority.	4th Change.
p. 710.	Form X., 1856. Rules, § VII. 2.	No clergyman of any denomination or (except in the case of convent schools) member of any religious order can be recognised as the teacher of a National school.	5th Change.
p. 714.	Form XIII., 1865. Rules, Pt. IV., § I. 2.	This does not apply to the teachers of convent schools, nor to those of any monastery schools which have been at any time previously in connexion with the Board.	6th Change.
	Ibid. 5.	In non-vested schools the grant of salary will be withheld until a suitable teacher be procured.	
		Teachers are also liable to be depressed.	*Ibid.*

F.—*Visiting Powers.*

p. 701.	Form I. F., 1832.	Original Provision.	
p. 704.	Form IV. F., 1838.	"Officers or Superintendents" instead of "Inspectors." The following is added:— "That clergymen of all denominations and other persons shall also have access to the said school, to observe how the said school may be conducted in the manner and under the restrictions as particularly set forth in the rules and regulations of the said Commissioners, under the head and title of 'Inspection of Schools,' in said rules and regulations mentioned."	1st Change.
p. 705.	1841.	Instead of "clergymen of all denominations and other persons," "the public of all denominations, whether clergy or laity," is inserted.	2nd Change.

G.—*Fabric, Repairs and Teachers' Salary.*

p. 704.	Form IV. G., 1838.	Original Provision.	
p. 707.	Form VIII. G., 1848.	Instead of "political meeting" and "political document," the following is substituted:—"That no meetings of any kind whatever be summoned, held, or convened or permitted so to be in any such school-house, or in any part or room thereof, or on the premises hereby conveyed or intended so to be, save such as may relate exclusively to the business thereof; and that no petition or document of any kind whatsoever, save such as may relate exclusively to the business of the said school, be brought or carried into any such school-house or premises, or any part thereof, for signature or otherwise." And after "sufficient repairs" "by said Commissioners" is added instead of "by local contributions solely."	1st Change.
p. 708.	Form IX. G., 1852.	After "converted into a place of public worship," "or used for any purpose save that of such school" is added.	2nd Change.
p. 710.	Form X., 1856. Rules, § V. 2.	No National school-house shall be employed at any time, even temporarily, as the *stated* place of divine worship of any religious community; or for the celebration or administration of the sacraments or rites of any Church.	3rd Change.
	Ibid, 5.	Vested school-houses must be used *exclusively for the education* of the children attending them, except on Sundays, when they may be employed for Sunday schools, with the sanction of the patrons or managers, subject, in cases leading to contention or abuse, to the interference of the Commissioners.	

H.—*Appointment of New Trustees.*

p. 701.	Form I. H., 1832.	Original Provision.	
p. 702.	Form II. H., 1833.	"Or in case the said Commissioners for the time being shall think to remove any of such trustees" is omitted, and "the surviving or continuing trustees or trustee" is substituted for "such Commissioners."	1st Change.

I.—*Execution of Trusts.*

p. 704.	Form IV. I., 1838.	Covenants to execute trusts, now first introduced.	

K.—*Further Assurance.*

p. 702.	Form I. K., 1832.	Original Covenants for further assurance.	

L.—*Revocation of Trusts.*

p. 712.	Form XI. L., 1862.	Powers to revoke the trusts of the deed, with consent of Commissioners and reversionor, now for the first time introduced.	

M.—*Voiding of Deed.*

p. 712.	Form XII. M, 1865.	Provision that deed shall become void on repayment of certain sum to Commissioners, now first introduced.	
p. 715.	Form XIV. M., 1866.	"Commissioners of Public Works."	1st Change.

Leases to Trustees.

Form I.—1832.

Form I., 1832.

This Indenture, made between and of the first part, and Commissioners appointed for administering the funds placed at the disposal of His Excellency the Lord Lieutenant of Ireland for the education of the poor of Ireland of the second part, and and trustees named and approved of by and on behalf of the said Commissioners appointed for administering the funds placed at the disposal of His Excellency the Lord Lieutenant for the purposes aforesaid of the third part.

A. Recites title of lessors to the premises about to be granted.

that it is the wish of (*the lessors*) and trustees that school, with the approbation and under the control of the said Commissioners, shall be established in the parish of in the county of

that there have been lately built on the ground hereinafter mentioned school-houses for the education of the poor children (male and female) in the parish of aforesaid, which now finished and properly adapted to the purposes of schools such as those intended to be established as aforesaid, and the said Commissioners have, in order to promote the establishment of said school, directed that a sum of £ should be paid to the said trustees, parties hereto, out of the said fund placed at the disposal of His Excellency the Lord Lieutenant of Ireland as aforesaid, which said sum of £ , together with another sum of £ , raised by voluntary contribution or locally subscribed, makes up the sum of £ , which sum has been actually laid out and expended in the erection of said school-house on said lot of ground in the parish of aforesaid, agreeable to the conditions required by the said Commissioners in granting aid for that purpose.

Witnesseth that the said (*lessors*) for the considerations aforesaid, and in order to effectuate the purposes aforesaid, have granted, bargained, sold, assigned, transferred, and made over, and by these presents do grant, bargain, sell, assign, transfer, and make over unto the said trustees, their executors, administrators, and assigns, that lot of ground situate whereon there been lately erected and built school-houses for the education of the poor children in the parish of aforesaid . . they the said (*trustees*) their, &c. . . . yielding and paying unto the said (*lessors*) their, &c. . . during the continuance of this demise the sum of one penny on the feast of St. Michael in each and every year, if demanded. To hold all and singular the said hereby granted and assigned ground, house and premises, with their appurtenances, unto the said trustees, their, &c. . . . upon the several trusts hereinafter declared concerning the same, and to and for no other use, trust, interest, or purpose whatsoever. And it is declared that the said grant hereby made shall be and for ever remain subject to and upon the trusts, regulations, conditions, and purposes . . . declared of and concerning the same.

B. That is to say,—That each and every school to be kept and established on the premises hereby granted, shall be kept open "for hours" on four or on five days in each week, at the discretion of the Commissioners for the time being, acting under the authority of the Lord Lieutenant or other Chief Governor or Governors of Ireland in the application of such funds, as may, from time to time be at his or their disposal, for the purposes of educating the poor of Ireland; and shall during said days, be used for moral and literary education only,

"For six hours," in Form II., 1833.

C. and that the remaining one or two days in the week, as the case may be, shall be set apart for giving separately such religious education to the children, male and female, of all persuasions, as may be approved of by the clergy of their respective persuasions—such clergy, however, to be permitted and encouraged to give religious instruction either before or after the ordinary school hours, on the other days of the week.

D. And further, that the entire control over all books to be used in the said schools, whether for the purposes of combined moral and literary education, or of separate religious instruction, shall be from time to time, and at all times, vested in the said Commissioners, parties hereto or other such Commissioners as aforesaid, their successors for the time being, none of the said books to be used or employed in such combined moral and literary education, except under the sanction of the said Commissioners for the time being, nor in such separate religious instruction, but with the approbation of such of the said Commissioners for the time being, as shall be of the same religious persuasion with the children, for whose use they are intended.

E. And further, that all the master and masters, teacher and teachers, of said schools for the time being, shall not only in the first instance, before they shall be so appointed, have received previous instruction in a model school in Dublin, sanctioned by the said Commissioners, and shall also have obtained from the said Commissioners for the time being testimonials of good conduct and general fitness, but shall be liable to be fined and fineable, removed and removable, or suspended from time to time, and at all times, when and as often as such Commissioners as aforesaid, for the time being, shall deem it necessary, at their will and pleasure, in such way and manner as they shall deem expedient, or see fit; [and that such schoolmasters or teachers, shall teach and instruct all such children as shall be admitted into said schools, according to the system of education sanctioned and approved of, for the said schools, by the said Commissioners for the time being.]

Part within [ ] omitted in subsequent Forms.

F. And further, that the said Commissioners, or their Inspectors for the time being, or any of them, shall from time to time, and at all times hereafter, be allowed and permitted on demand to visit and examine the said schools, whenever and so often as they or any of them shall think fit, or deem it necessary.

H. Provided always, and it is hereby further expressed and declared to be the true intent and meaning of these presents, and of the several parties hereto, that in case any of them, the

FORM I., 1832.

said (*trustees*) or the survivors of them, or his executors, administrators, or assigns, or any trustee to be appointed by virtue of this present provision, shall die or be desirous of being discharged from the trusts hereby created, or shall go to reside out of Ireland, or shall neglect or refuse, or become incapable to execute such trusts, [or, in case the said Commissioners for the time being, shall think fit to remove any of such trustees,] it shall and may be lawful for "such Commissioners" to nominate and appoint a new trustee in the room of any such trustee,* and that thereupon the said premises hereinbefore mentioned, shall be conveyed and assigned, so as that the same shall vest in such new trustee, and such trustees to be nominated by the said Commissioners upon the like trusts, and to and for the like uses, intents, regulations, conditions, and purposes, as are hereinbefore mentioned, expressed, and declared, of and concerning the same;

Part within [ ] omitted in subsequent Forms.

"The surviving or continuing trustees or trustee," in 1833.

K. and the said (*trustees*) do hereby for themselves, and the survivors of them, their and his executors, administrators, and assigns, acknowledge, testify, and declare, that they and the survivors of them, their and his executors and administrators, shall and will from time to time, and at all times hereafter, upon the request of the said Commissioners "and" their successors for the time being, and at their own proper cost and charges do, perform, and execute all and every such further and other act and acts, deed and deeds, assignment, conveyance, release, and assurance in the law whatsoever, as well for corroborating and confirming these presents, as also for the further and better exchanging, assigning, assuring, and confirming, all and singular the hereinbefore granted and assigned lots of ground and premises, or intended so to be, to the several uses and upon the several trusts, intents, regulations, and purposes, hereinbefore and hereby respectively mentioned, expressed, and declared of and concerning the same as by the said Commissioners "and" their successors for the time being, their or any of their counsel learned in the law, shall in that behalf be reasonably advised, devised, required, demanded, or directed. In Witness.

"Or," in 1833.

"Or," in 1833.

FORM II., 1833.

DECLARATION OF TRUST, as to lot of ground and schoolhouse.

Form II.—1833.

Parties—Trustees, first part; Commissioners, the second.

A. Recites title and that a schoolhouse has been lately built on the ground, &c., as in Form I.

Witnesseth that the said (*trustees*) for the consideration aforesaid, and in order to effectuate the purposes aforesaid, do covenant for themselves and their heirs, executors, administrators, and assigns, with the said Commissioners and their successors for the time being that they shall hold the said ground and premises in and by the said in part recited indenture of lease demised and granted for the residue of the said term.

"Five or six hours on five days," in 1835.

B. Upon the trusts . . . that is to say—That each and every school to be kept and established on the premises hereby granted, shall be kept open for "six hours on four or on five days" in each week, at the discretion of the Commissioners for the time being, acting under the authority of the Lord Lieutenant or other Chief Governor or Governors of Ireland, in the application of such funds, as may from time to time, be at his or their disposal for the purpose of educating the poor of Ireland, and shall during said days be used for moral and literary education only;

"The remaining day," in 1835.

C. and that "the remaining one or two days" in the week, as the case may be, shall be set apart for giving separately such religious education to the children, male and female, of all persuasions, as may be approved of by the clergy of their respective persuasions, such clergy, however, to be permitted and encouraged to give religious instructions, either before or after the ordinary school-hours on the other days of the week;

D. and further, that the entire control over all books to be used in the said schools, whether for the purposes of combined moral and literary education, or of separate religious instruction, shall be from time to time, and at all times, vested in the said Commissioners, parties hereto, or other such Commissioners as aforesaid, their successors for the time being, none of the said books to be used or employed in such combined moral and literary education, except under the sanction of the said Commissioners for the time being, nor in such separate religious instruction, but with the approbation of such of the said Commissioners for the time being, as shall be of the same religious persuasion with the children for whose use they are intended.

E. And further, that all the master and masters, teacher and teachers, of said schools for the time being, shall not only in the first instance before they shall be so appointed, have received previous instruction in the model school in Dublin, sanctioned by the said Commissioners, and shall also have obtained from the said Commissioners for the time being testimonials of good conduct and general fitness, but shall be liable to be fined and fineable, removed and removable, or suspended from time to time, and at all times, when and as often as such Commissioners as aforesaid for the time being, shall deem it necessary, "at their will and pleasure," in such way and manner as they shall deem expedient or see fit.

Words within " " omitted in Form III., 1835.

F. And further, that the said Commissioners or their Inspectors for the time being, or any of them, shall from time to time, and at all times hereafter, be allowed and permitted on demand, to visit and examine the said schools whenever and so often as they or any of them shall think fit or deem it necessary.

H. Provided always, and it is hereby further expressed and declared to be the true intent and meaning of these presents, and of the several parties hereto, that in case any of them the said (*trustees*) or the survivor of them, or his executors, administrators, or assigns,

* "Such new trustee or trustees to be first approved of by the said Commissioners or their successors for the time being; and in case such surviving or continuing trustee or trustees shall decline, neglect, or refuse to exercise the powers of appointment hereby given as aforesaid within six calendar months after all or any of the events hereinbefore mentioned shall arise, happen, or take place, that then, and in all or any of such case or cases it shall and may be lawful to and for the said Commissioners or their successors for the time being, to nominate and appoint such new trustee or trustees in the room of any such trustee or trustees as aforesaid, upon the like trusts as are hereinbefore mentioned," inserted in 1833.

FORM II., 1833.

or any trustee to be appointed by virtue of these presents, shall die or be desirous of being discharged from the trusts hereby created, or shall go to reside out of Ireland, or shall neglect, or refuse, or become incapable to execute such trusts, it shall and may be lawful to and for [the surviving or continuing trustees or trustee, to nominate and appoint a new trustee or trustees in the room of any such trustee or trustees, such new trustee or trustees to be first approved of by the said Commissioners or their successors for the time being; and in case such surviving or continuing trustee or trustees shall decline, neglect, or refuse to exercise the powers of appointment hereby given as aforesaid, within six calendar months after all or any of the events hereinbefore mentioned shall arise, happen, or take place, that then, and in all or any of such case or cases, it shall and may be lawful, to and for the said Commissioners, or their successors for the time being, to nominate and appoint such new trustee or trustees, in the room of any such trustee or trustees as aforesaid, upon the like trusts as are hereinbefore mentioned;] and that thereupon the said premises hereinbefore mentioned, shall be conveyed and assigned, so as that the same shall vest in such new trustee and trustees so to be nominated and approved of as aforesaid upon the like trusts, and to and for the like uses, intents, regulations, conditions, and purposes, as are hereinbefore mentioned, expressed, and declared, of and concerning the same.

Passage within [ ] new insertion.

K. And the said (*trustees*) do hereby for themselves, and their survivors of them, their and his executors, administrators, and assigns, acknowledge, testify, and declare, that they and the survivors of them, their and his executors and administrators, shall and will from time to time, and at all times hereafter, upon the request of the said Commissioners, or their successors for the time being, and at their own proper cost and charges, do, perform, and execute all and every such further and other act and acts, deed and deeds, assignment, conveyance, release, and assurance, in the law whatsoever, as well for corroborating and confirming these presents, as also for the further and better exchanging, assigning, assuring, and confirming, all and singular the hereinbefore granted and assigned lot of ground and premises, or intended so to be, to the several uses, and upon the several trusts, intents, regulations, and purposes, hereinbefore and hereby respectively mentioned, expressed and declared, of and concerning the same, as by the said Commissioners or their successors for the time being, their or any of their counsel learned in the law, shall in that behalf be reasonably advised, devised, required, demanded, or directed.

1834.

The lease of this year is the same as that of 1833.

Form III.—1835.

FORM III., 1835.

Parties—As in Form I., 1832.

A. Recitals and conveyancing parts same as in Form I., 1832, except that in the witnessing part, after the description of the parcels, "together with all buildings and improvements erected and made thereon," is inserted..

B. That is to say:—That each and every school to be kept and established on the premises hereby "granted" shall be kept open "for five or six hours on five days in each week," at the discretion of the Commissioners for the time being, [acting under the authority of the Lord Lieutenant or other Chief Governor or Governors of Ireland, in the application of such funds as may from time to time be at his or their disposal, for the purposes of educating the poor of Ireland,] and shall during said days be used for moral and literary education only,

"Demised" in 1838.
"For a competent number of hours in each day," in 1838.
Part within [ ] omitted in 1838, and subsequent Forms.

C. and "that the remaining day in the week" shall be set apart for giving separately such religious education to the children, male and female, of all persuasions, as may be approved of by the clergy of their respective persuasions, such clergy, however, to be permitted and encouraged to give religious instructions either before or after the ordinary school-hours on the other days of the week;

"One day in each week, or part of a day, independently of Sunday," in 1838.

D. and further, that [the entire control over all books to be used in the said schools, whether for the purposes of combined moral and literary education or of separate religious instruction, shall be, from time to time, and at all times, vested in the said Commissioners, parties hereto, or other such Commissioners as aforesaid, their successors for the time being, none of the said books to be used or employed in such combined moral and literary education, except under the sanction of the said Commissioners for the time being, nor in "such separate religious instruction but with the approbation of such of the said Commissioners for the time being as shall be of the same religious persuasion with the children for whose use they are intended;"]

Parts within [ ] altered and new matter added in subsequent Forms.

Passage within " " wholly omitted in subsequent Forms.

E. and further, that all the master and masters, teacher and teachers of said schools for the time being shall not only in the first instance[a] before they shall be so appointed, have received previous instruction in "a model school" in Dublin,[b] sanctioned by the said Commissioners, and shall also have obtained from the said Commissioners for the time being testimonials of good conduct and general fitness, but shall be liable to be fined and fineable, removed and removable, or suspended from time to time, and at all times when and as often as such Commissioners as aforesaid for the time being shall deem it necessary, in such way and manner as they shall deem expedient or see fit;[c]

[a] "If the said Commissioners shall see fit," inserted in 1838. Words within " " changed to "the general normal establishment," in 1838.
[b] "Or at one of the District model schools of the said Commissioners," added in 1838.
[c] "Upon good and sufficient cause being shown," added in 1838.

F. and further, that the said Commissioners or their "Inspectors" for the time being, or any of them, shall from time to time, and at all times hereafter, be allowed and permitted on demand to visit and examine the said schools whenever and so often as they or any of them shall think fit or deem it necessary.

"Their Officers and Superintendents," in 1838.

H. Powers to appoint new trustees same as last.

K. Covenant for further assurance same as last, except that grantor covenants together with trustees.

1836.

The lease of this year agrees with that of 1835.

1837.

The lease of this year is virtually the same as that of 1836.

FORM IV., 1838.

Form IV.—1838.

Parties—Trustees, first part; Commissioners, second part.

A. Recites as in Form I.

Witnessing part as in Form II.

Declaration of Trust as to piece of ground and school.

Instead of "for five or six hours on five days in each week," in Form III., 1835.
" " new insertion.

B. Upon the trusts—that is to say,—That each and every school to be kept and established on the premises by said recited lease demised, shall be kept open "for a competent number of hours in each day," at the discretion of the "said Commissioners, or of" the Commissioners for the time being, and shall, during said days, be used for moral and literary education only,

Part within " " changed from corresponding provision in preceding Form. The words "other persons" introduced for first time. [And facility] omitted in 1846. Part within [ ] new provision, now first introduced.

C. and that one day in each week, or part of a day, independently of Sunday, shall be set apart for the religious instruction of the children, "on which day such pastors or other persons as may be approved of by the parents or guardians of the children shall have access to them for that purpose, whether those pastors or persons shall have signed the original application or not;" and also, that "convenient opportunity [and facility] be afforded to them for the same purpose" on other days of the week. [Provided always and it is the true intent and meaning of these presents, that where any course of religious instruction is to be pursued in any such school as aforesaid, during school-hours, to which the parents of any of the children attending such school shall object, an arrangement shall be made for having such instruction given to those who are to receive it, at a stated time, "and" in a separate place, so as that no children whose parents or guardians object to their being so, be present at it,]

"Or" in 1844.

Passage within [ ] differently worded in preceding Form.

D. and further, that [the titles of all books which are intended to be used in the ordinary school business, shall be reported to the said Commissioners, or to the Commissioners for the time being, and that no other books shall be used in such instruction save and except those which are so reported and sanctioned by such Commissioners as aforesaid, and further, that if any other books than the Holy Scriptures, or the standard books of the Church to which the children using them belong, be employed in communicating religious instruction, then, and in such case, the title of each such book or books shall be made known to the said Commissioners,]

Words within " " new.

E. and further, that all the master and masters, teacher and teachers of said schools for the time being, shall not only in the first instance, "if the said Commissioners shall see fit," before he, she, or they shall be so appointed, have received previous instruction in the general normal establishment in Dublin, "or at one of the district model schools of the said Commissioners," and shall also have obtained from the said Commissioners for the time being, if they shall so think fit, testimonials of good conduct and general fitness, but shall be liable to be fined and be fineable, removed and removable, or suspended from time to time, and at all times, when and as often as such Commissioners as aforesaid for the time being shall deem it necessary, in such way and manner as they shall deem expedient, or see fit, [upon good and sufficient cause being shown;]

Words within " " new.

Part within [ ] now added.

"Inspectors" in 1835.

F. and that the said Commissioners, "or their officers or superintendents" for the time being, or any of them, shall from time to time, and at all times hereafter, be allowed and permitted on demand to visit and examine the said school whenever and so often as they or any of them shall think fit or deem it necessary; [and further, that clergymen of all denominations, and other persons shall also have access to the said school, to observe how the said school may be conducted, in the manner and under the restrictions as particularly set forth in the rules and regulations of the said Commissioners, under the head and title of "Inspection of Schools," in said rules and regulations mentioned;

Part within [ ] new provision; somewhat altered in Form V., 1842.

G. and that no political meetings of any kind whatever be summoned, held, or convened, or permitted so to be, in any such school-house, or in any part or room thereof, or on the premises by said recited lease demised or intended so to be—and that no political petition or document of any kind whatsoever, be brought or carried into any such school-house or premises, or any part thereof, for signature or otherwise; and that such school-house and premises, or any part thereof, shall not be converted into a place of public worship;

and that from and after the day of the date of these presents, every such school-house shall be kept in full and sufficient repair by local contribution solely,

and that local contributions shall also be raised towards payment of the teacher's salary of this school, after the manner set forth in the rules and regulations of the said Commissioners, "under the head and title of 'As to the building and support of schools,' in said rules and regulations mentioned."]

Words within " " omitted in 1842.

H. Powers of appointing new trustees same as in Form II., 1833.

Part within [ ] new provision, not in preceding forms.

I. [And the said the aforesaid trustees, do hereby for themselves, severally and respectively, and for their several and respective executors, administrators, and assigns covenant, promise, grant, and agree to and with the said Commissioners, parties hereto, and to and with their successors for the time being as aforesaid, in manner following, that is to say, that they the said trustees as aforesaid, shall and will, from time to time, and at all times hereafter, well, truly, diligently, and faithfully do, execute, and perform all and every the uses, trusts, regulations, and conditions, and for the purposes hereinbefore mentioned, expressed, and declared, and in them as such trustees reposed. And in case it shall happen that at any time hereafter default shall be made in the due execution and performance of all or any of the said trusts, regulations, uses, conditions, and purposes hereinbefore mentioned and expressed, that then, and in all, or any of such case or cases, they, the said trustees as aforesaid, jointly and severally, and their several and respective executors, administrators, and assigns, shall and will, well and truly pay, or cause to be paid back unto the said Commissioners, or their successors, for the time being as aforesaid, the sum of £ sterling, so paid by the said Commissioners, parties hereto as aforesaid, or otherwise satisfy them as to the said sum of £ in whatever way shall be required by them the said Commissioners, or their successors for the time being; anything herein contained to the contrary thereof in anywise notwithstanding.]

K. Covenant for further assurance same as in Form II., 1833.

1839.

Form IV., 1838.

Lease the same as that of 1838, with one exception, that in this lease, in the proviso for religious instruction, where the word "parents" first occurs, the words "or guardians" are inserted after it.

March, 1839. Modification.

1840.

Lease the same as that of 1839.

1841.

1841. Modification.

Lease the same as that of 1840, except that, in the arrangements for giving religious instruction, after the words "shall have access to them," the words "in the school-room" are inserted; and instead of "clergymen of all denominations," we have "the public of all denominations, whether clergy or laity."

Form V.—1842.

Form V., 1842.

Parties—Trustees, first part; Commissioners, second part.

A. Recitals as in Form I. 1832.

Witnessing part as in Form II. 1833.

B. Upon the trusts, that is to say—That each and every school to be kept and established on the said lot of ground and premises shall be kept open for a competent number of hours in each day, at the discretion of the said Commissioners, [or of the Commissioners for the time being,] and shall, during said "days," be used for moral and literary education only,

Declaration of Trust as to piece of ground and school.

Words within [ ] omitted in 1846. "Hours" in 1845.

C. and that one day in each week, or part of a day in the week, independently of Sunday, shall be set apart for the religious instruction of the children, on which day "or part of a day" such pastors or other persons as may be approved of by the parents or guardians of the children respectively, shall have access to them in the school-room for that purpose, whether those pastors or persons shall have signed the original application or not; and also, that convenient opportunity be afforded to them for the same purpose, on other days of the week. Provided always, and it is the true intent and meaning of these presents, that where any course of religious instruction is to be pursued in any such school as aforesaid, during school-hours, to which the parents or guardians of any of the children attending such school shall object, an arrangement shall be made for having such instruction given to those who are to receive it, at a stated time, "and" in a separate place, so as that no children whose parents or guardians object to their being so, be present at it;

Words within " " newly introduced.

"Or" in 1844.

D. and further, [that the titles of all books which are intended to be used in the ordinary school business, shall be reported to the said Commissioners, or to the Commissioners for the time being,] and that no other books shall be used in such instruction save and except those which are so reported and sanctioned by such Commissioners as aforesaid. And further, that if any other books than the Holy Scriptures, or the standard books of the Church to which the children using them belong, be employed in communicating religious instruction, then, and in such case, the title of each such book or books shall be made known to the said Commissioners.

Passage within [ ] worded differently in 1848.

E. Control over teachers same as in Form IV.

F. and that the said Commissioners, or their officers and superintendents for the time being, or any of them, shall from time to time, and at all times hereafter, be allowed and permitted on demand, to visit and examine the said schools, whenever and so often as they or any of them shall think fit or deem it necessary. And further, that the public of all denominations, whether clergy or laity, shall also have access to the said school, to observe how the said school may be conducted, in the manner and under the restrictions particularly set forth in the rules and regulations of the said Commissioners, under the head and title of "Inspection of Schools,"

G. and that no political meetings of any kind whatever be summoned, held, or convened, or permitted so to be, in any such school-house, or in any part or room thereof, or on the said lot of ground—and that no political petition or document of any kind whatsoever, be brought or carried into any such school-house or premises, or any part thereof, for signature or otherwise; and that such school-house and premises, or any part thereof, shall not be converted into a place of public worship;

and that from and after the day of the date of these presents, every such school-house shall be kept in full and sufficient repair, by local contribution solely,

and that local contributions shall also be raised towards payment of the teacher's salary of this school, after the manner set forth in the rules and regulations of the said Commissioners.

H. Appointment of new trustees same as in Form II., 1833.

I. [and the said the aforesaid Trustees, do hereby for themselves, severally and respectively, and for their several and respective executors, administrators, and assigns, covenant, promise, grant, and agree to and with the said Commissioners, parties hereto, and to and with their successors for the time being as aforesaid, in manner following, that is to say, that they the said Trustees as aforesaid], shall and will, from time to time, and at all times hereafter, well, truly, diligently, and faithfully do, execute, and perform all and every the uses, trusts, regulations, and conditions, and for the purposes hereinbefore mentioned, expressed and declared, and in them as such trustees reposed. And in case it shall happen, that at any time hereafter default shall be made in the due execution and performance of all or any of the said trusts, regulations, uses, conditions, and purposes hereinbefore mentioned and expressed, that then, and in all or any of such case or cases, they the said trustees [as aforesaid, jointly and severally and their several and respective executors, administrators, and assigns, shall and will well and truly pay, or cause to be paid back unto the said Commissioners, or their successors for the time being, as aforesaid, the sum of sterling, so paid by the said Commissioners, parties hereto, as aforesaid, or otherwise satisfy them as to the said sum of in whatever way shall be required by them, the said Commissioners, or their successors for the time being, anything herein contained to the contrary thereof in anywise notwithstanding].

Passage within [ ] differently worded in Form XI., 1862.

Instead of the covenant within [ ], in Form XI., 1862, trustees covenant to repay to Board of Works sum contributed towards the erection of the school.

K. Covenant for further assurance same as in Form II., 1833.

Form V., 1842.

1843.

Lease virtually the same as 1842.

June, 1844. Modification.

1844.

Lease of this year has in the proviso for religious instruction, and in that part making an arrangement to meet any objection on the part of the parents or guardians of any of the children to the course of religious instruction pursued, the following words :—"at a stated time, *or* in a separate place." No difference of any consequence after.

"*Or*" for "*And*." See clause C of Form V., 1842.

July, 1845. Modification.

1845.

Lease the same as that of 1844, except that in the regulation for the time to be devoted to moral and literary education, this lease has during said "*hours*." No difference afterwards of any consequence.

"During said *hours*," instead of "during said *days*." See clause B of Form V., 1842.

THE Commissioners of National Education having, in August, 1845, obtained a charter of incorporation, resolved, in November, 1845, to have all school sites vested in themselves, in their corporate capacity, and not to make any grants on the old plan.

Notwithstanding the above resolution, it is stated that for a few years afterwards, there were leases made to trustees, and the impression is, that they were so, in conformity with Board's orders, made previously to such resolution.

Such leases were made according to the Form V., given above, under 1842, setting out the same trusts and provisions, and embodying the two modifications just given under 1844 and 1845.

Leases to Commissioners in their Corporate Capacity.

Form VI., April, 1846.

Form VI.—1846.—A.*

This form of lease is altogether new.

This Indenture, made the day of 18 , in pursuance of the Act 8 and 9 Victoria, cap. 124, intituled "An Act to facilitate the granting of certain Leases," between of the one part, and the Commissioners of National Education in Ireland of the other part.

Passage within [ ] slightly varied in next succeeding form.

A. [Whereas the said Commissioners, by Her Majesty's Royal Letters Patent, bearing date the 26th day of August, 1845, have been incorporated for the purpose of administering the funds placed at the disposal of His Excellency the Lord Lieutenant of Ireland, for the education of the poor of Ireland, on the principle of avoiding all interference whatsoever with conscientious scruples on the score of religion, and accordingly, that the schools under their control shall be open alike to children of all religious denominations, that no child shall be required to be present at any religious instruction or exercise of which his parents or guardians may disapprove, and that opportunities shall be afforded to all children to receive separately, at particular periods to be specified in the rules of each school, such religious instruction as their parents or guardians may provide for them].

And whereas the said , desirous that a National School, to be called National School, should be established on the lot of ground hereinafter demised.

Now this indenture witnesseth that the said , in order to promote the said purpose, demise unto the said Commissioners of National Education in Ireland all that lot of ground described in the map thereof on the margin of these presents delineated, situated in the townland of , parish of , barony of , and county of , containing , and bounded , from the day of , for the term of thence ensuing,

yielding therefor during said term the rent of one penny on the feast of St. Michael in every year, if same shall be demanded.

K. And the said (*grantor*) doth covenant with the said Commissioners of National Education in Ireland for quiet enjoyment.

In witness whereof the said hereunto affixed hand and seal and the said Commissioners of National Education in Ireland have caused to be affixed hereto their corporate seal.

&c., &c.

Form VII., 1846.

Form VII.—1846.—B.*

[a] As in Form A, just given.

This Indenture, &c.,[a] . . . . . Commissioners of National Education in Ireland of the other part.

Passage within [ ] slightly varied from corresponding recital in form just preceding.

A. [Whereas the said Commissioners, by Her Majesty's Royal Charter, bearing date the 26th day of August, 1845, have been incorporated, and are by said Charter empowered to take and hold lands as therein mentioned.

And whereas the education of the poor of Ireland has been heretofore, and is now carried on by the said Commissioners, on the principle of avoiding all interference whatsoever with conscientious scruples on the score of religion, and accordingly the schools under their control are open alike to children of all religious denominations, and no child is required to be present at any religious instruction or exercise of which his parents or guardians may disapprove, and opportunities are afforded to all children to receive separately, at particular periods to be specified in the rules of each school, such religious instruction as their parents or guardians may provide for them.]

[b] The rest as in Form A, just given.

And whereas the said, &c.[b] . . . . .

1847.

Lease form, the same as that of 1846.

In 1848 two forms of lease to Commissioners were agreed on, one form marked A, for the case of one patron—the other marked B, for the case of two patrons.

* It is stated by the Secretaries of the National Board that the two forms of lease A and B, given above under the date of 1846 were used indiscriminately.

It is sufficient to quote from one of them, viz., A—that for the case of one patron :—

Form VIII.—1848.

FORM VIII., 1848.

Parties—Grantor and patron, first part; Commissioners of National Education, second part.

A. Whereas the said Commissioners, by Her Majesty's Royal Charter, bearing date the 26th day of August, in the year of our Lord one thousand eight hundred and forty-five, have been incorporated, and are by the said Charter empowered to take and hold lands as therein mentioned. This is quite a new form of lease.

And whereas the education of the poor of Ireland has been heretofore, and is now carried on by the said Commissioners on the principle of avoiding all interference whatsoever with conscientious scruples on the score of religion, and accordingly, the schools under their control are open alike to children of all religious denominations; and no child is required to be present at any religious instruction or exercise of which his parents or guardians may disapprove, and opportunities are afforded to all children to receive separately, at particular periods to be specified in the rules of each school, such religious instruction as their parents or guardians approve of.

[And whereas the management of such schools belongs to the respective local patrons thereof, who have the power of "appointing and of removing the teachers, subject to the approbation of the said Commissioners".] . . . And whereas, the said (*grantor*) being desirous that a National school, to be called National School, should be established, on the principles aforesaid, on the lot of ground hereinafter demised; and the said (*grantor*) has been nominated as patron of the said intended National school, and has been approved of by the said Commissioners.

[ ] new matter, now first introduced.

Provisions within " " altered in 1852.

Witnesseth that the said (*grantor*), in order to promote the said object, doth grant and demise unto the said Commissioners all that lot of ground, &c. To hold to the said Commissioners from the date of these presents for three lives, and the survivor of them, or for the term of thirty-one years, whichever shall last the longer, yielding one penny every year, if demanded.

And it is hereby expressed and declared, and it is the true intent and meaning of these presents, and of the several and respective parties hereto,

B. that each and every school to be kept and established on the premises hereby demised, shall be kept open for a competent number of hours in each day, at the discretion of the said Commissioners, and shall, during said hours, be used for moral and literary education only;

C. and that one day in each week, or part of a day in the week, independently of Sunday, shall be set apart for the religious instruction of the children, on which day, or part of a day, such pastors or other persons as may be approved of by the parents or guardians of the children respectively shall have access to them in the school-room for that purpose, whether those pastors or persons shall have signed the original application or not. And also, that convenient opportunity be afforded to them for the same purpose on other days of the week, and that where any course of religious instruction is to be pursued in any such school as aforesaid, during school-hours, to which the parents or guardians of any of the children attending such school shall object, an arrangement shall be made for having such instruction given to those who are to receive it at a stated time, or in a separate place, so that no children whose parents or guardians object to their being so, "be compelled to receive or to" be present at it.

" " new insertion.

D. [And further, that no books shall be used in the ordinary school business, save and except those which shall be reported to and sanctioned by the said Commissioners]. And further, that if any other books than the Holy Scriptures, or the standard books of the Church to which the children using them belong be employed in communicating religious instruction, then, and in such case, the title of each such book or books shall be made known to the said Commissioners.

[ ] words slightly changed from Form V., 1842.

E. Control over teachers same as in Form IV., 1838.

F. And further, that the public of all denominations, whether clergy or laity, shall have access to each and every such school, in the manner and under the restrictions particularly set forth in the rules and regulations of the said Commissioners, under the head and title of "Inspection of Schools," to observe how such school may be conducted.

G. And that no meetings of any kind whatsoever be summoned, held, or convened, or permitted so to be in any such school-house, or in any part or room thereof, or on the premises hereby conveyed or intended so to be, save such as may relate exclusively to the business thereof; and that no petition or document of any kind whatsoever save such as may relate exclusively to the business of the said school, be brought or carried into any such school-house or premises, or any part thereof for signature or otherwise; and that such school-house and premises, or any part thereof, shall not be converted into a place of public worship, or used for any purpose save that of such school,

and that from and after the day of the date of these presents, every such school-house shall be kept in full and sufficient repair by "the said Commissioners,"

" " instead of "local contribution solely" as hitherto, in leases to Trustees. See Form V., 1842.

and that local contributions shall be raised towards payment of the teacher's salary of such school, after the manner set forth in the rules and regulations of the said Commissioners.

H. Provided always, and it is hereby further expressed and declared to be the true intent and meaning of these presents, and of the several parties hereto, that in case the said (*patron*) [or any patron hereafter to be appointed, shall die or be desirous of being discharged from the management of said school, or shall go or reside out of Ireland, or shall neglect or refuse, or become incapable to act as such patron, it shall and may be lawful to and for the surviving or continuing patron or patrons to nominate and appoint a new patron or patrons in the room of any such patron or patrons, such new patron or patrons to be first approved of by the said Commissioners, and in case such surviving or continuing patron or patrons shall decline, neglect, or refuse to exercise the powers of appointment

Words within [ ] instead of similar provisions concerning Trustees in former leases.

FORM VIII., 1848.

hereby given as aforesaid, within six calendar months after all or any of the events hereinbefore mentioned shall arise, happen, or take place, that then, and in all or any of such case or cases, it shall and may be lawful to and for the said Commissioners to nominate and appoint such new patron or patrons in the room of any such patron or patrons as aforesaid, for the management of said school.]

K. For further assurance same as in Form II.

And the said (*grantor*) doth covenant with the said Commissioners of National Education in Ireland, that the said Commissioners, paying the said rent, if demanded, shall and may peaceably and quietly possess and enjoy the said premises for the said term without any disturbance from the said (*grantor*) his heirs, executors, administrators, and assigns.

FORM IX., 1852.

Form IX.—1852.

Parties—Grantors, first part; Commissioners, second.

A. Whereas, the said Commissioners, by Her Majesty's Royal Charter, bearing date the 26th day of August, in the year of our Lord one thousand eight hundred and forty-five, have been incorporated, and are by said charter empowered to take and hold lands as therein mentioned.

Passage within [ ] differently worded, and new matter introduced in Form X., 1856.

And whereas, [the education of the poor of Ireland has been heretofore, and is now carried on by the said Commissioners, on the principle of avoiding all interference whatsoever with conscientious scruples on the score of religion, and accordingly, the schools under their control are open alike to children of all religious denominations, and no child is required to be present at any religious instruction or exercise of which his parents or guardians may disapprove, and opportunities are afforded to all children to receive separately at particular periods, to be specified in the rules of each school, such religious instruction as their parents or guardians approve of.]

"Appointing and of removing the teachers, subject to the approbation of the said Commissioners," in Form VIII., 1848.

And whereas, the management of such schools belongs to the respective local patrons thereof, who have the power of "appointing the teachers, subject to the approbation of the said Commissioners, and of removing them of their own authority" . . .

Recites desire of grantors to establish National school, and nomination and approval of patrons as in Form VIII., 1848.

Witnessing part, &c., same as in Form VIII., 1848, except that the term is for sixty years.

Instead of all the provisions included here within [ ], there is substituted in Form X., 1856, a short general declaration that the Rules and Regulations of the Commissioners shall be observed.

B. [Provision as to times for moral and literary education, same as in Form VIII., 1848.

C. Provisions as to religious instruction same as in Form VIII., 1848.

D. Control over books same as in Form VIII., 1848.

E. Control over teachers same as in Form IV., 1838.

F. Visiting powers same as in Form VIII., 1848.

G. And that no meetings of any kind whatever be summoned, held, or convened, or permitted so to be in any such school-house, or in any part or room thereof, or on the premises hereby conveyed or intended so to be, save such as may relate exclusively to the business thereof; and that no petition or document of any kind whatsoever, save such as may relate exclusively to the business of the said school, be brought or carried into any such school-house or premises, or any part thereof, for signature or otherwise; and that such school-house and premises, or any part thereof, shall not be "converted into a place of public worship, or used for any purpose save that of such school;"]

For important modification of the provision contained within " " see Schedule of Rules attached to Form X., § V., No. 2.

and that from and after the day of the date of these presents, every such school-house shall be kept in "full and sufficient" repair by the said Commissioners,

"Full and sufficient" omitted in Form X., 1856.

This provision, "that local contributions shall be raised towards payment of the teacher's salary," disappears from Form X., 1856.

[and that local contributions shall be raised towards payment of the teacher's salary of such school, after the manner set forth in the rules and regulations of the said Commissioners].

H. Appointment of new patron same as in Form VIII., 1848.

K. For further assurance same as in Form II., 1833, and for quiet enjoyment same as in Form VIII., 1848.

FORM X., 1856.

Form X.—1856.

Parties—Grantor, first part; Patrons, second part; Commissioners, third part.

A. Whereas the said Commissioners, by Her Majesty's Royal Charter, bearing date the 26th day of August, in the year of our Lord one thousand eight hundred and forty-five, have been incorporated, and are by said charter empowered to take and hold lands as therein mentioned.

New statement now first appearing.

And whereas [the object of the system of National education is to afford *combined* literary and moral, and *separate* religious instruction to children of all persuasions, as far as possible, in the same school,] upon the "fundamental" principle [that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils.]

"Fundamental," new insertion. Passage within [ ] differently worded from corresponding passage in Form IX., 1852.

And whereas the management of such schools belongs to the respective local patrons thereof, who have the power of appointing the teachers, subject to the approbation of the said Commissioners, and of removing them of their own authority. . . .

Recites desire of grantor and nomination of patrons as in Form VIII., 1848.

Witnessing part same as in Form IX., 1852.

Passage within [ ] is a general Declaration of more extensive purview, instead of the specific provisions set out in preceding forms. See B, C, D, E, F, G, Form VIII., 1848.

The provision, that "local contributions shall be raised towards

G. And it is hereby declared [that every school to be kept on the premises hereby demised shall be subject to the rules and regulations of the said Commissioners which are applicable to schools vested in them, and the principal of which rules are specified in the schedule indorsed hereon, and signed by the secretaries of the said Commissioners, and to such further and other rules and regulations of the said Commissioners as may from time to time be framed by them, in strict accordance with the fundamental principle above mentioned;]

and it is hereby agreed, that from and after the day of the date of these presents, the said school-house shall be kept in repair by the said Commissioners.

H. Provided always, that in case any of them the said (*patrons*), or any patron hereafter to be appointed, shall die or be desirous of being discharged from the management of said school, or shall reside out of Ireland, or shall neglect or refuse, or become incapable to act as such patron, it shall be lawful for the surviving or continuing patron or patrons to appoint a new patron or patrons in the room of any such patron or patrons, such new patron or patrons to be first approved of by the said Commissioners; "and in case the office of patron shall from any cause whatsoever be vacant for the space of six calendar months," it shall be lawful for the said Commissioners to appoint one or more persons to be the local patron or patrons of the said school [and also that in case the said (*patrons*), or any person or persons hereafter appointed as patron or patrons, shall neglect or refuse to maintain a school on the said premises in conformity with the rules and regulations of the said Commissioners, it shall be lawful for the said Commissioners to remove such patron or patrons and to appoint one or more person or persons as patron or patrons in his or their stead.]

K. For further assurance same as in Form II., 1833, and for quiet enjoyment same as in Form VIII., 1848.

FORM X., 1856.

payment of the teacher's salary which had been inserted in all previous deeds, is now omitted. Words within " " omitted from Form XI., 1862.

" " Altered from previous forms.

[ ] new.

SCHEDULE OF RULES REFERRED TO IN THE DEED.

PART I.

§ I.—3. The Commissioners by themselves, or their officers, are to be allowed to visit and examine the school whenever they think fit.

§ II.—1. The local government of the National schools is vested in the local patrons thereof.

§ IV.—1. Opportunities are to be afforded (as hereinafter provided for) to the children of all National schools for receiving such religious instruction as their parents or guardians approve of.

2. Religious instruction must be so arranged that each school shall be open to children of all communions; that due regard be had to parental right and authority; that accordingly no child be *compelled* to receive, or to be present at any religious instruction of which his parents or guardians disapprove; and that the time for giving it be so fixed that no child shall be thereby, in effect, excluded, directly or indirectly, from the other advantages which the school affords.

3. A public notification of the times for religious instruction must be inserted in large letters in the "Time Table" supplied by the Commissioners, who recommend that, as far as may be practicable, the general nature of such religious instruction be also stated therein.

4. The "Time Table" must be kept constantly hung up in a conspicuous place in the school-room.

5. The teacher must, immediately before the commencement of religious instruction, announce distinctly to the pupils that the hour for religious instruction has arrived, and must, at the same time, put and keep up during the period allotted to such religious instruction and within the view of all the pupils, a notification thereof, containing the words "Religious Instruction," printed in large characters, on a form to be supplied by the Commissioners.

6. When the secular instruction precedes the religious instruction, in any National school, there shall be a sufficient interval between the announcement and the commencement of the religious instruction; and whether the religious or the secular instruction shall have priority in any National school, the books used for the instruction first in order shall be carefully laid aside, at its termination, in the press or other place appropriated for keeping the school-books.

7. No secular instruction, whether literary or industrial, shall be carried on in the same apartment, during school hours,* simultaneously with religious instruction.

Note.—*The term "SCHOOL HOURS" is always to be understood to mean the entire time, in each day, from the opening of the school to the closing of the same for the dismissal of the pupils.

8. In schools towards the building of which "the Commissioners" have contributed, and which are VESTED in trustees, for the purposes of National education, or which are vested in the Commissioners in their corporate capacity, such pastors or other persons as shall be approved of by the parents or guardians of the children respectively, shall have access to them *in the school-room*, for the purpose of giving them religious instruction there, at convenient times to be appointed for that purpose.

"The State," in Rule 1865.

The following explanation was added to this rule in 1865:—"That is, times so appointed as not to interfere unduly with the other arrangements of the school."

10. The reading of the Scriptures, either in the Protestant Authorized or Douay Version,—the teaching of Catechisms,—public prayer,—and all other religious exercises, come within the rules as to religious instruction.

11. The patrons and managers of *all* National schools have the right to permit the Holy Scriptures (either in the Authorized or Douay Version) to be read, at the time or times set apart for religious instruction; and in all *vested schools* the parents or guardians of the children have the right to require the patrons and manager to afford opportunities for the reading of the Holy Scriptures, in the school-room, under proper persons approved of by the parents or guardians for that purpose.

12. Religious instruction, prayer, or other religious exercises, may take place, at any time, before and after the ordinary school business (during which all children, of whatever denomination they may be are required to attend); but must not take place "*more than once*, at *an intermediate* time," between the commencement and the close of the ordinary school business. The Commissioners, however, will not sanction any arrangement for religious instruction, prayer, or other religious exercises, *at an intermediate time* in cases where it shall appear to them that such arrangement will interfere with the usefulness of the school, by preventing children of any religious denomination from availing themselves of its advantages, or by subjecting those in attendance to any practical inconvenience.

"*At more than one intermediate time*" in Part I., § IV., No. 12, of Schedule of Rules attached to Form XIII., 1865.

13. The secular school business must not be interrupted, or suspended, by any spiritual exercise whatsoever.

Note.—The Commissioners earnestly recommend that religious instruction shall take place either immediately before the commencement, or immediately after the close of the ordinary school business; and they further recommend that, whenever the patron or manager thinks fit to have religious instruction at an intermediate time, a separate apartment shall (when practicable) be provided for the reception of those children whose parents or guardians may disapprove of their being present thereat.

14. Patrons, managers, and teachers are not required to *exclude* any children from any religious instruction given in the school; but all children are to have full power to absent themselves, or to withdraw from it. If any parents or guardians object to the religious instruction given in a National school, it devolves upon them to adopt measures to prevent their children from being present thereat.

15. Patrons, managers, and teachers, are not to use any means, directly or indirectly, to induce children to attend any religious instruction, contrary to the wishes of their parents or guardians. The Commissioners will regard such interference as opposed to the whole spirit of the system of National education.

16. If any child of a religious persuasion different from that of the teacher of any National school, attend during the time or times set apart for religious instruction given by such teacher, it shall be his or her duty on the *first attendance* of every such child, during the time for such religious instruction given by such teacher in such school *forthwith* to notify the same to the parent or guardian of such child, on and by a form to be furnished by the Commissioners.

17. The teachers are required to keep a record of the names of the children to whose parents they have sent the printed form of notification.

18. The registry kept in each school, according to the form furnished by the Commissioners, must show the religious denomination of each child on the school roll.

FORM X., 1856.

19. A sufficient number of hours, to be approved of in each case by the Commissioners, is to be appropriated to the ordinary school business, during which all children, of whatever denomination they may be, are required to attend.

20. In all National schools (except those in which industrial instruction is the *chief* object) there must be literary instruction for at least *four* hours upon five days in the week.

21. In schools in which industrial instruction is the *chief* object, the Commissioners require that not less than *two* hours daily shall be devoted to literary instruction.

This is § III. in Schedule of Rules attached to Form XIII., 1865. The corresponding provision in Form IX., 1852, runs thus:—"Such school-house and premises, or any part thereof, shall not be converted into a place of public worship, or used for any purpose save that of such school."

§ V.—2. No National school-house shall be employed, at any time, even temporarily, as the *stated* place of DIVINE WORSHIP of any religious community; or for the celebration or administration of the Sacraments or Rites of any Church.

5. Vested school-houses must be used *exclusively for the education* of the "children" attending them; except on Sundays, when they may be employed for Sunday schools, with the sanction of the patrons or managers, subject, in cases leading to contention or abuse, to the interference of the Commissioners.

6. No political meetings shall be held in National school-houses, whether vested or non-vested; nor shall any political business *whatsoever* be transacted therein.

"Pupils" in § III., No. 5, Schedule of Rules attached to Form XIII., 1865.

§ VI.—1. The use of the books published by the Commissioners is not compulsory; but the titles of all other books which the patrons or managers of schools intend for the ordinary school business, are to be notified to the Commissioners; and none are to be used to which they object. The approval of any such books is to extend only to the particular edition which has been submitted to the Commissioners.

This is § V. in Schedule of Rules attached to Form XIII., 1865. Words within " " are an addition to the provisions on this subject in former leases.

2. If any other books than the Holy Scriptures, or the *standard* books of the Church to which the children using them belong, be employed in communicating religious instruction, the title of each is to be made known to the Commissioners "whenever they deem it necessary."

3. The Commissioners do not insist on the "Scripture Lessons" or book of "Sacred Poetry" being read in any of the National schools, nor do they allow them to be read as part of the ordinary school business (during which all children, of whatever denomination they may be, are required to attend) in any school attended by children whose parents or guardians object to their being read by their children.

In such cases the Commissioners prohibit the use of these books, except at times set apart for the purpose, either before or after such ordinary school business, and under the following conditions:—

FIRST—That no child, whose parent or guardian objects, shall be required, directly or indirectly, to be present at such reading.

SECOND—That in order that any children, whose parents or guardians object, may be at liberty to absent themselves, or to withdraw, at the time set apart for the reading of the books above specified, public notification of the time set apart for such reading shall be inserted in large letters in the time table of the school—that there shall be a sufficient interval between the conclusion of such ordinary school business and the commencement of such reading; and that the teacher shall, immediately before its commencement, announce distinctly to the pupils that any child whose parent or guardian so desires may then retire.

THIRD—That in every such case there shall be, exclusive of the time set apart for such reading, sufficient time devoted each day to the ordinary school business, in order that those children who do not join in the reading of "the" books may enjoy ample means of literary instruction in the school-room.

"These" in Schedule 1865.

4. When using the Scripture Lessons, the teachers are prohibited, except at the times set apart for religious instruction, from putting to the children any other questions than those appended to the end of each lesson.

5. The Commissioners require that the principles of the following lesson, or of a lesson of a similar import (to be approved of by the Commissioners), shall be strictly inculcated, during the hours of united instruction, in all schools received into connexion with the Board, and that a copy of the lesson itself be hung up in each school.

"V. 18" in Schedule Form XIII., 1865.

Christians should endeavour, as the Apostle Paul commands them, to "live peaceably with all men" (Rom. ch. xii. "v. 17"), even with those of a different religious persuasion.

Our Saviour, Christ, commanded his disciples to "love one another." He taught them to love even their enemies, to bless those that cursed them, and to pray for those who persecuted them. He himself prayed for his Murderers.

Words within [ ] omitted in 1865.

Many men hold erroneous doctrines, but we ought not to hate or persecute them. We ought [to seek for the truth, and] to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend his religion to be forced on men by violent means. He would not allow his disciples to fight for him.

If any persons treat us unkindly, we must not do the same to them; for Christ and his apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

Quarrelling with our neighbours and abusing them, is not the way to convince them that we are in the right and they in the wrong. It is more likely to convince them that we have not a Christian spirit. We ought, by behaving gently and kindly to every one, to show ourselves followers of Christ, who, "when he was reviled, reviled not again." (1 Pet. c. 2, v. 23.)

6. The use of the tablet furnished by the Commissioners, containing the Ten Commandments, is not compulsory.

7. The rules as to religious instruction do not apply to the matter contained in the common school books, in the Scripture Lessons, in the book of Sacred Poetry, or in any other book, the use of which the Commissioners may at any time sanction for the purpose of the united instruction.

§ VII.—1. The local patrons (or managers) of schools have the right of appointing the teachers, subject to the approval of the Board as to character and general qualifications; the local patrons (or managers) have also the power of removing the teachers of their own authority.

2. No clergyman, of any denomination, or (except in the case of convent schools) member of any religious order, can be recognised as the teacher of a National school.

4. Should the Commissioners consider any teacher in a vested school unfit for his office, or otherwise objectionable, they will require that he be dismissed and another provided. Teachers are also liable to be fined or suspended at all times when the Commissioners shall deem it necessary, on sufficient cause being shown.

§ VIII., Schedule attached to Form XIII., 1865.

§ IX.—1. The public generally must have free access to every National school (whether vested or non-vested) during the hours devoted to secular instruction,—not to take part in the ordinary business, or to interrupt it, but as visitors, to observe how it is conducted.

Words slightly changed in § VIII., No. 2. Schedule attached to Form XIII., 1865.

2. Every teacher of a National school is to receive courteously visitors of all denominations, to afford them free access to the school-room, and full liberty to examine the register, daily report book, and class rolls; to observe what books are in the hands of the children, or upon the desks, what tablets are hung up on the walls, and what is the method of teaching.

§ X.—1. When any school is received by the Commissioners into connexion with them, the inscription, "NATIONAL SCHOOL," shall be put up in plain and legible characters on the school-house or on such other place as may render it conspicuous to the public. When a school-house is built partly by aid from the Commissioners, a stone is to be introduced into the wall having that inscription cut upon it. The Commissioners will not, when granting aid *in future*, sanction the inscription of any title of a *denominational character*, or which may appear to them to indicate that the school is one belonging to any particular religious body. The Commissioners, however, do not object to the terms male, female, or infant; or to the proper local designation of the city, town, parish, street, village, or townland in which the school may be situated; or to the name of the founder being stated on the inscription.

Modified by the insertion of [except such as refer to the legitimate business of school management] in schedule attached to Form XIII., 1865.

3. No emblems or symbols of a *denominational* nature shall be exhibited in the school-room, during the hours of united instruction; nor will the Commissioners in future, grant aid to any school which exhibits on the exterior of the buildings any such emblems.

4. No emblems or symbols of a *political* nature shall at *any time* be exhibited in the school-room, or affixed to the *exterior* of the buildings; nor shall any placards whatsoever be affixed thereto.

6. The Commissioners require that a copy of Part I. of their rules on a form to be furnished by them, shall be suspended in every National school-room.

BUT the Commissioners by order of 8th April, 1862, again approved of leases to trustees, and since that time both forms of lease (to Commissioners and trustees) have been in use.

Leases to Trustees.

Form XI., 1862.
Compare Form V., 1842.

Form XI.—1862.

Leases to Trustees were now re-introduced.

Parties—Grantor, first part; Trustees, second part; Commissioners, third part.

A. Recites object of the system of National Education, as in Form X., 1856.

That (*grantor*) is desirous that a National school to be called National School should be established on the principles aforesaid, and a suitable school-house and premises for the same should be built on the lot of ground hereinafter described; and for that purpose that the said lot of ground should be demised to and vested in the said (*trustees*) who have been nominated as trustees of the said intended National school and premises, and have been approved of by the said Commissioners of National Education.

And whereas the sum required for the building and erecting the said intended school-house and the finishing and furnishing thereof amounts to the sum of £ .

And whereas application hath been made to the said Commissioners of National Education to approve of a grant in aid of the sum so required.

And whereas the sum of sterling has been raised, or is intended to be raised by voluntary contribution or local subscriptions towards defraying the expenses of the building, finishing and furnishing said intended school-house.

And whereas the said Commissioners of National Education have, in order to promote the establishment of the said school, by minute bearing date the day of in the year of our Lord approved of the sum of sterling to make up the estimated sum of sterling, being paid out of the funds voted by Parliament to the Commissioners of Public Works for the erection of National Schools in Ireland. . . . . .

Witnesseth that the said (*grantor*) in order to promote the said object, and in consideration of the said sum of £ , by the said Commissioners so approved to be paid as aforesaid, doth grant, &c. To hold the same for the term of ninety-nine years, yielding therefor the rent of one penny yearly if demanded.

G. And it is hereby declared that the said demise is so made upon trust that a National school in connexion with the said Commissioners of National Education shall at all times, during the term aforesaid, be maintained upon the said premises, and that every school to be kept on the premises hereby demised shall be subject to the rules and regulations of the said Commissioners of National Education applicable to schools vested in trustees, which rules are specified in the schedule indorsed hereon, signed by the secretaries of the said Commissioners of National Education, and by the parties hereto of the first and second parts respectively.

H. Provided that in case they, the said (*trustees*) or either of them, their or any of their heirs, executors, administrators, assigns, or any future trustee to be hereafter appointed by virtue of these presents, shall die or be desirous of being discharged from the trust hereby created, or shall go or reside out of Ireland "for a continuous period of twelve calendar months," or shall neglect or refuse "for three calendar months after demand made in writing by the said grantor, his heirs, executors, and assigns, or by the said Commissioners of National Education, or their successors, to carry out the trusts of these presents according to the true intent hereof," or become incapable to execute such trusts, it shall and may be lawful to and for the surviving or continuing trustee or trustees to nominate and appoint a new trustee or trustees in the room of any such trustee or trustees, every such new trustee or trustees to be first approved of by the said Commissioners of National Education, or their successors for the time being; and in case any such surviving or continuing trustee or trustees shall neglect or refuse to exercise the powers of appointment hereby given as aforesaid within six calendar months after all or any of the events hereinbefore mentioned shall take place, or in case the office of trustee shall, from any cause whatever, be wholly vacant for the space of twelve calendar months, that then, and in all or any of such cases, it shall and may be lawful to and for the said Commissioners of National Education or their successors for the time being to nominate and appoint such new trustee or trustees in the room of any such trustee or trustees as aforesaid, upon the like trusts as are hereinbefore mentioned, and that thereupon the said premises hereinbefore mentioned shall be conveyed and assigned so as that the same shall vest in such new trustee or trustees so to be nominated and approved as aforesaid, either jointly with any surviving or continuing trustee, or solely as the case may require upon the like trusts, and to and for and subject to the like uses, intents, regulations, conditions and purposes as are hereinbefore mentioned, expressed, and declared or referred to, of and concerning the same.

Words within " " New Matter, not in Form V.
Words within " " New Matter, not in Form V.

I. And the said (*trustees*) do hereby for themselves, their "heirs," executors, administrators and assigns, "jointly," and each of them doth for himself, his heirs, executors, administrators, and assigns, severally covenant with the said Commissioners of National Education and their successors for the time being as aforesaid in manner following, that is to say, that they the said trustees as aforesaid, and each of them, their and each of their executors, administrators, and assigns, shall and will from time to time, and at all times hereafter, well, truly, diligently, and faithfully do, execute, and perform all and every the uses, trusts, regulations, and conditions, and for the purposes hereinbefore mentioned, expressed, and declared, or referred to, and in them, as such trustees, reposed. And in case it shall happen that at any time hereafter default shall be made in the due execution and performance of all or any of the said trusts, regulations, uses, conditions, and purposes hereinbefore mentioned and expressed, that then, and in all or any of such case or cases they the said Trustees, [or one of them, their or one of their heirs, executors, administrators, or assigns, shall and will if required by the said Commissioners of National Education or their successors for the time being, well and truly pay or cause to be paid back unto the said Commissioners of Public Works, or their successors for the time being as

"Heirs" new.

The covenant within [ ] to repay to Board of Works sum contributed towards the erection of the school inserted, instead of Covenant in Form V., 1842.

FORM XI., 1862.

aforesaid, the said sum of sterling, so paid in aid of the erection of said National school as aforesaid.]

K. For further assurance same as in Form II.

Within [ ] now first introduced. Important provision, securing to Trustees power of Revocation of this Deed.

L. [Provided always, and it is hereby declared that it shall be lawful for the trustees or trustee for the time of these presents, with the approbation of the Commissioners of National Education in Ireland for the time being, testified by deed under their common seal and with the consent in writing of the said (*grantor*) or other the person or persons for the time being entitled beneficially to the said premises hereby demised, in reversion, expectant upon the term hereby granted, by any deed or deeds executed by the said trustees or trustee in the presence of and attested by two or more witnesses, to revoke all or any of the trusts and purposes hereinbefore declared concerning the premises hereby demised.

And that thereupon it shall be lawful for the trustee or trustees for the time being of these presents with the consent in writing of the said (*grantor*) or other the person or persons for the time being, entitled beneficially to the said premises hereby demised in reversion, expectant upon the term hereby granted, by any deed or deeds attested as aforesaid to declare such new or other trusts concerning the same, as to the said trustee or trustees shall seem meet.]

1863.

Lease the same as that in 1862.

1864.

The same as that in 1863.

FORM XII., 1865.
Lease to Trustees.

Form XII.—1865.

Parties—Grantors, first part; Trustees for the purposes hereinafter mentioned, of the second part; Commissioners of the third part.

A. Recites as in Form XI., 1862.

Witnessing part, &c., same as in Form XI., 1862.

G. And it is hereby declared that the said demise is so made upon trust that a National school in connexion with the said Commissioners of National Education shall at all times, during the term aforesaid, be maintained upon the said premises, and that every school to be kept on the premises hereby demised shall be subject to the rules and regulations of the said Commissioners of National Education applicable to schools vested in trustees, which rules are specified in the schedule indorsed hereon, signed by the secretaries of the said Commissioners of National Education, and by the parties hereto of the first and second parts respectively.

H. Appointment of new trustees same as in Form XI. H., 1862.

Clause within [ ] new insertion.

[Provided always, that the person in whose room any new trustee shall be appointed as aforesaid shall not be liable for anything done or neglected after such appointment.]

I. Covenant to execute trusts same as in Form XI. I., 1862.

K. For further assurance same as in Form II.

L. Power to revoke trusts and declare new ones same as in Form XI. L., 1862.

New clause providing for voiding this deed, upon payment to the National Board of moneys expended on school. In Form XIV., 1866, the power of repayment is reserved to the Trustees.

M. [Provided also, that if the "said (*grantors*) his heirs, executors, administrators, or assigns," shall pay or cause to be paid to the said Commissioners or their successors, the said sum of together with such further sum or sums as they shall hereafter expend in additions or improvements to the said school, then, and in such case, these presents and everything herein contained, shall cease and be void. Provided also, that in computing the amount of any additional sums expended by the said Commissioners, no money laid out in repairs shall be taken into account, nor any sum expended by them in any year in which the entire sum so expended by them shall be less than £25.]

FORM XIII., 1865.
Lease to Commissioners in their corporate capacity.

Form XIII., 1865.

Parties—Grantor of the one part; the Commissioners of the other.

A. Recites charter, object of National system, management of schools, and desire of (*grantor*) to establish school as in Form X. A., 1856. Recites sum required for building school, application to Commissioners, sum raised by local subscription, and that Commissioners have approved of a sum being paid to promote said school as under A., Form XI., 1862.

And the said has been nominated as patron of the said intended National school, and has been approved of by the said Commissioners.

Witnesseth that the said (*grantor*) in order to promote the said object, and in consideration of the said sum of £ by the said Commissioners so approved to be paid as aforesaid, doth grant unto the said Commissioners, all that lot of ground described in the map thereof; to hold to the said Commissioners.

G. And it is hereby declared that every school, to be kept on the premises hereby demised, shall be subject to the rules and regulations of the said Commissioners, which are applicable to schools vested in them, and the principal of which rules are specified in the schedule indorsed hereon, and signed by the Secretaries of the said Commissioners, and to such further and other rules and regulations of the said Commissioners as may, from time to time, be framed by them, in strict accordance with the fundamental principle above mentioned; and it is hereby agreed, that from and after the day of the date of these presents, the said school-house shall be kept in repair by the said Commissioners.

Instead of Commissioners of National Education, as in last deed.

M. Provided always, and it is hereby further expressed and declared to be the true intent and meaning of these presents, and of the several parties hereto, that if the said (*grantor*), his heirs, executors, administrators, or assigns, shall pay or cause to be paid to the said "Commissioners of Public Works," or their successors, all such sum or sums as they shall expend in building and establishing, as well as in additions or improvements to the said school, then and in such case these presents, and everything herein contained, shall cease and

be void. Provided also, that in computing the amount of any additional sums expended by the said Commissioners, no money laid out in repairs shall be taken into account, nor any sum expended by them in any year in which the entire sum so expended by them shall be less than twenty-five pounds.

FORM XIII., 1865.

H. Appointment of new patron same as in Form X. H., 1856.

"Provided always, that the person in whose room any new patron shall be appointed as aforesaid, shall not be liable for anything done or neglected after such appointment."

New clause within " " not in Form X., 1856; but corresponds with similar clause regarding trustees, introduced into Form XII., preceding.

K. For further assurance same as in Form II.; and for quiet enjoyment same as in Form IX., 1852.

SCHEDULE OF RULES REFERRED TO IN THE DEED.

PART I.

§ I.—3. The Commissioners by themselves, or their officers, are to be allowed to visit and examine the schools whenever they think fit.

[§ II.—1. The schools to which the Commissioners grant aid are divided into two classes, viz.:—first, vested schools, of which there are two sorts, namely, first, those vested in the Commissioners; and second, those vested in trustees, for the purpose of being maintained as National schools; secondly, non-vested schools, the property of private individuals. Both these classes of schools are under the control of local patrons or managers.]

[ ] new.

§ III.—2. No National school-house shall be employed, at any time, even temporarily, as the *stated* place of DIVINE WORSHIP of any religious community; or for the celebration or administration of the Sacraments or rites of any Church.

This was § V. of Schedule attached to Form X., 1856.

5. Vested school-houses must be used *exclusively for the education* of "the pupils" attending them, except on Sundays, when they may be employed for Sunday schools, with the sanction of the patrons or managers, subject, in cases leading to contention or abuse, to the interference of the Commissioners.

"The children." in § V. 2, Schedule of 1856.

6. No political meetings shall be held in National school-houses, whether vested or non-vested; nor shall any political business *whatsoever* be transacted therein.

7. When any school is received by the Commissioners into connexion with them, the inscription, "NATIONAL SCHOOL," shall be put up in plain and legible characters on the school-house, or on such other place as may render it conspicuous to the public. When a school-house is built partly by aid from "the State," a stone is to be introduced into the wall having that inscription cut upon it. The Commissioners will not, when granting aid *in future*, sanction "any inscription containing a title" of a *denominational character*, or which may appear to them to indicate that the school is one belonging to any particular religious body. The Commissioners do not object to the terms, male, female, or infant; or the proper local designation taken from the city, town, parish, street, village, or townland in which the school may be situated; or the name of the founder being included in the inscription.

This was § X.–I. in Schedule, Form X., 1856.

"The Commissioners" in Schedule, 1856.

"The inscription of any title" in Schedule, 1856.

8. No emblems or symbols of a *denominational* nature shall be exhibited in the school-room during the hours of united instruction; nor will the Commissioners in future grant aid to any school which exhibits on the exterior of the buildings any such emblems.

§ X. 3 Schedule, Form X., 1856.

§ X. 4, Schedule, 1856.

9. No emblems or symbols of a *political* nature shall at *any time* be exhibited in the school-room, or affixed to the *exterior* of the buildings; nor shall any placards, whatsoever, [except such as refer to the legitimate business of school management,] be affixed thereto.

Words within [ ] new insertion.

§ IV.—1. Opportunities are to be afforded (as hereinafter provided for) to the children of all National schools for receiving such religious instruction as their parents or guardians approve of.

2. Religious instruction must be so arranged that each school shall be open to children of all communions; that due regard be had to parental right and authority; that accordingly no child "be *compelled* to receive, or to be present at" any religious instruction of which his parents or guardians disapprove; and that the time for giving it be so fixed that no child shall be thereby, in effect, excluded directly or indirectly from the other advantages which the school affords.

"Shall receive or be present at" in Schedule of Rules attached to Lease of 1866.

3. A public notification of the times for religious instruction must be inserted in large letters in the "Time Table" supplied by the Commissioners, who recommend that, as far as may be practicable, the general nature of such religious instruction be also stated therein.

4. The "Time Table" must be kept constantly hung up in a conspicuous place in the school-room.

5. When the religious instruction commences after the secular, the teacher must, immediately before the commencement of the former, announce distinctly to the pupils that the hour for religious instruction has arrived, and must at the same time, put up and keep up, during the period allotted to such religious instruction, and within the view of all the pupils, a notification thereof, containing the words "Religious Instruction," printed in large characters on a form to be supplied by the Commissioners. Similarly when the school commences with religious instruction, the teacher is to put up and keep up the same notification.

Slightly different in language from Rule § IV. 5, in Schedule attached to Form X., 1856.

6. When the secular instruction precedes the religious instruction, in any National school, there shall be a sufficient interval between the announcement and the commencement of the religious instruction; and whether the religious or the secular instruction shall have priority in any National school, the books used for the instruction first in order shall be laid aside at its termination, in the press or other place appropriated for keeping the school books.

7. No secular instruction, whether literary or industrial, shall be carried on in the same apartment during school hours,* simultaneously with religious instruction.

Note.—* The term "SCHOOL HOURS" is always to be understood to mean the entire time in each day, from the opening of the school to the closing of the same for the dismissal of the pupils.

8. In the schools towards the building of which the "State" has contributed, and which are VESTED in trustees, for the purposes of National education, or which are vested in the Commissioners in their corporate capacity, such pastors or other persons as shall be approved of by the parents or guardians of the children respectively, shall have access to them *in the school-room*, for the purpose of giving them religious instruction there, at times convenient for that purpose, [that is, times so appointed as not to interfere unduly with the other arrangements of the school.]

Instead of "Commissioners" in same Rule 1856. Words within [ ] added since 1856.

10. The reading of the Scriptures, either in the Protestant Authorized or Douay Version—the teaching of Catechisms—public prayer, and all other religious exercises, come within the rules as to religious instruction.

11. The patrons and managers of *all* National schools have the right to permit the Holy Scriptures (either in the Authorized or Douay Version) to be read at the time or times set apart for religious instruction; and in *all vested schools* the parents or guardians of the children have the right to require the patrons and managers to afford opportunities for the reading of the Holy Scriptures, in the school-room under proper persons approved of by the parents or guardians for that purpose.

12. Religious instruction, prayer, or other religious exercises, may take place at any time, before and after the ordinary school business (during which all children, of whatever denomination they may be, are required to attend); but must not take place "*at more than one intermediate* time," between the commencement and the close of the ordinary school business. The Commissioners, however, will not sanction any arrangement for religious instruction, prayer, or other religious exercises *at an intermediate time* in cases where it shall appear to them that such arrangement will interfere with the usefulness of the school, by preventing children of any religious denomination from availing themselves of its advantages, or by subjecting those in attendance to any practical inconvenience.

"*More than once* at *an intermediate* time," in § IV., No. 12, of Schedule of Rules attached to Form X., 1856.

13. With the above exception, the secular school business must not be interrupted, or suspended by any spiritual exercise whatsoever.

Note.—The Commissioners earnestly recommend that religious instruction shall take place either immediately before the commencement, or immediately after the close of the ordinary school business; and they further recommend that, whenever the patron or manager thinks fit to have religious instruction at an intermediate time, a separate apartment shall (when practicable) be provided for the reception of those children "whose parents or guardians may disapprove of their being present thereat."

"Who according to those Rules should not be present thereat," in note § IV., 13, 1866.

FORM XIII., 1865.

14. Patrons, managers, and teachers are not required to *exclude* any children from any religious instruction given in the school; but all children are to have full power to absent themselves, or to withdraw from it. If any parents or guardians object to the religious instruction given in a National school, it devolves upon them to adopt measures to prevent their children from being present thereat.

Instead of the Rules under Nos. 14, 15, 16, and 17, there is substituted in Schedule for 1866 a new rule, § IV., No. 15.

15. Patrons, managers, and teachers are not to use any means, directly or indirectly, to induce children to attend any religious instruction, contrary to the wishes of their parents or guardians. The Commissioners will regard such interference as opposed to the whole spirit of the system of National education.

16. If any child of a religious persuasion different from that of the teacher of any National school, attend during the time or times set apart for religious instruction given by such teacher, it shall be the duty of the teacher, on the *first attendance* of every such child, during the time for such religious instruction given by such teacher in such school *forthwith* to notify the same to the parent or guardian of such child, on and by a form to be furnished by the Commissioners.

17. The teachers are required to keep a record of the names of the children to whose parents they have sent the printed form of notification.

18. The registry kept in each school, according to the form furnished by the Commissioners, must show the religious denomination of each child on the school roll.

19. A sufficient number of hours, to be approved of in each case by the Commissioners, is to be appropriated to the ordinary school business, during which all children, of whatever denomination they may be, are required to attend.

20. In all National schools (except those in which industrial instruction is the *chief* object) there must be literary instruction for at least *four* hours upon five days in the week.

21. In industrial schools—that is, in schools where industrial instruction is the *chief* object—the Commissioners require that not less than *two* hours daily shall be devoted to literary instruction.

§ VI., Schedule attached to Form X., 1856.

§ V.—1. The use of the books published by the Commissioners is not compulsory; but the titles of all other books which the patrons or managers of schools intend for the ordinary school business, are to be notified to the Commissioners; and none are to be used to which they object. The approval of any such books is to extend only to the particular edition which has been submitted to the Commissioners.

2. If any books other than the Holy Scriptures, or the *standard* books of the Church to which the children using them belong, be employed in communicating religious instruction, the title of each is to be made known to the Commissioners whenever they deem it necessary.

3. The Commissioners do not insist on the "Scripture Lessons" or book of "Sacred Poetry" being read in any of the National schools, nor do they allow them to be read as part of the ordinary school business (during which all children, of whatever denomination they may be, are required to attend) in any school attended by children whose parents or guardians object to their being read by their children.

In such cases the Commissioners prohibit the use of these books except at times set apart for the purpose, either before or after such ordinary school business, and under the following conditions:—

FIRST—That no child, whose parent or guardian objects, shall be required, directly or indirectly, to be present at such reading.

SECOND—That in order that any children, whose parents or guardians object, may be at liberty to absent themselves, or to withdraw at the time set apart for the reading of the books above specified, public notification of the time set apart for such reading shall be inserted in large letters in the time table of the school—that there shall be a sufficient interval between the conclusion of such ordinary school business and the commencement of such reading; and that the teacher shall, immediately before its commencement, announce distinctly to the pupils that any child whose parent or guardian so desires may then retire.

"The" in Schedule 1856.

THIRD—That in every such case there shall be, exclusive of the time set apart for such reading, sufficient time devoted each day to the ordinary school business, in order that those children who do not join in the reading of "these" books may enjoy ample means of literary instruction in the school-room.

4. When using the Scripture Lessons, the teachers are prohibited, except at the times set apart for religious instruction, from putting to the children any other questions than those appended to the end of each lesson.

§ 5.—V. The Commissioners require that the principles of the following lesson, or of a lesson of a similar import (to be approved of by the Commissioners), shall be strictly inculcated during the hours of united instruction, in all schools received into connexion with the Board, and that a copy of the lesson itself be hung up in each school.

"v. 17" in Schedule 1856.

Christians should endeavour, as the Apostle Paul commands them, to live peaceably with all men (Rom. ch. xii. "v. 18"), even with those of a different religious persuasion.

Our Saviour, Christ, commanded his disciples to love one another. He taught them to love even their enemies, to bless those that cursed them, and to pray for those who persecuted them. He himself prayed for his Murderers.

"We ought to seek for the truth and to hold fast" in Schedule 1856.

Many men hold erroneous doctrines, but we ought not to hate or persecute them. "We ought to hold fast" what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend his religion to be forced on men by violent means. He would not allow his disciples to fight for him.

If any persons treat us unkindly, we must not do the same to them; for Christ and his apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

Quarrelling with our neighbours and abusing them is not the way to convince them that we are in the right and they in the wrong. It is more likely to convince them that we have not a Christian spirit. We ought, by behaving gently and kindly to every one, to show ourselves followers of Christ, who, when he was reviled, reviled not again (1 Pet. c. 2, v. 23).

6. The use of the tablet furnished by the Commissioners containing the Ten Commandments is not compulsory.

Exception within [ ] new insertion.

7. The rules as to religious instruction do not apply, [except in the way hereinbefore stated,] to the Scripture Lessons, and the book of Sacred Poetry, or to the matter contained in the common school-books, or in any other book, the use of which the Commissioners may at any time sanction for the purpose of united instruction.

§ VII., Schedule attached to Form X., 1856.

§ VI.—12. The local patrons (or managers) of schools have the right of appointing the teachers, subject to the approval of the Board as to character and general qualifications; the local patrons (or managers) have also the power of removing the teachers of their own authority.

§ IX., Schedule, Form X., 1856. Words slightly varied from corresponding § IX., No. 2. Schedule, attached to Form X., 1856.

§ VIII.—1. The public generally must have free access to every National school (whether vested or non-vested) during the hours devoted to secular instruction—nor to take part in the ordinary business, or to interrupt it, but as visitors, to observe how it is conducted.

2. Visitors of all denominations are to be received courteously by all teachers of National schools, and are to have free access to the school-rooms, and full liberty to examine the registers, daily report books, and class rolls; to observe what books are in the hands of the children, or upon the desks, what tablets are hung up on the walls, and what is the method of teaching; [but they are not authorized to interrupt the business of the school, by asking questions of the children, examining classes, calling for papers or documents of any kind, except those specified, or in any other way diverting the attention of either teachers or scholars from their usual business].

Passage within [ ] newly introduced.

§ X., No. 6 in Schedule of 1856. Words within [ ] and [ ] now first introduced. Slightly different in 1856.

5. The Commissioners require that a copy of Part I., [with selections from other parts] of [these], their rules on a form furnished by them, shall be suspended in every National school-room.

PART IV.

Under § VII., Schedule attached to Form X. Passage within [ ] quite new insertion. Passages within brackets [ ] and [ ] new matter.

§ I.—2. No clergyman of any denomination, or member of any religious order, can be recognised as the teacher of a National school. This does not apply to the teachers of convent schools, [nor to those of any monastery schools which have been at any time previously in connexion with the Board.]

5. Should the Commissioners consider any teacher in a vested school unfit for his office, or otherwise objectionable, they will require that he be dismissed and another provided; [in non-vested schools the grant of salary will be withheld until a suitable teacher be procured.] Teachers are also liable to be fined, [depressed] or suspended, at all times, when the Commissioners shall deem it necessary, on sufficient cause being shown.

Form XIV.—1866.

FORM XIV., 1866.
Lease to Trustees.

Parties—As in Form XI., 1862.

A. Recites as in Form XI. A., 1862. Witnesseth as in Form XIII., 1865.

G. And it is hereby declared that the said demise is so made upon trust that a National school in connexion with the said Commissioners of National Education shall at all times, during the term aforesaid, be maintained upon the said premises, and that every school to be kept on the premises hereby demised shall be subject to the rules and regulations of the said Commissioners of National Education applicable to schools vested in trustees, which rules are specified in the schedule indorsed hereon, signed by the Secretaries of the said Commissioners of National Education.

H. Appointment of new trustees same as in Form XI. H., 1862.

Provided always, that the person, in whose room any new trustee shall be appointed as aforesaid, shall not be liable for any thing done, or neglected after such appointment.

I. Covenant to execute trusts same as in Form XI. I., 1862.

K. For further assurance same as in Form II.

L. Provided always, and it is hereby declared, that it shall be lawful for the trustees or trustee for the time of these presents, with the approbation of the Commissioners of National Education in Ireland, for the time being, testified by deed, under their common seal, and with the consent in writing of the said (*grantor*) or other, the person or persons, for the time being, entitled beneficially to the said premises, hereby demised, in reversion, expectant upon the term hereby granted by any deed or deeds, executed by the said trustees or trustee, in the presence of and attested by two or more witnesses, to revoke all or any of the trusts and purposes hereinbefore declared concerning the premises hereby demised. And that thereupon it shall be lawful for the trustee or trustees, for the time being, of these presents, with the consent in writing of the said (*grantor*) or other, the person or persons, for the time being, entitled beneficially to the said premises hereby demised in reversion, expectant upon the term hereby granted by any deed or deeds, attested as aforesaid, to declare such new or other trusts concerning the same, as to the said trustee or trustees shall seem meet.

M. Provided also, that if the "trustees or trustee, for the time being, of these presents" shall* pay or cause to be paid to the said Commissioners of Public Works, or their successors, the said sum of together with such further sum or sums as the said Commissioners shall hereafter expend in additions or improvements to the said school, then and in such case all and every the trusts and purposes, hereinbefore declared, concerning the premises hereby granted, shall cease and be void. Provided that in computing the amount of any additional sums expended by the said Commissioners, no money shall be taken into account expended in any year on which the entire sum so expended by them shall be less than twenty-five pounds.

"* If the grantor desire to reserve to himself and his representative the right of being a party to the revocation of the trusts, the following words, 'with the consent in writing of the said (*grantor*), his heirs, executors, administrators, or assigns,' should be inserted at*" (*Original Note.*)

SCHEDULE OF RULES REFERRED TO IN THE DEED.

PART I.

§ I.—3. The Commissioners by themselves, or their officers, are to be allowed to visit and examine the schools whenever they think fit.

§ II.—1. The schools to which the Commissioners grant aid are divided into two classes, viz.:—first, vested schools, of which there are two sorts, namely, first, those vested in the Commissioners; and second, those vested in trustees, for the purpose of being maintained as National schools; secondly, non-vested schools, the property of private individuals. Both these classes of schools are under the control of local patrons or managers.

§ III.—2. No National school-house shall be employed, at any time, even temporarily, as the *stated* place of DIVINE WORSHIP of any religious community; or for the celebration or administration of the sacraments or rites of any Church.

5. Vested school-houses must be used *exclusively for the education* of the pupils attending them; except on Sundays, when they may be employed for Sunday schools, with the sanction of the patrons or managers, subject, in cases leading to contention or abuse, to the interference of the Commissioners.

6. No political meetings shall be held in National school-houses, whether vested or non-vested; nor shall any political business *whatsoever* be transacted therein.

7. When any school is received by the Commissioners into connexion with them, the inscription "NATIONAL SCHOOL," shall be put up in plain and legible characters on the school-house or on such other place as may render it conspicuous to the public. When a school-house is built partly by aid from the State, a stone is to be introduced into the wall having that inscription cut upon it. The Commissioners will not, when granting aid *in future*, sanction any inscription containing a title of a *denominational character*, or which may appear to them to indicate that the school is one belonging to any particular religious body. The Commissioners do not object to the terms, male, female, or infant; or the proper local designation taken from the city, town, parish, street, village, or townland in which the school may be situated; or the name of the founder being included in the inscription.

8. No emblems or symbols of a *denominational* nature shall be exhibited in the school-room, during the hours of united instruction; nor will the Commissioners, in future, grant aid to any school which exhibits on the exterior of the buildings any such emblems.

9. No emblems or symbols of a *political* nature shall at *any time* be exhibited in the school-room, or affixed to the *exterior* of the buildings; nor shall any placards whatsoever, except such as refer to the legitimate business of school management, be affixed thereto.

§ IV.—1. Opportunities are to be afforded (as hereinafter provided for) to the children of all National schools for receiving such religious instruction as their parents or guardians approve of.

2. Religious instruction must be so arranged, that each school shall be open to children of all communions; that due regard be had to parental right and authority; that accordingly no child "shall receive or be present at" any religious instruction of which his parents or guardians disapprove; and that the time for giving it be so fixed that no child shall be thereby, in effect, excluded, directly or indirectly from the other advantages which the school affords.

"Be *compelled* to receive or to be present at," in Schedule of Rules attached to lease of 1865.

3. A public notification of the times for religious instruction must be inserted in large letters in the "Time Table" supplied by the Commissioners, who recommend that, as far as may be practicable, the general nature of such religious instruction be also stated therein.

4. The "Time Table" must be kept constantly hung up in a conspicuous place in the school-room.

5. When the religious instruction commences after the secular, the teacher must, immediately before the commencement of the former, announce distinctly to the pupils that the hour for religious instruction has arrived, and must, at the same time, put up and keep up, during the period allotted to such religious instruction, and within the view of all the pupils, a notification thereof, containing the words "Religious Instruction," printed in large characters, on a form to be supplied by the Commissioners. Similarly when the school commences with religious instruction, the teacher is to put up and keep up the same notification.

FORM XIV., 1866.

6. When the secular instruction precedes the religious instruction, in any National school, there shall be a sufficient interval between the announcement and the commencement of the religious instruction; and whether the religious or the secular instruction shall have priority in any National school, the books used for the instruction first in order shall be laid aside at its termination, in the press or other place appropriated for keeping the school books

7. No secular instruction, whether literary or industrial, shall be carried on in the same apartment, during [such] school hours,* simultaneously with religious instruction.

[Such] new insertion.

Note.—* The term "SCHOOL HOURS" is always to be understood to mean the entire time, in each day, from the opening of the school to the closing of the same for the dismissal of the pupils.

8. In schools towards the building of which the State has contributed, and which are VESTED in trustees, for the purposes of National education, or which are vested in the Commissioners in their corporate capacity, such pastors or other persons as shall be approved of by the parents or guardians of the children respectively shall have access to them *in the school-room*, for the purpose of giving them religious instruction there, at times convenient for that purpose, that is, times so appointed as not to interfere unduly with the other arrangements of the school.

10. The reading of the Scriptures, either in the Protestant Authorized or Douay Version,—the teaching of Catechisms,—public prayer,—and all other religious exercises, come within the rules as to religious instruction.

11. The patrons and managers of *all* National schools have the right to permit the Holy Scriptures (either in the Authorized or Douay Version) to be read, at the time or times set apart for religious instruction; and in *all vested schools* the parents or guardians of the children have the right to require the patrons and managers to afford opportunities for the reading of the Holy Scriptures, in the school-room, under proper persons approved of by the parents or guardians for that purpose.

12. Religious instruction, prayer, or other religious exercises, may take place, at any time, before and after the ordinary school business (during which all children, of whatever denomination they may be, are required to attend); but must not take place *at more than one intermediate* time, between the commencement and the close of the ordinary school business. The Commissioners, however, will not sanction any arrangement for religious instruction, prayer, or other religious exercises *at an intermediate time* in cases where it shall appear to them that such arrangement will interfere with the usefulness of the school, by preventing children of any religious denomination from availing themselves of its advantages, or by subjecting those in attendance to any practical inconvenience.

13. With the above exception, the secular school business must not be interrupted, or suspended, by any spiritual exercise whatsoever.

Note.—The Commissioners earnestly recommend that religious instruction shall take place either immediately before the commencement, or immediately after the close of the ordinary school business; and they further recommend that, whenever the patron or manager thinks fit to have religious instruction at an intermediate time, a separate apartment shall (when practicable) be provided for the reception of those children "who, according to those rules, should not be present thereat."

"Whose parents or guardians may disapprove of their being present thereat," in Schedule for 1865. § IV., No. 18, in Schedule for 1865.

14. The registry kept in each school, according to the form furnished by the Commissioners, must show the religious denomination of each child on the school roll.

Rule within [ ] substituted for § IV., Nos. 14, 15, 16, 17, of Schedule for 1865.

[15. No pupil who is registered by its parents or guardians as a Protestant is to be permitted to remain in attendance during the time of religious instruction, in case the teacher giving such instruction is a Roman Catholic; and no pupil who is registered by its parents or guardians as a Roman Catholic, is to be permitted to remain in attendance during the time of religious instruction, in case the teacher giving such instruction is not a Roman Catholic. And further, no pupil is to be permitted to remain in attendance during the time of any religious instruction to which its parents or guardians object.

Provided, however, that in case any parent or guardian shall express his desire that his child should receive any particular religious instruction, and shall record such desire in a book to be provided in the school, when necessary, for that purpose, this prohibition shall not apply to the time during which such religious instruction only is given.* The entry in the book shall be signed with the name or mark of the parent or guardian, and the book shall be submitted to the Inspector as often as he visits the school.

* *Such expression of desire may at any time be revoked by the parents or guardians, and shall thereupon become inoperative.*]

16. A sufficient number of hours, to be approved of in each case by the Commissioners, is to be appropriated to the ordinary school business, during which all children, of whatever denomination they may be, are required to attend.

17. In all National schools (except those in which industrial instruction is the *chief* object) there must be literary instruction for at least *four* hours upon five days in the week.

18. In industrial schools—that is, in schools where industrial instruction is the *chief* object—the Commissioners require that not less than *two* hours daily shall be devoted to literary instruction.

§ V.—1. The use of the books published by the Commissioners is not compulsory; but the titles of all other books which the patrons or managers of schools intend for the ordinary school business, are to be notified to the Commissioners; and none are to be used to which they object. The approval of any such books is to extend only to the particular edition which has been submitted to the Commissioners.

2. If any books other than the Holy Scriptures, or the *standard* books of the Church to which the children using them belong, be employed in communicating religious instruction, the title of each is to be made known to the Commissioners whenever they deem it necessary.

3. The Commissioners do not insist on the "Scripture Lessons" or book of "Sacred Poetry" being read in any of the National schools, nor do they allow them to be read as part of the ordinary school business (during which all children. of whatever denomination they may be, are required to attend) in any school attended by children whose parents or guardians object to their being read by their children.

In such cases the Commissioners prohibit the use of these books, except at times set apart for the purpose, either before or after such ordinary school business, and under the following conditions:—

FIRST—That no child, whose parent or guardian objects, shall be required, directly or indirectly, to be present at such reading.

SECOND—That in order that any children, whose parents or guardians object, may be at liberty to absent themselves, or to withdraw, at the time set apart for the reading of the books above specified, public notification of the time set apart for such reading shall be inserted in large letters in the time-table of the school—that there shall be a sufficient interval between the conclusion of such ordinary school business and the commencement of such reading; and that the teacher shall immediately before its commencement, announce distinctly to the pupils that any child whose parent or guardian so desires may then retire.

THIRD—That in every such case there shall be, exclusive of the time set apart for such reading, sufficient time devoted each day to the ordinary school business, in order that those children who do not join in the reading of these books may enjoy ample means of literary instruction in the school-room.

4. When using the Scripture Lessons, the teachers are prohibited, except at the times set apart for religious instruction, from putting to the children any other questions than those appended to the end of each lesson.

§ V.—5. The Commissioners require that the principles of the following lesson, or of a lesson of a similar import (to be approved of by the Commissioners), shall be strictly inculcated, during the hours of united instruction, in all schools received into connexion with the Board, and that a copy of the lesson itself be hung up in each school.

Christians should endeavour, as the Apostle Paul commands them, to live peaceably with all men (Rom. ch. xii. v. 18), even with those of a different religious persuasion.

Our Saviour, Christ, commanded his disciples to love one another. He taught them to love even their enemies, to bless those that cursed them, and to pray for those who persecuted them. He himself prayed for his Murderers.

Many men hold erroneous doctrines, but we ought not to hate or persecute them. We ought to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend his religion to be forced on men by violent means. He would not allow his disciples to fight for him.

If any persons treat us unkindly, we must not do the same to them; for Christ and his apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others not as they do to us, but as we would wish them to do to us.

Quarrelling with our neighbours and abusing them, is not the way to convince them that we are in the right and they in the wrong. It is more likely to convince them that we have not a Christian spirit. We ought, by behaving gently and kindly to every one, to show ourselves followers of Christ, who, when he was reviled, reviled not again (1 Pet. c. 2, v. 23).

6. The use of the tablet furnished by the Commissioners, containing the Ten Commandments, is not compulsory.

7. The rules as to religious instruction do not apply, except in the way hereinbefore stated, to the Scripture Lessons, and the book of Sacred Poetry, or to the matter contained in the common school books, or in any other book, the use of which the Commissioners may at any time sanction for the purpose of united instruction.

§ VI.—12. The local patrons (or managers) of schools have the right of appointing the teachers, subject to the approval of the Board as to character and general qualifications; the local patrons (or managers) have also the power of removing the teachers of their own authority.

§ VIII.—1. The public generally must have free access to every National school (whether vested or non-vested) during the hours devoted to secular instruction,—not to take part in the ordinary business, or to interrupt it, but as visitors, to observe how it is conducted.

2. Visitors of all denominations are to be received courteously by all teachers of National schools, and are to have free access to the school-rooms, and full liberty to examine the registers, daily report books, and class rolls; to observe what books are in the hands of the children, or upon the desks, what tablets are hung up on the walls, and what is the method of teaching; but they are not authorized to interrupt the business of the school, by asking questions of the children, examining classes, calling for papers or documents of any kind, except those specified, or in any other way diverting the attention of either teachers or scholars from their usual business.

5. The Commissioners require that a Copy of Part I., with selections from other parts of these, their rules, on a form furnished by them, shall be suspended in every National school-room.

PART IV.

§ I.—2. No clergyman of any denomination, or member of any religious order, can be recognised as the teacher of a National school. This does not apply to the teachers of convent schools, nor to those of any monastery schools which have been at any time previously in connexion with the Board.

5. Should the Commissioners consider any teacher in a vested school unfit for his office, or otherwise objectionable, they will require that he be dismissed and another provided; in non-vested schools the grant of salary will be withheld until a suitable teacher be procured. Teachers are also liable to be fined, depressed, or suspended, at all times, when the Commissioners shall deem it necessary, on sufficient cause being shown

1867.

The same form of lease in use.

1868.

The same form of lease in use.

ABSTRACT OF SEVERAL TRUSTS SET FORTH FROM TIME TO TIME IN

—	1832.	1833.	1835.
A. Recitals, . .	Title of lessors; wish of lessors and trustees that school with the approbation and under the control of Commissioners should be established in the parish. That a school had been built in the said parish, which was properly adapted to the purposes of schools such as those intended to be established, and the said Commissioners had, to promote said school, directed a sum to be paid to the Trustees out of the fund at the disposal of the Lord Lieutenant, which sum, together with another raised by voluntary contribution, makes up £ , which has been expended in the erection of said school.	Same.	Same.
B. Time for Literary Instruction.	For hours on four or on five days in each week, at the discretion of the Commissioners for the time being.	For six hours on four or five days each week.	For five or six hours on five days.
C. Time for Religious Instruction.	The remaining one or two days in the week, as the case may be.	Same.	The remaining day in the week.
How Religious Instruction shall be given.	For giving separately such religious education to the children, male and female, of all persuasions, as may be approved of by the clergy of their respective persuasions —such clergy, however, to be permitted and encouraged to give religious instruction either before or after the ordinary school hours, on the other days of the week.	Same.	Same.
D. Control over Books,	Entire control over all books to be used in the said schools shall be vested in the said Commissioners. None of the said books to be used or employed in such combined moral and literary education, except under the sanction of the said Commissioners for the time being, nor in such separate religious instruction, but with the approbation of such of the said Commissioners for the time being, as shall be of the same religious persuasion with the children, for whose use they are intended.	Same.	Same.
E. Teachers, . .	Teachers of said schools for the time being, shall not only in the first instance, before they shall be so appointed, have received previous instruction in a model school in Dublin, sanctioned by the said Commissioners, and shall also have obtained from the said Commissioners for the time being, testimonials of good conduct and general fitness, but shall be liable to be fined and finable, removed and removable, or suspended from time to time, and at all times, when and as often as such Commissioners as aforesaid, for the time being, shall deem it necessary, "at their will and pleasure," in such way and manner as they shall deem expedient, or see fit [and that such schoolmasters or teachers, shall teach and instruct all such children as shall be admitted into said schools, according to the system of education sanctioned and approved of, for the said schools, by the said Commissioners.]	Same to [ ], which does not appear in future forms.	Same as last, but "at their will and pleasure" is omitted.
F. Visiting Powers, .	Commissioners, or their Inspectors for the time being, or any of them, shall from time to time, and at all times hereafter, be allowed and permitted on demand to visit and examine the said schools, whenever and so often as they or any of them shall think fit, or deem it necessary.	Same save "Inspector" for "Inspectors."	Same as first.
G. Trusts as to Fabric, Repairs, and Salary of Teacher.	None.	None.	None.
H. Appointment of New Trustees.	In case of the death of any of the Trustees, or of the desire of any of them to be discharged, or of their residing out of Ireland, or of their neglect, refusal, or incompetence [or if the Commissioners shall think fit to remove them], Commissioners may appoint new Trustees.	Part in [ ] omitted, and the power of appointment is given to surviving or continuing Trustee to be first approved of by Commissioners, and if not exercised by said Trustee within six calendar months, power to Commissioners to appoint.	Same as last.
I. Covenants to Observe Trusts.	None.	None.	None.

LEASES OR TRUST DEEDS, WITH THE DATE OF CHANGE OR MODIFICATION.

1838.	1841.	——
Same.	Same.	**A.** Recitals.
For a competent number of hours in each day.	Same.	**B.** Time for Literary Instruction.
One day in each week, or part of a day, independently of Sunday.	Same.	**C.** Time for Religious Instruction.
On which day such pastors or other persons as may be approved of by the parents or guardians of the children, shall have "access to them" for that purpose, whether those pastors or persons shall have signed the original application or not; and also, that convenient opportunity and facility be afforded to them for the same purpose on other days in the week. Provided that where any course of religious instruction is to be pursued in any such school during school hours, to which the parents of any of the children shall object, an arrangement shall be made for having such instruction given to those who are to receive it at a stated time, and in a separate place, so as that no children whose parents or guardians object to their being so be present at it.	Same, save after "access to them" "in the school-room" is added.	How Religious Instruction shall be given.
The titles of all books to be used in the ordinary school business shall be reported to Commissioners, and no other books shall be used save those so reported and sanctioned by Commissioners, and if any other books than the Holy Scriptures or the standard books of the Church to which the children using them belong be employed in religious instruction, the title of such books to be made known to Commissioners.	Same.	**D.** Control over Books.
Same, save after "first instance" "if the said Commissioners shall see fit" is added, and in stead of "Model Schools in Dublin," "the General Normal Establishment in Dublin, or at one of the District Model Schools of the said Commissioners," is substituted. After "see fit" "upon good and sufficient cause being shown," is added.	Same.	**E.** Teachers.
Same as first, save "Officers and Superintendents" is substituted for "Inspectors." Clergymen of all denominations, and other persons, shall also have access to school to observe how said school may be conducted in the manner and under the restrictions set forth in the Rules and Regulations of Commissioners, under the head of "Inspection of Schools."	Same, save "Clergymen of all denominations and other persons" changed to "public of all denominations, whether clergy or laity."	**F.** Visiting Powers.
No political meetings of any kind to be summoned or held in school, or any part thereof, and no political petition or document of any kind to be brought into same for signature or otherwise; school to be kept in sufficient repair by local contributions solely, and local contributions to be also raised towards payment of teacher's salary, according to rules of Commissioners, under the title, "As to the Building and Support of Schools."	Same.	**G.** Trusts as to Fabric, Repairs, and Salary of Teacher.
Same.	Same.	**H.** Appointment of New Trustees.
Trustees covenant separately to execute the trusts, and observe conditions, and on default the said Trustees, jointly and severally, shall pay back to Commissioners the sum paid to them by said Commissioners.	Same.	**I.** Covenants to Observe Trusts.

ABSTRACT of several TRUSTS set forth from time to time in

—	1842.	1844.	1846A.
A. Recitals, . .	Same.	—	Incorporation of Commissioners by Letters Patent of 26th August, 1845, for administering fund placed at disposal of Lord Lieutenant for educating the poor of Ireland, on the principle of avoiding all interference whatsoever with conscientious scruples on the score of religion; and accordingly that the schools under their control shall be open alike to children of all religious denominations; that no child shall be required to be present at any religious instruction or exercise, of which his parents or guardians may disapprove, and that opportunities shall be afforded to all children to receive separately, at particular periods to be specified in the rules of each school, such religious instruction as their parents or guardians may provide for them.
B. Time for Literary Instruction.	Same as last.	Same as last.	None.
C. Time for Religious Instruction.	Same as last.	Same as last.	None.
How Religious Instruction shall be given.	Same as last, save that after "which day" "or part of day" is added, and after "parents," in proviso, "or guardians" is added.	Same as last. "At a stated time and in a separate place" changed to "at a stated time or in a separate place."	See recital.
D. Control over Books,	Same as last.	Same as last.	None.
E. Teachers, . .	Same as last.	Same.	None.
F. Visiting Powers, .	Same as last.	Same as last.	None.
G. Trusts as to Fabric, Repairs, and Salary of Teacher.	Same as last. "And that such school-house and premises, or any part thereof, shall not be converted into a place of public worship, or used for any purpose save that of such school," is added.	Same as last.	None.
H. Appointment of New Trustees.	Same.	Same.	None.
I. Covenants to Observe Trusts.	Same.	Same.	None.

LEASE or TRUST DEEDS, with the DATE of Change or Modification.

1846B.	1848.	1852.	—
Royal Charter by which Commissioners are empowered to hold lands. That the education of the poor of Ireland had been theretofore, and then was carried on by the Commissioners on the principle of avoiding all interference whatsoever with conscientious scruples on the score of religion—the rest of this recital is the same as the last.	Recites as under last date. And that the management of schools belongs to the respective patrons, who have power of appointing and removing teachers, subject to approbation of Commissioners.	Recites as above, but after "patrons" the recital is altered thus "who have power of appointing teachers subject to the approbation of the said Commissioners, and of removing them of their own authority."	**A.** Recitals.
None.	For a competent number of hours in each day.	Same.	**B.** Time for Literary Instruction.
None.	One day in each week, or part of a day, independently of Sunday.	Same.	**C.** Time for Religious Instruction.
See recital.	Same as in 1838, save that "be compelled to receive or to," is inserted before "be present at it" at the end of the sentence under date above.	Same.	How Religious Instruction shall be given.
None.	No books shall be used in ordinary school business save those reported to and sanctioned by Commissioners. As to Holy Scriptures and standard religious books, same as in 1838.	Same.	**D.** Control over Books.
None.	Same as in 1838; but this deed contains the following recital:—"The management of such schools belongs to the respective local patrons thereof, who have the power of appointing and removing the teachers, subject to the approbation of the said Commissioners."	Same; see recital.	**E.** Teachers.
None.	Same, as in 1841.	Same.	**F.** Visiting Powers.
None.	That no meetings of any kind whatever be held, or convened, in any such school-house, or in any part thereof, or on the premises hereby conveyed, save such as may relate exclusively to the business thereof; and that no petition or document of any kind whatsoever save such as may relate exclusively to the business of the said school, be brought into any such school-house or premises, or any part thereof for signature or otherwise; and that such school-house and premises, or any part thereof, shall not be converted into a place of public worship, or used for any purpose save that of such school, and that from and after the day of the date of these presents, every such school-house shall be kept in full and sufficient repair by the said Commissioners, and that local contributions shall be raised towards payment of the teacher's salary of such school, after the manner set forth in the rules and regulations of the said Commissioners.	Same.	**G.** Trusts as to Fabric, Repairs, and Salary of Teacher.
None.	Same, as in 1844, save "patron" is substituted for "trustee."	Same as last.	**H.** Appointment of New Trustees.
None.	None.	None.	**I.** Covenants to Observe Trusts.

ABSTRACT of several TRUSTS set forth from time to time in

—	1856.
A. Recitals.	Recites charter and power to hold land as in 1846B. That the object of the system of National Education is to afford combined literary and moral, and separate religious instruction to children of all persuasions, as far as possible, in the same school, upon the fundamental principle that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils. Recites management of schools as in 1852.
B. Time for Literary Instruction. **C.** Time for Religious Instruction. How Religious Instruction shall be given. **D.** Control over Books, **E.** Teachers, **F.** Visiting Powers, **G.** Trusts as to Fabric, Repairs, and Salary of Teacher.	Instead of the provisions contained in the previous deeds, and abstracted under the letters B. C. D. E. F. G. respectively, there is in this deed a general declaration "that every school to be kept on the premises hereby demised, shall be subject to the rules and regulations of the said Commissioners, which are applicable to schools vested in them, and the principal of which rules are specified in the schedule indorsed hereon, and signed by the Secretaries of the said Commissioners, and to such further and other rules and regulations of the said Commissioners as may from time to time be framed by them, in strict accordance with the fundamental principle above mentioned." The rules set forth in the schedule are conversant with the teaching and the discipline of the schools, visiting powers, and maintenance of buildings, and teachers' salary; but the provision "that local contributions shall be raised towards payment of the teacher's salary," set out in previous deeds, is omitted, nor is any similar provision contained in either the deed or rules of this date, or in those of any subsequent date.
H. Appointment of New Trustees.	Same as last.
I. Covenants to Observe Trusts.	None.

LEASES or TRUST DEEDS, with the DATE of Change or Modification.

1862.	1865.	—
Recites object of National system as above. That (grantor) is desirous that a National school should be established on the principles aforesaid, and that a suitable school should be built on the lot of ground therein described, and for that purpose said lot of ground should be demised to trustees approved of by the said Commissioners. Recites sum required for building school. Application for aid to Commissioners; that a sum had been raised by voluntary contribution towards building school. Commissioners, to promote establishment of said school, had ordered a sum to be paid towards its erection.	Recites as in last. Declaration that a National school shall at all times be kept on premises, same as last.	**A.** Recitals.
It is declared that the said demise is so made upon trust that a National school in connexion with the said Commissioners of National Education shall at all times, during the term, be maintained upon the said premises, and that every school to be kept on the premises hereby demised shall be subject to the rules and regulations of the said Commissioners of National Education applicable to schools vested in trustees, which rules are specified in the schedule indorsed hereon, signed by the secretaries of the said Commissioners of National Education, and by the parties hereto of the first and second parts respectively.		**B.** Time for Literary Instruction. **C.** Time for Religious Instruction. How Religious Instruction shall be given. **D.** Control over Books. **E.** Teachers. **F.** Visiting Powers. **G.** Trusts as to Fabric, Repairs, and Salary of Teacher.
Same as in 1833.	Same as last, save after "or reside out of Ireland for a continuous period of twelve calendar months," "or shall neglect or refuse for three calendar months after demand made in writing by the said grantor, his heirs, executors, and assigns, or by the said Commissioners of National Education or their successors, to carry out the trusts of these presents according to the true intent hereof," is added; and in the clause giving power of appointment to Commissioners after "shall take place" "or in case the office of trustee shall from any cause whatever be wholly vacant for the space of twelve calendar months," is added. "Provided that the person in whose room any new trustee shall be appointed as aforesaid shall not be liable for any thing done or neglected after such appointment," added.	**H.** Appointment of New Trustees.
Trustees jointly and severally covenant with Commissioners, as in 1846. Provides that it shall be lawful for the trustees or trustee for the time being, with the approbation of the Commissioners of National Education, testified by deed under their common seal and with the consent in writing of the said (*grantor*), or other the person or persons for the time being entitled beneficially to the said premises hereby demised, in reversion, expectant upon the term hereby granted, by any deed executed by the said trustees or trustee in the presence of and attested by two or more witnesses, to revoke all or any of the trusts and purposes hereinbefore declared concerning the premises hereby demised. And then it shall be lawful for the trustee or trustees for the time being, with the consent in writing of the said (*grantor*), or other the person or persons for the time being entitled beneficially as aforesaid by any deed or deeds attested as aforesaid to declare such new or other trusts concerning the same, as to the said trustee or trustees shall seem meet.	Same. The following is added:—Provided also, that if the said (*grantor*), his heirs, executors, administrators, or assigns, shall pay, or cause to be paid to the said Commissioners, or their successors, the said sum of together with such further sum or sums as they shall hereafter expend in additions or improvements to the said school, then, and in such case, these presents and everything herein contained, shall cease and be void. Provided also, that in computing the amount of any additional sums expended by the said Commissioners, no money laid out in repairs shall be taken into account, nor any sum expended by them in any year in which the entire sum so expended by them shall be less than £25.	**I.** Covenants to Observe Trusts.

ABSTRACT of several TRUSTS set forth from time to time in LEASES or TRUST DEEDS, with the DATE of Change or Modification.

—	JUNE, 1865.	1866.
A. Recitals,	Recites as in 1862. Recites nomination of patron and his approval by Commissioners.	Recites as under 1862.
B. Time for Literary Instruction.		
C. Time for Religious Instruction.		
How Religious Instruction shall be given.		
D. Control over Books,	Declaration that school shall be subject to Rules of the said Commissioners applicable to schools vested in them, the principal of which are indorsed hereon, as in 1856. Some of the rules, however, vary from those of the schedule indorsed upon the deed of 1856.	Declaration that schools shall be subject to Rules of the said Commissioners applicable to schools vested in trustees, the principal of which are specified in schedule indorsed hereon, as in 1862. Some of the rules, however, vary from those of the schedules indorsed on deeds of 1862 and 1865.
E. Teachers, . .		
F. Visiting Powers, .		
G. Trusts as to Fabric, Repairs, and Salary of Teacher.		
H. Appointment of New Trustees.	Same as last, save "patron" is substituted for "trustee."	Same as 1865.
I. Covenants to Observe Trusts.	Same as last, save after the word "Commissioners" in the first clause of the proviso lastly above abstracted "of Public Works" is added.	Same as last, save power to revoke on repayment is given to the trustees.

NOTE.—All the abstracts set forth covenants for further assurance, and from 1843 inclusive a covenant for quiet possession by Commissioners, whenever they take in their corporate capacity.

SPECIAL REPORTS.

A.

REPORT

ON

THE DISTRICT AND MINOR MODEL SCHOOLS

OF THE

NATIONAL BOARD,

BY

THE REV. BENJAMIN MORGAN COWIE, B.D.,

AND

SCOTT NASMYTH STOKES, ESQ., B.A.,

ROYAL COMMISSIONERS OF INQUIRY, PRIMARY EDUCATION, IRELAND.

1870.

ANALYSIS OF REPORT ON MODEL SCHOOLS BY TWO OF THE ROYAL COMMISSIONERS.

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EXPLANATION OF TABLES,

INTRODUCED AT VARIOUS PLACES OF THE REPORT.

Table A, on pages 746, 747, shows the number of children found by the two Royal Commissioners in the several classes of every department, and the number of teachers pupil-teachers and paid monitors in charge of them.

Table B, on page 751, shows the date at which each model school was visited, and also the number of scholars present at that time in each department paying school-fees at the Board's rates of £1 per annum, 10*s.* per annum, and 4*s.* 4*d.* per annum respectively.

Table C, on page 752, shows the number of children (whatever their age) who were individually examined in reading writing and arithmetic in all the classes above the First Book Class in every department of the model schools, and the number in each class and department who passed the examination without failure in any one of the three elementary subjects.

Table D, on page 754, deals exclusively with scholars upwards of twelve years old. It shows, under each department for boys or girls, how many above twelve years were examined in reading writing and arithmetic, how many of them failed in each elementary subject, and how many passed the elementary examination without failure; again, how many of them were examined in grammar and geography, how many failed in each of those subjects, and how many passed in both.

Table E, on page 756, consists of per-centages, by means of which the model schools may be compared one with the other. It shows under every department how many scholars in 100 are more than twelve years of age, how many are above Third Class in school, how many of that age and standing succeeded under examination in each of the three elementary subjects; and again, how many of whatever age or class passed the elementary subjects without failure. The per-centage of success ranges in boys' schools from 81 at Kilkenny down to 15 at Enniscorthy; in girls' schools from 63 at Ballymoney and Kilkenny to 14 at Trim; in infants' schools from 89 at Parsonstown to 8 at Waterford and 0 at Trim.

Table F, on page 758, shows how many years each model school has been in operation, what rent the Board pays yearly for the site, how much public money has been spent on land buildings furniture and repairs, how many children were found present, how much it has cost the State to provide school accommodation for each of these children, how many teachers are paid by the State to instruct them, how many children occupy a teacher, how much the public has paid in establishing and supporting each model school.

Table G, on page 758, shows the cost of teaching staff in each model school in 1867 and 1868, and the average cost of teaching a child in each of them calculated for 1867 upon the Board's average attendance, and for 1868 upon the numbers actually present at the Commissioners' visit. In 1867 the cost of teaching a child, whether boy girl or infant, ranged from £7 19*s.* 2*d.* at Enniscorthy to £2 6*s.* 2*d.* at West Dublin, and in 1868 from £8 19*s.* 3*d.* at Coleraine and £7 8*s.* 11*d.* at Kilkenny to £2 13*s.* 9*d.* at Dunmanway.

Table H, on page 762, shows how many of the children and teachers who were seen in each department of all the model schools belong to the Established Church, the Roman Catholic Church, the Presbyterians and other Dissenters respectively. It also gives from the Census of 1861 the religious return of the towns containing model schools.

Table K, on page 764, gives per-centages. It shows how many in 100 of the general population of each town containing a model school, were, in 1861, Episcopalians, Roman Catholics, Presbyterians or other Dissenters, and also how many in 100 scholars seen in 1868 at each model school, professed the same creeds.

Table L, on page 765, shows how many school-rooms are comprised in each department of the model schools, what is the area of those rooms in square feet, how many children those rooms would accommodate, allowing ten square feet for every child; how many children were actually present, how many square feet of school room were unoccupied, how many children the unoccupied school room would accommodate, and what per-centage of school space is unoccupied and useless. The unoccupied school space in boys' schools ranges from 83 feet in 100 feet at Newtownstewart to 31 at Bailieborough; in girls' schools from 87 per cent. at Kilkenny and Trim to 14 at Bailieborough; in infants' schools from 82 per cent. at Enniskillen to 0 at Bailieborough, Ballymena, Dunmanway, Newtownards, and Omagh, where the attendance of infants is in excess of provision for their accommodation.

REPORT

ON

DISTRICT AND MINOR MODEL SCHOOLS,

BY

REV. B. M. COWIE AND S. N. STOKES, ESQ.

A

My Lords and Gentlemen,

1. On the 29th of April, 1868, the Royal Commissioners sitting in Dublin resolved—

"That the Commissioners accept with thanks the offer of the Rev. B. M. Cowie and S. Nasmyth Stokes, esq., Royal Commissioners, to inspect and report upon the Model, Training, and Convent Schools." Scope of inquiry.

2. In offering to report on these schools, we had in view several considerations of more or less importance. Our acquaintance with the training schools in England receiving aid from the Education Department of the Privy Council would, we conceived, be a qualification for forming a sound judgment on the value of the training schools in Ireland, and we thought that by visiting these model schools in different parts of the kingdom, and also the schools in their immediate neighbourhood, we should be better able to discuss the grave questions connected with National Education in Ireland. We also intended to visit in all the places where model schools are established the bishops and clergy of the different religious bodies, to hear their opinion of present plans, and to inspire them with confidence in the Royal Commission. We hoped that we might be thus enabled to advise our colleagues and to take part in discussions at the Board with greater confidence. It was also, we thought, important to do what we could to save expense to the State, and being already in the Civil Service of the Crown we thought we should do well to offer our services to the Royal Commission thereby avoiding the necessity of appointing two more paid assistant commissioners to undertake this necessary part of the inquiry. Why undertaken.

3. The Royal Commission having accepted our offer in the resolution already quoted, we first of all procured from the offices of the National Board in Marlborough-street a list of all the convent schools connected with the Board in the places where model schools were established. We drew up forms of inquiry to help us in treating all the schools alike, and we determined on the extent to which we would examine these schools; we also thought it would be well to ask the opinions of persons of influence and intelligence residing in or near the schools as to their general reputation and efficiency. The way in which the names were selected was this. We drew up a list from "Thom's Directory" of all magistrates, clergy, and official persons whose address was given at the town where the school was situated, and addressed the following circular to them:— Form used

R. C. 3.

Royal Commission of Inquiry into Primary Education in Ireland.

4. Sir,—We have been deputed by our colleagues, the Royal Commissioners sitting in Dublin, to make a special visitation of the Model Schools established by the National Board; and we also propose, with the concurrence of the ecclesiastical authorities, to see as many of the Convent Schools throughout the country as we can conveniently undertake. to ascertain local opinion.

We are now in ———— for the purpose of performing these duties as far as they are necessary here.

And we think it right to ask you as a person of influence, and one who must be well acquainted with the general public opinion of the neighbourhood, whether (1) the ———— is generally acceptable to the inhabitants; (2) whether it bears a high reputation for successful education of children; and (3) whether, in your judgment, the money paid out of the taxes towards its maintenance is really and truly well expended for the benefit of those who have a just claim on the public aid.

If you will favour us with your views on these points, and any other remarks on the operations of the National Board in this district, we shall be glad to be aided in our inquiries by your experience; and we trust that in so important a matter we may confidently reckon on your co-operation.

We are, your obedient servants,

B. Morgan Cowie,
S. Nasmyth Stokes, } *Royal Commissioners.*

P.S.—If you are unable to reply immediately, please to address us at the Office of the Royal Commission, 46, Upper Sackville-street, Dublin.

(Name of Place),_____

(Date),_____

Reply.

(1.)
(2.)
(3.)

Remarks.

Signed,_____

5. A vast number of such letters were sent—generally on the day on which we arrived at the school we had to examine—as we intended in all cases to appear at the schools without giving previous notice. Lastly finding that the particulars of inquiry we had agreed upon would be very numerous we applied for the sanction of the Commissioners of Her Majesty's Treasury for the employment of an assistant, and having obtained their consent, we sent for Mr. Harden who had been assisting Mr. Stokes, and whose services were placed at our disposal by the Committee of Council in England. His acquaintance with schools, and with the methods of inspection and examination promised to be of great value to us, and we are glad to record here that we were not disappointed in our expectations. Mr. Harden examined with skill, and got through his work rapidly, and we were glad on one occasion to have the testimony of Mr. Bole, one of the Inspectors of the National Board, who was present during Mr. Harden's examination of children in the Coleraine Model School, to the closeness and clearness of his questions and to the accuracy of his report of the result of his examination. At a subsequent period we also had the assistance of the Secretary, D. B. Dunne, esq., who kindly undertook the examination of some of the classes and so enabled us to proceed more rapidly. We then from time to time, as occasion offered and freedom from other duties permitted, visited the schools in the following order:—

Assistance obtained.

Dates of visit.

West Dublin Model Schools,		June 18; Aug. 14.	Coleraine Model Schools,		Aug. 22.
Inchicore,	„	June 19; Aug. 31.	Londonderry,	„	Aug. 24 & 25.
Galway,	„	July 1.	Newtownstewart	„	Aug. 26.
Bailieborough,	„	July 21.	Omagh,	„	Aug. 27.
Sligo,	„	July 23.	Trim,	„	Sept. 3.
Enniskillen,	„	July 27, 28.	Cork,	„	Sept. 7, 8.
Monaghan,	„	July 29, 30.	Dunmanway,	„	Sept. 9.
Lurgan,	„	July 31.	Limerick,	„	Sept. 15.
Belfast,	„	Aug. 5.	Enniscorthy,	„	Oct. 6; April 28,'69.
Newry,	„	Aug. 12; April 23, '69.	Kilkenny,	„	Oct. 8; April 27,'69.
Newtownards,	„	Aug. 18.	Waterford,	„	Oct. 13.
Carrickfergus,	„	Aug. 19.	Clonmel,	„	Oct. 14.
Ballymena,	„	Aug. 20.	Parsonstown,	„	Oct. 16.
Ballymoney,	„	Aug. 21.	Athy,	„	Nov. 23.

6. The central model schools and training establishment in Marlborough-street we reserve for a separate report.

7. FORM OF INQUIRY PAPER.

R. C. 1. ROYAL COMMISSION ON PRIMARY EDUCATION, IRELAND.

———— School.

Forms used at inspection.

Visited on the ———— day of ———— 1868.

By ———— } *Royal*
———— } *Commissioners.*

I.—PREMISES.

General character of Buildings.

Number of rooms occupied by Children, ————

Enter here under letter any special remarks upon any of these rooms.

	Dimensions of each Room in Feet.			
	Length.	Breadth.	Height.	Ventilation.
a				
b				
c				
d				
e				
f				
g				
h				
i				
j				
k				
Total,				

Number of other rooms not occupied as Schoolrooms, ————

Describe the use of these rooms:—

What is the general state of repair?

Extent of playground, ————

Character and condition of offices.

II.—Attendance.

Numbers actually present in each room:—

Enter here under letter any special remarks upon attendance in any of these rooms.

	Teachers.		Pupil Teachers and Monitors.		Children.		No. of square feet per Child.
	Male.	Female.	Male.	Female.	Boys.	Girls.	
a							
b							
c							
d							
e							
f							
g							
h							
i							
j							
k							
Total,							

	Estab. C.	R.C.	Presb.	Others.	Total.
Population of town from Census of 1861,	——	——	——	——	——
Attendance on day of visit,	——	——	——	——	——

III.—Teaching Staff and Appliances.

No.	Name.	Office.	Creed.	Age.	Date of Appointment.	Classification.	Total Salary in 1867.
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

Inquire and state by whom, and upon whose recommendation, the Teachers were appointed, and the previous occupation (if any) of each Teacher.

Books:

Apparatus:

IV.—Cost.

What books of account are kept?

How and by whom kept?

Whether accounts are audited, and by whom?

£ s. d.

Amount of public money paid for buildings and site, ...

Date of grants, ——————

Amount of public money paid for repairs, ...

Dates of grants, ——————

Amounts for each year since 1848, paid towards Maintenance of Schools.

	By the State.			By Scholars.				By the State.			By Scholars.		
	£	s.	d.	£	s.	d.		£	s.	d.	£	s.	d.
1848,							1858,						
1849,							1859,						
1850,							1860,						
1851,							1861,						
1852,							1862,						
1853,							1863,						
1854,							1864,						
1855,							1865,						
1856,							1866,						
1857,							1867,						

V.—Registration.

Character of Registers and present condition.

Remarks upon Parentage and Age of Children.

What proportion belong to the working classes, ————————

Nominal Return of Children in first two Classes.

Name.	Age.	Creed.	Occupation of Parents.	Rate of Payment.

VI.—Results.

Names and Occupations of former Pupil-Teachers and Monitors now engaged in Education.

Name.	Employment.

Influence on neighbouring Schools in improving arrangement of buildings and methods of teaching.

Careers of old Pupils, with particulars.

Present condition of Instruction as tested by Examination of Pupil Teachers and Monitors and Children.

					Total.
Numbers actually seen in	Class 1, ———	Class 2, ———	Class 3, ———	Class 4 and higher, ———	———
Number who have been more than twelve months in	„ 1, ———	„ 2, ———	„ 3, ———	„ „ „ ———	———

General appearance and manners of Children.

8. The method of proceeding was this. On arrival at the model school, we took down from the teachers the full particulars of their staff. We counted the children present ourselves. We had the dimensions and number of the rooms—and we formed our opinion of the sufficiency of apparatus, desk accommodation, and school requisites.

Equipment and arrangement of building.

9. With respect to these latter points, it will not be necessary to go into particulars in each case; for we may say at once that we found universally the supply of books, apparatus, desks (in number), maps, &c., abundant; the rooms extremely well fitted, and, except sometimes in the infants' department, not crowded. In all the physical requisites for a school, these model schools are well equipped. The arrangement of the buildings is very much upon one type—and on this we shall have to observe. However convenient it may be to have free access to and from all parts of the building, we were somewhat astonished at the way in which the children and teachers of both sexes were brought perpetually in contact. And it was not an unusual thing to find some of the superfluous young men employed as assistants and monitors in schools where the numbers were small, in the girls' school, or in some of the numerous class rooms, passing the time in conversation with the similarly circumstanced female teachers. In this place we only wish to remark, that the plan on which the model schools have been built generally seemed to facilitate rather than obstruct the meeting of teachers and children in the different schools; and where walls were built to mark separation, there were doors, provided indeed with locks, but generally open. In such case, we thought the ineffectual separation more objectionable than the absence of all lines of demarcation.

10. Mr. Stack, the Clerk of the Board of Works, being asked by the Royal Commissioners, who was responsible for the plans of model schools, replied, that the architect was responsible, and the Commissioners of National Education. (Questions 14,445, 14,448).

11. We are of opinion that there has been a want of judgment in the arrangement of the plan in many of the model schools, and we fear that it would be unsafe to assert that no evil consequences had ever resulted from the facility with which the young people can seek one another's society.

12. The arrangement by which the infants' school is placed centrally, and lighted by a large window behind the gallery, is noticed under the head of Infants' Schools, § 151–2.

13. After the general inspection of the buildings and the staff, we proceeded to examine the children individually. In the boys' and girls' schools, each child was examined in reading, writing, and arithmetic. In the infants' school, the children were examined by classes or drafts, except in some cases, where the numbers were extremely small, but in all cases of infants' schools, all children above First Book were individually examined in reading, writing, and arithmetic. In the boys' and girls' schools, all the children who were in the Fourth and Fifth Books were examined also in grammar and geography.

Method of examination.

14. We determined to make our examination chiefly in the elementary subjects, because the real efficiency of a school is not, in our judgment, measured by the degree of proficiency which a few favourite or clever pupils can exhibit: the service rendered to the State by a model school should rather be measured by the general proficiency of children above a certain age, and we determined that we could judge of that proficiency very fairly by reading, writing, and arithmetic. In reading, if the children read intelligently, knew the meaning of words—could take up a book, open it at any place, and read on in this way without preparation—we should consider them fairly proficient. In the Fourth and Fifth Book this was always required; each child being called separately up to a table, and having a place pointed out to him to read—which then only for the first time met his eye. Questions in spelling and the meaning of words in the passage he had read followed: and then some questions in grammar, and on geography, either of Europe, or of the map of the world, or failing to find much knowledge of these, on the geography of Ireland.

15. In the meantime all the rest of the children were employed in doing sums on paper, which had been dictated to them, and in writing a letter on a subject or subjects which we assigned.

16. The arithmetic for the boys was practice, interest, proportion, three or four questions like the following being given, to be done on paper:—

Boys in Third Reading Book.

Samples of sums.

368 articles, at 9½*d.* each?
7492 articles, at £11 13*s.* 4*d.* each?
7 tons 15 cwt. 2 qrs. 14 lbs. at £10. 10*s.* per cwt.?

Boys in Fourth and Fifth Book.

Divide 16 lbs. of tea equally among 20 persons?
How far will a train run in an hour at the rate of 3½ furlongs a minute?
Make a shop bill of the following articles:—17 lbs. of butter, at 11½*d.* per lb.; 9 lbs. of tea, at 2*s.* 10*d.* per lb.; 3 dozen of wine, at £2 17*s.* 6*d.* per dozen.
A grocer bought 2 cwt. of sugar for 60*s.*, and sold it at 5½*d.* per lb.; what did he gain?
4174 articles, at £2 11*s.* 4½*d.* each?
7 tons 3 cwt. 2 qrs. 15 lbs., at £7 8*s.* 4*d.* per ton?
A train which runs 23 miles an hour, and should reach the station at noon, is then 23 minutes behind time; how far is it from the station?
Interest at 3½ per cent. on £48 9*s.* 8*d.* for 15 months?
If a farm of 70 acres is let for a rent of £125 per annum, what will be the size of a farm for which the rent is £57 10*s.*?
If 16 children can be clothed for £30 15*s.*, what will it cost to clothe 25 children?
If 12 cwt. 2 qrs. 13 lbs. can be carried 47 miles for 7*s.* 4*d.*, how far can 3 tons 11 cwt. be carried for £1 12*s.*?
If land lets at £2 16*s.* per acre, and one man pays £38 more rent than another, what is the difference in the size of their farms?
If a man pays £2 7*s.* 10*d.* rates on a rental of £30 10*s.*, what will be the rent of a man who pays £3 16*s.* 8*d.*?
If on sales producing £240 a man has gained 8 per cent. on his capital, what sum would he get if he invested his capital in a business producing 15 per cent. profit?
A starts for a walk of 26 miles at the rate of 3 miles an hour; 2 hours afterwards B starts to walk the same distance, at the rate of 4 miles an hour; what interval will there be between the times of their arrival at the end of the walk, and where will B overtake A?
A legacy of £300 is left to be divided equally among 9 persons, after 7 per cent. has been deducted for expenses; how much will each legatee receive?

The arithmetic for girls was practice, compound rules, and a shop account or bill to be made out properly and receipted. Here follow some specimen questions:—

Girls in Third Book.

From £10311 8*s.* 3*d.* take £837 19*s.* 6½*d.*
Multiply £17 13*s.* 9*d.* by 28.
Divide £501 3*s.* 8*d.* by 7.

Girls in Fourth and Fifth Book.

4738 articles, at 19*s.* 4½*d.* each?
Divide 10 guineas equally among 37 persons.
Divide 56 days 19 hours 39 minutes by 23.
Multiply 48 yds. 1 qr. 3 nls. by 37.
Divide £18 by 56. Divide £17 0*s.* 8*d.* by 31.
A shop account: 7 lbs., at 4½*d.* per lb.; 13 oz., at 9¼*d.* per oz.; 5½ lbs., at 1*s.* 3*d.* per lb.; 9 yds., at 5*s.* 7*d* per yd. It should be properly made out and receipted.
If a man gains £3 11*s.* 4*d.* on a sale of £16 16*s.*, how much is that per cent.?

Composition.

17. The writing exercise was given out thus:—"Write a letter telling me something about———" (A variety of subjects named.) The writing was estimated both for clearness and neatness, and for facility of expression. As the subjects named were within the reach of the meanest capacity, it was very seldom that we failed to get something original; and by a perusal of such efforts, very fair judgment can be formed of general intelligence in the pupils.

18. The examination of the children being completed, the particulars which were required to fill up the Form of Inquiry were obtained, and we took our departure.

Religious schools.

19. We then ascertained what schools were in existence where children could go whose parents disapproved of the model school, and we endeavoured to see something of all of these, examining if we had time; but, generally speaking, these schools were convent schools and Christian Brothers' schools, and in the south of Ireland they were much too large to allow of a thorough examination of the same searching kind as that we had given to the model school. In the north and west, where the schools were not so unmanageable, we examined several, and the results are given. We have no reason to suppose that a more extended examination would have brought out any great difference.

Visits to managers well received.

20. Before visiting the convent schools we endeavoured to see the bishop of the diocese, his administrator, or, in their absence, some official person to obtain their sanction and to inquire into any special grievances they might have. In cases where the Roman Catholic clergy had vigorously opposed the model school we endeavoured generally to find out the extent of their objection and the suggestions they would make towards the settlement of a difficult question. We are sorry to say that in this last particular we gained very little from our attempt.

Exception.

21. But everywhere we met with a courteous reception, except in Waterford, where alone the Roman Catholic Bishop made us feel that he would rather have our room than our company.

22. In all other cases we were cordially received and every desire shown to make us thoroughly acquainted with the schools, whether under the National Board or not, with the management, the proficiency of the children, and the difficulties or facilities of the work.

23. Before we proceed to lay before the Commissioners the opinion we have formed of the model schools and their value to the State it will be well to recapitulate their history, derived from the published records of the National Board.

History of district and minor model schools.

24. The proposal to establish district model schools makes its appearance very early in the history of the National Board. In their report for 1835—the second which they issued—the Commissioners give their "opinion that, in addition to the general training institution, thirty-two district model schools should be established, being a number equal to that of the counties of Ireland; that those model schools should be under the direction of teachers chosen for superior attainments and receiving superior remuneration to those charged with the general or primary schools; that hereafter each candidate for admission to the training establishments should undergo a preparatory training in one of them; that the salary of the teacher of each model school should be £100 a year, and that he should have two assistants, having a salary of £50 a year each." The Commissioners proposed to

1835. First plan.

erect all the thirty-two model schools in two years, and they estimated the expenditure of the first year for building twenty model schools at £15,000 and of the second year for building twelve model schools at £9,000. Such was the original plan—to erect a model school in every county in Ireland within two years from 1835 at an average cost of little over £700 per school, and to conduct them with a moderate staff of three teachers each at an outlay of £200 per annum. These model schools were to be directed by the head teachers. It will be seen in the sequel that this estimate, like many other estimates, has been greatly exceeded, and a different direction provided.

1844.

25. From 1835 the Commissioners' reports are silent respecting district model schools until 1844. The nine years which were to have witnessed the erection of thirty-two model schools and 5,000 ordinary schools at the expense of the National Board had passed over and little in that way had been done. Towards the district model schools nothing had been done at all.*

Charter.

26. In their report for 1844 the Commissioners "advert to a communication which they had already made to the Lord Lieutenant as to the necessity of having model schools established under their own immediate direction in the several school districts." They were "satisfied that such institutions would tend powerfully to the improvement of their schools in general," and in order to take conveyances of land they recommend that the National Board should be incorporated as "the Board which has the charge of the schools of public and private foundation in Ireland, under the 53 Geo. III., c. 2, was already incorporated." This was done accordingly by royal charter, dated the 26th day of August, 1845.

1845.

27. From the following report—that for 1845—we learn that the newly incorporated Commissioners had "called upon their several superintendents to recommend sites for district model schools," and that the communications made upon the subject were under consideration.

Six sites chosen in 1845.

28. This deliberation resulted in the selection of six sites at Coleraine, Ballymena, Newry, Bailieborough, Clonmel, and Dunmanway. Thus, in securing four out of the six places first chosen for the erection of model schools, the province of Ulster started with the advantage in this matter, which it has ever since retained. Mr. Stanley, in introducing his new plan to the House of Commons, upon 9th September, 1831, explained that the Parliamentary grant must be withdrawn from the Kildare-street Society, because, while "five-sixths of Ireland was Catholic, two-thirds of the whole benefit went to Protestant Ulster." The Board, which superseded the Society, adopted the same proportion in distributing its model schools—two-thirds to Protestant Ulster. "It is our intention," say the Commissioners in their report for 1846, "to establish one of these schools in each district; but we find that the expense will be so considerable that unless Parliament provide us with sufficient funds for the purpose we must proceed in our undertaking by slow degrees." In this year the number of districts was raised from thirty-two to thirty-four, but the intention of establishing a model school

* Early in 1840 the Roman Catholic Bishops acquainted the Lord Lieutenant with their opinion "that it would be very desirable to have a model school in each of the four provinces, as such an establishment would inspire the inhabitants of the province with greater confidence in the system of National education."

in each of them has never been executed, for while a few of the districts contain two model schools each, many districts have no model school at all.

29. In 1846 the Right Hon. A. Macdonnell,* Resident Commissioner, at the request of his colleagues, drew up a plan for the establishment of district model schools. Mr. Macdonnell defines a model school to be a school which it is intended should exhibit a perfect specimen, as far as can be, of the education you mean to have in a particular country, established with the intention that there should be a good specimen in each district of a school suited to that district. 1846.

30. The circular which was issued by the Commissioners in June, 1846, to explain "to their superintendents, for their own information and that of the patrons of the several schools within their districts, the general plan upon which they proposed that the district model schools, when founded, should be conducted," runs as follows :—

Resident Commissioner's plan.

CIRCULAR.

Education Office,
15th June, 1846.

SIR,—We enclose herewith a copy of the plan of the district model schools, in order that you may explain it to any parties desirous of applying for the establishment of such schools in their neighbourhood.

We are, sir, your obedient servants,

(Signed), MAURICE CROSS, JAMES KELLY, } Secretaries.

To Superintendents of N.S.S.

31. PLAN OF DISTRICT MODEL NATIONAL SCHOOLS.

(*a.*) That thirty-two district model schools be established, one in each school district.

(*b.*) That the rent be paid, and the schools be erected by the Commissioners, unless where a site is offered free from rent, and a portion of the expense of building the school is undertaken by the locality.

(*c.*) That in every case the district model school be vested in the Board, and be placed under their sole control, in the same manner as the Dublin model schools are, without the intervention of local patrons; the superintendent of the district acting as manager of the school, under the Commissioners.

(*d.*) That of the thirty-two district model schools, a certain portion be established in the chief towns of Ireland —the remainder in smaller towns and villages throughout the country.

(*e.*) That each model school established in large towns consist of an infant, a male, and a female school, and that each of these schools be capable of accommodating 100 children. That a small play-ground be annexed to each school; the whole school premises to be enclosed with a wall, and contain half an acre at the least.

(*f.*) That in the model schools established in the smaller country towns, the same course be followed, with this difference, that in the place of the infant school, an agricultural school be established.

(*g.*) That in each district model school, a residence for the master, and a dormitory to accommodate three candidate-teachers be attached to the male school. That a residence be supplied to the mistress of the female school in the neighbourhood of the school, and that one female candidate-teacher be placed under her care.

(*h.*) That the candidate-teachers be boarded and lodged at the expense of the Commissioners. The course of training in the district model school to last for six months, so that in each district six male teachers and two females will be annually trained—in all 256.

(*i.*) That the candidate-teachers be selected, after public examination by the superintendents, from among the paid monitors and other meritorious pupils of National schools within the district; and that such of the candidate-teachers as pass with credit through the half-year course of training in the district model school, be recommended by the superintendent to those patrons of schools who apply for teachers.

(*j.*) That after the candidate-teacher shall have passed through the district model school, shall have received the superintendent's certificate, and have served in a National school for two years, he shall be summoned to complete his education at the National model school in Dublin. But that previous to his admission he shall be examined by the professors in a course of study which shall be prescribed for all candidate-teachers as soon as they have received their certificates at the district model schools, and that he shall be rejected unless he be found thoroughly prepared in this prescribed course.

(*k.*) That from all the National schools in the neighbourhood of each district model school, a certain number of the most deserving pupils be annually selected after public examination by the superintendent, and be admitted as free scholars into the district model school, to act as monitors therein, and to receive for their services small weekly payments, as is the case with respect to the monitors in the Dublin model schools.

(*l.*) That the whole expense of building and furnishing each model school must not exceed £800.

(*m.*) That in each case, sufficient space be left for the erection, at a future time, of a middle class school-house, and an industrial department, should the Commissioners desire to establish such in connexion with the District model school.

(*n.*) That in addition to the district model school, there be built, from time to time, in each district, a few small schools, with residences for the teachers, at the entire expense of the Board, in localities too poor to found schools; that of these schools the Commissioners shall be the patrons, and the superintendents the managers; and that candidate-teachers who shall have passed through the district model schools, and young persons educated in the special class in Dublin, shall be selected to teach in those schools for the space of two years; after which time the teachers will be fit to undertake more important schools, and their places will be supplied by other candidate-teachers selected in the same manner.

32. This plan discloses very clearly the main object which district model National schools were originally designed to meet. That object was to train probationary teachers for service in ordinary schools under the Board, with the intent that after a period of trial they should be summoned to the central institution in Dublin, and there complete their course of training. Of such candidate-teachers each district model school was to accommodate three males and one female, who would remain in it for six months only. The female candidate was to reside with the mistress in a residence supplied by the Commissioners in the neighbourhood of the school. The male candidates were to live with the master on the school premises. Each model school was to stand upon an enclosed site of half an acre, and to comprise school-rooms for 100 boys and 100 girls, together with, if in a large town, an infants' school; Object of plan. Size and cost of model schools.

* House of Lords Committee of 1854; question 1570.

if in the country, an agricultural school. "The whole expense of building and furnishing each model school must not exceed £800." And it is manifest that the model schools were not designed to be middle schools, since the plan provides that in each case sufficient space be left (in the half acre, as may be presumed), for the erection at a future time of a middle-class school-house. It is equally plain that those persons who regarded the model schools as the commencement of a scheme of general education to be under the sole control of the Board without the intervention of local patrons, had some ground of suspicion, since the plan contemplates the erection from time to time in each district of small schools, with teachers' residences, at the entire expense of the Commissioners and under their exclusive superintendence.

Not to be middle schools.

Extension of plan intimated.

Instances of departure from plan.

33. Before proceeding further, we may mention a few cases to illustrate the wide departure of the model schools as actually established from the plan proposed to Parliament for their establishment. (1). Instead of adhering to the uniform standard of capacity, the model schools vary immensely in size. Belfast, the largest, will accommodate 1,630 scholars, at eight square feet per child. (2). The sites likewise vary in extent. Nearly all of them exceed the modest half acre; and Enniskillen, the latest and largest, extends to nearly seven acres of play-ground. (3). Similarly the teachers' residences vary in size. The minor schools have no dormitory for candidate masters attached to them, while in other cases there is accommodation for twelve such persons. Residences in the neighbourhood are not supplied to the mistresses, nor are the candidate female teachers placed under their care. (4). The course of training lasts longer than six months. (5). The candidate teachers who pass through the course of training in the district model schools, are often not subsequently summoned to complete their education at the central establishment in Dublin. Some of them even become head teachers of model schools under the Commissioners without any further education in Dublin or elsewhere. (6). The system of free scholars and monitors is not in operation. (7). The maximum cost of £800 for building and furnishing a model school, which must not in any case be exceeded, in no case sufficed for those purposes. Bailieborough, which seems to have been the least costly, as it is the smallest of the district model schools, cost £3,576 11*s.* 1*d.* for building and furnishing, besides £2,066 14*s.* 1*d.* for extensions and repairs. Belfast district model school has cost the country nearly £16,000 for the like purposes. Even the minor schools have every one exceeded the maximum allowance of £800, varying from £1,600 expended on the miserable structure at Ballymoney to £6,000 paid for the spacious schools at Lurgan.

Plan violated two fundamental principles.

34. Thus the plan of 1846 has not been adhered to in the establishment of district model schools. But the plan itself proposed to depart from the fundamental principles of the National Board in two particulars, which appear to us calculated *ab initio* to prove fatal to its usefulness and success. The fundamental principles to which we allude are both set out in Mr. Stanley's letter of October, 1831, constituting the National Board of Education. "The Board," writes the Chief Secretary, "will invariably require, as a condition not to be departed from, that local funds shall be raised, upon which any aid from the public will be dependent." Where aid is required from the Commissioners for building a school-house, "it is required that at least one-third of the estimated expense be subscribed, and a site for building, to be approved of by the Commissioners, be granted to them." This wise rule of requiring local effort as an indispensable condition of aid towards the erection of any school was cast to the winds in the case of district and minor model schools, with consequences to which we will presently advert. In regard to teachers, Mr. Stanley's letter prescribes that the Board "will allow to the individuals or bodies applying for aid, the appointment of their own teacher;" and the Commissioners, in their explanatory document upon the letter, "understand that the control over teachers of schools is vested primarily in their local patrons and conductors."* Similarly, the Board's earliest instructions to their Inspectors, as published in the Report for 1836, define as the first general principle of the system that "the Commissioners do not take the control or regulation of any school except their own model school," (in the singular number, viz., the model school upon their own premises in Dublin), "directly into their own hands, but leave all schools aided by them under the authority of the local conductors. The Inspectors will therefore not give direct orders, as on the part of the Board, respecting any necessary regulations, but point out such regulations to the conductors of the school, that they may give the requisite orders." Again, when, in 1850, there was discovered an ambiguity in the trust deed of vested schools respecting the absolute power of local managers to dismiss their teachers, the Commissioners (Report for 1850, page 6,) declared that "according to our rules the appointment of teachers has always rested with the patrons or managers, subject to our approval, and to them also has at all times been given the unquestioned right of dismissal of their own authority." This rule also has been systematically violated in the appointment and direction of all teachers in model schools.

* The rights of local patrons in the appointment and control of teachers have all along been regarded as of primary importance by the Roman Catholic hierarchy. So early as January, 1826, the Roman Catholic archbishops and bishops of Ireland unanimously adopted resolutions including the appointment and dismissal of teachers and permanent assistants among the measures essential to secure sufficient protection to the religion of Roman Catholic children under a system of combined education. And when, fourteen years later, in February, 1840, four of the prelates submitted to the Lord Lieutenant, an arrangement for obtaining the unanimous support of the bishops for the National system, the first of their proposals was:—"That in every National school for the mixed education of Protestant and Roman Catholic children, the Roman Catholic bishop of the diocese, the parish priest, or the Roman Catholic curate of the parish in which such school is situated, may be a patron of said school, in order that he may prevent the appointment of any teacher whose moral or religious conduct should be found objectionable, and, if necessary direct the dismissal of such teacher from so important a situation." His Excellency, in replying, pointed out to the bishops that "The Board has nothing to do with the selection of patrons, who are usually chosen by those persons whose funds have been subscribed or whose land has been given for the establishment of the schools. With them rest the appointment and dismissal of the masters, over which the Board exercises no control, except what is absolutely necessary to secure their being morally as well as intellectually qualified for the duties which they have to perform." One only exception is made by the Lord Lieutenant:—"The model schools at Dublin are under the immediate superintendence of the Commissioners, and subject to their frequent inspection, a duty which I well know is not more assiduously performed by any portion of them than by the members of your own Church."

35. In abandoning the requirement of local contributions as a condition precedent to national grants, the Board surrendered the best guarantee of economy in building the school and of popularity in conducting it; and they at the same time exposed themselves to suspicion of favoritism in selecting sites for institutions so highly privileged. In some instances, no doubt, memorials were presented to the Board, calling for the foundation of model schools; but this circumstance will create no surprise when it is remembered that a model school is a handsome building erected at the exclusive cost of the State, where the public purse enables a teaching staff of unparalleled strength to dispense the best education on the lowest terms. The description given by Archdeacon Bell* of the process pursued with the memorial in favour of the Waterford model school must be applicable to other cases :— "I am quite satisfied, from what I knew when it was in progress, that it was signed from a great variety of motives. It was carried about from house to house; some signed it for one reason, others for another. I have heard people say that they signed it because, if successful, there would be £8,000 spent in the town upon the building; others thought it would be ornamental; others no doubt approved of the establishment of the school, and thought it would be useful. But I know that it was signed from a great variety of motives. Indeed I know that some signed it because they thought that the bishop and clergy would not like it." Upon such memorials no reliance should have been placed. Had the citizens of Waterford provided a site for the model school, and contributed £2,000 or £3,000 towards its erection, the earnest of their good will would have been justly entitled to weight. No local contribution.

36. Further, in undertaking the appointment and control of teachers in the model schools, the Commissioners seem to have adopted a course which was as unwise in conception as it has proved ruinous in result. But we defer a consideration of this point till we come to the subject of "management" and continue the historical inquiry. Board appoints teaching staff.

37. In their report for 1847 the Commissioners announce that tenders have been accepted for the erection of model schools at Dunmanway, Clonmel, Bailieborough, Ballymena, Newry, Coleraine, and Trim; and that the building of six of them has been commenced. They reiterate their belief that the establishment of a primary model school in each school district, as originally contemplated, is essential to afford unity and full efficiency to the National system. 1847.

38. They further state that they have for some time had it in contemplation to establish in Dublin subsidiary model schools, similar in their general character to those in Marlborough-street, but not on so large a scale; and that they expect within a short time to make a commencement in carrying this desirable object into effect. But they offer no reasons in support of the establishment of Dublin model schools in addition to those in Marlborough-street, nor do they explain the object of such establishments, nor the considerations which induce them to characterize it as "desirable." Since every model school involves a heavy charge upon the country and a violation of the fundamental rules of the Board, we cannot, in the absence of explanation, but regard the establishment of two such schools in one locality as very undesirable indeed. More model schools in Dublin contemplated. Condemned.

39. At the close of 1848 the district model schools in Newry, Ballymena, and Clonmel were reported as ready to be opened; and those in Dunmanway, Bailieborough, Coleraine, and Trim as nearly finished. At this time the Commissioners entertained "sanguine hopes that these schools would receive the cordial support of all denominations;" although in respect to Clonmel they had received notice that the Rector, the Rev. Mr. Palliser, would "remain neutral," while one of the parish-priests the Rev. Mr. Burke, was in 1846, "dissatisfied with the exclusive control to be exercised by the Board in the sole management of the district model schools." 1848. Hopes and fears.

40. In the course of the same year the Trustees and Committee of the School-street schools in the liberties of Dublin transferred to the Board their large school premises, which had been erected in the year 1798 for the education of the poor of different religions. These schools were altered and repaired at the public expense, and continue to be supported by the Board as the West Dublin Model Schools. They are described by the Commissioners as "situated in one of the poorest and most populous localities in the city, at a considerable distance from the central institution, and where it is most desirable that large and efficient National schools should be established." We are of opinion that these reasons fail to justify the step taken by the Commissioners. About the poverty and dense population of the immediate neighbourhood of School-street there can be no question, but we think that the school premises are wholly unsuitable to be proposed as models, and that the schools are not calculated to meet *general* interests so large and pressing as would warrant a departure from the salutary rule of local management and local contributions. The original cost of erecting these schools in 1798 is said to have exceeded £2,000 and the charge on the public funds made on account of them was £435 4*s.* 9*d.* in 1848, and £1,688 1*s.* 11*d.* in 1849, when they were adopted by the National Board as model schools. They had been Sunday schools only up to 1811 when they were converted into week-day schools in connexion with the Kildare-place Society. However, before 1849, funds available for their support had fallen so low, and the attendance of children become so thin, that the Committee transferred the responsibility and the management to the National Board, who willingly accepted the trust, and indeed considered it "desirable that large schools of a similar character, with an industrial department attached to each, should be established under them in other impoverished and populous localities of Dublin," promising "not to lose sight of this important object." This pledge (very wisely, as we think), has not been redeemed. West Dublin Model Schools.

41. The year 1849 witnessed the beginning of the new experiment. In May of that year the district model schools of Newry and Ballymena were opened; Clonmel in June; and Dunmanway in August, Coleraine, Bailieborough, and Trim followed in May of the next year. The model schools at Newry, Ballymena, Coleraine, Clonmel, and Trim are described as comprising three separate departments for boys, girls, and infants, respectively, with a house for the masters, and accommodation for eight resident pupil-teachers and for domestics. To Bailieborough and Dunmanway agricultural depart- 1849. Opening of seven model schools.

* Lords Committee, (1854), q. 4867-4874.

ments were added in place of infants' schools. The cost of erecting and furnishing model schools was at once found very seriously to exceed the modest estimate of £700 or £800. "Including every expense the sum will be nearly £5,000 for each." "The amount required to support them does not exceed £400 per annum each," was the opinion of the Commissioners after one year's trial. This heavy cost induced the Board to restrict their views to the erection of no more than two new model schools in the following year, viz., at Athy and Galway.

Cost.

Fees.

42. The fees to be charged in model schools were fixed at the following scale. In the boys' and girls' room one half of the children were to be admitted at 1*d.* per week, and of the rest four-sevenths at 2*s.* 6*d.* per quarter, and three-sevenths at 5*s.*; in the infants' school one-fourth were to pay 2*s.* 6*d.* per quarter, and the remainder 1*d.* per week.

Newry.

43. The Newry school, designed for 250 children, soon filled with pupils. At the end of the first year it was attended by thirty-eight children paying quarterly 5*s.* each, by ninety-three paying 2*s.* 6*d.* each, and by 188 paying 1*d.* weekly; and the Inspector reports that there is "no reluctance on the part of the better class of artisans to allow their children to frequent the same school with those of the poorer order, provided the instruction be sound and suited to their wants; nor do they show any unwillingness to pay for that instruction a higher rate than can be afforded by their humbler neighbours." It is added, however, that "the highest rate fixed by the Commissioners is much below what the same class had hitherto to pay." At the same date the Ballymena Model School is said to be "attended by children from almost all the varied ranks or grades of society, from the intelligent and industrious labourer and artisan, the small farmer, and more wealthy landholder, up to the more respectable mercantile or trading part of the community, and even on to those of the professional class." Clonmel was very soon overcrowded, and at the end of the first year instead of a total of 210, as proposed by the Commissioners, there were on the school-rolls 128 children at 1*d.* per week, 137 at 2*s.* 6*d.* per quarter, and 102 at 5*s.*, or 367 altogether. Every social grade in the town was represented in the school, and of 528 admissions seventy-eight are returned as children of "parents who live private, clergymen, public officers, professions, &c." At Bailieborough only forty-eight out of 121 are described as children of labourers and mechanics; and even at Dunmanway "the pressure for admission at the higher rates was great, particularly from shopkeepers and farmers." In the West Dublin District Model School it was, of course, deemed miraculous to obtain a penny per head.

Ballymena.

Clonmel.

Bailieborough.

Dunmanway.

44. The earliest reports on model schools afford proof that in them, as in some ordinary schools, children were from the first admitted prematurely and retained too long. Thus, in the first year of the Newry Model School there were three scholars of two years, one of two and a half, fourteen of three, and twenty of four years of age, while fifty-seven young persons continued to attend this elementary school when upwards of thirteen.

Age of pupils.

Instruction.

45. The instruction seems to have at once assumed the form which it retains in model schools. Thus at the end of one year the boys' and girls' schools at Newry had no First-book class, while the course at Clonmel included "geometry, algebra, book-keeping, mensuration, reasoning, first principles of natural philosophy, as mechanics, hydrostatics, hydraulics, pneumatics, optics, heat, chemistry, and geology, processes of analysis and investigation, which are the best and clearest exemplifications of logic, principles of orthography and of orthoepy, natural history and zoology."

Religious difficulty.

46. Even in the infancy of model schools, the religious difficulty was not entirely unknown. Of Dunmanway it is reported that "the clergy of the Established Church, although at first apparently favourable, or at least not opposed to the attendance of the Protestant children, subsequently, however, thought proper to change their opinions, and, through their influence, the natural attendance of the children was interfered with; this influence was also extended to the Protestant operatives, artisans, and even shopkeepers, and has had the effect of inducing some to withdraw their children, and of preventing the attendance of those of the remainder." While in the visitors' observation book at Clonmel, a clergyman of the Established Church is reported to have made the following entry—"Visited this school and have but one fault to find with the system under which it is conducted, and that is that the authority of Almighty God is not acknowledged within it."

Account of Bailieborough model school.

47. The history of Bailieborough model school, county Cavan, is peculiar. It resembles the West Dublin school more nearly than other model schools, inasmuch as the premises were not originally erected by the Board, but were adopted and repaired by them at the public expense, in a locality presenting no recommendations as the site for a model school. In the year 1845, Sir John Young is said to have built, at a cost of £400, the Bailieborough school-house, standing upon an acre of ground, in a low marshy situation, and within a few yards of the fever-sheds of the union workhouse. The building contained two school-rooms, each thirty feet by twenty, with a teacher's house. It was erected as an ordinary National school for the special use of the poor. When taken by the Commissioners for a model school, "the ground was partially walled in, the play-grounds were divided, offices were erected, the walls were cemented and stanched, the teachers' apartments were removed, and converted into two class-rooms, new furniture was made, the earthen floors were replaced by boarded ones, and in fact, except the shell of the building which remains unaltered, the entire premises were re-arranged and refitted." These improvements and alterations were effected at a cost to the country of £3,576 11*s.* 1*d.*, and a further sum of £2,066 14*s.* 1*d.* of public money has been subsequently spent upon extensions and repairs. At this very considerable outlay the Commissioners have obtained a small model school, capable of accommodating 213 scholars, situated upon a low site of about one acre and a quarter, which they hold on lease renewable for ever, at an annual rent of £19. We think that the offer of £100 subscription towards the decoration of the neighbouring agricultural school, and a minister's statement respecting the extent of the Presbyterian population, which we are at a loss to reconcile with the Census returns, were considerations wholly inadequate to justify the establishment of a model school at so disproportionate a cost in the small town of Bailieborough. In 1853, the Inspectors condemned the model school-rooms, and recommended that they should be restored to the special use of the poor for whom they were originally erected.

48. In 1850, two new district model schools were in course of erection at Athy and Galway, and resolutions were taken to build two additional schools of the same class in Limerick and Kilkenny. 1850.

49. A personal change which occurred in this year, has exercised so powerful an influence upon model schools that it cannot be passed unnoticed here. The Most Rev. Dr. Crolly, Roman Catholic Archbishop of Armagh, was succeeded in that see by the Most Rev. Dr. Cullen, who opposed and defeated the design of establishing a model school in Drogheda. About the same time the Synod of Thurles was held; and shortly afterwards the Most Rev. Dr. Cullen took occasion to publish his opinion that the model schools in system closely resemble the Queen's Colleges, which had been condemned as "detrimental to religion, on account of their grave and intrinsic dangers." Henceforward the model schools, which appear from the first to have been widely disapproved by the clergy of the Established Church, encountered the decided hostility of Roman Catholic ecclesiastics. Ecclesiastical changes.

50. Not long afterwards the Commissioners found experimentally how difficult a thing it is for a mixed Board to manage schools without dissension. At the opening of the Newry and Clonmel model schools, certain quasi-religious works, which appeared on the list of books approved by the Board, had, with the knowledge and consent of two of the Commissioners, not been forced into use. Upon discovering the omission, Archbishop Whately, himself a Commissioner, and the author of one of the works in question, which he had designed to be Christian without taint of sectarianism, demanded that in *all* the model schools *all* the Board's books should be read. A protracted controversy arose within the Board, which resulted in the removal of His Grace's work from the approved list of books, followed by the resignation of three Commissioners and a lengthened inquiry before a committee of the House of Lords. Exclusion of books.

51. The Most Rev. Archbishop Murray, who had been on the Commission from its institution, died in 1852. In lamenting his decease, the Commissioners state that "our success has been greatly owing to his constant presence among us, and to the confidence reposed by the members of his Church in his great sense, experience, and integrity." The loss of Roman Catholic confidence which followed upon His Grace's demise, marks an era in the history of model schools. 1852. Archbishop Murray

52. The Board's Report for 1852 contains a phrase which seems calculated to convey a false impression. The Report mentions the success of "our district model schools, where the clergy of different persuasions *co-operate in the management* of them." The West Dublin model schools are more truly described in the same Report as "under the exclusive management" of the Board. However, a return is printed to show that in 1852, the rolls of nine model schools then in operation at Ballymena, Newry, Coleraine, Clonmel, Dunmanway, Bailieborough, Athy, Trim and Galway, bore upon them the names of 763 Protestants, and 1,350 Roman Catholic scholars. Mixed attendance.

53. Two additional model schools were at this time announced in Belfast and Dublin, and preparations were reported for the erection of those at Waterford, Limerick, and Kilkenny.

54. In some of these places the proposal to found model schools created considerable controversy. From Waterford, a memorial and counter-memorial, favourable and adverse, signed in some instances by the same persons, reached the Board. At Limerick, the Protestant bishop promoted the scheme, while the Protestant rector opposed it. Dissension.

55. In 1853, the district model schools at Waterford, Kilkenny, and Limerick, continued to be in progress of erection. At Belfast, the offer of seven large mill-owners to co-operate with the Board in the establishment of a National school, chiefly for the benefit of their workpeople, induced the Commissioners to secure a site of about one statute acre for a model school in that prosperous locality. Towards this object the neighbouring manufacturers raised about £800, which they employed in paying a fine in reduction of the annual rent charged for the site of the school. Nevertheless, the nation pays £60 yearly as ground rent, and the Commissioners have laid out upon the school buildings as much as £15,956 6*s.* 8*d.* 1853. Belfast.

56. In the same year, the Commissioners were induced—by the offer of an eligible site, and a contribution of £500 from the Directors of the Great Southern and Western Railway—to undertake the building and maintenance of a model school at Inchicore, near Dublin, to be under their own exclusive control. They deemed it of great importance that a model school of this character should be established in connexion with every principal railway in Ireland; and they promised their favourable consideration to applications of the kind. Inchicore.

57. Furthermore, as a commencement to the work of founding schools for sailors' children in leading maritime towns, they undertook to defray the expense of erecting the necessary buildings for a marine school in Belfast, and of maintaining the institution. This model school also was to be under their own exclusive management. Marine schools.

58. Upon some of the model schools, already in operation, the Inspectors did not at this time report, or their reports were not presented to Parliament by the Board.

59. In 1854, the Kilkenny model school was opened with a very small attendance, "in consequence of local opposition." Of fifty-two names on the rolls at the end of December, fifty-one were Roman Catholics. The Inchicore model railway school was completed in the same year, but the erection of the maritime school at Belfast had not been begun. 1854. Kilkenny.

60. The Board's Report for this year announces the revision and classification of their rules, and comprises the following chapter:—

DISTRICT MODEL SCHOOLS.

(*a.*) District model schools are built and supported entirely out of the funds placed by Parliament at the disposal of the Commissioners, and are therefore under their exclusive control. New Rules.

(*b.*) The chief objects of district model schools are to promote united education; to exhibit the most improved methods of literary and scientific instruction, and to train young persons for the office of teacher.

(*c.*) In district model schools, the Commissioners appoint and dismiss, of their own authority, the teachers and other officers; regulate the course of instruction, and exercise all the rights of patrons. The Commissioners afford the necessary opportunities for giving religious instruction to the pupils, by such pastors or other persons as are approved of by their parents or guardians, and in separate apartments allotted to the purpose.

(*d.*) Some of the district model schools have farms attached to them, for the purpose of affording instruction in agriculture.

1855.

61. In 1855, the model schools at Limerick and Waterford received pupils; that at Belfast approached completion; and the design of building at Londonderry was made public.

Defects in Galway.

62. By this time the Commissioners began to find, although model schools were still so recent in origin, that their exclusive management did not wholly exclude abuses. Omission to publish reports was not persisted in; and accordingly, respecting Galway model school, we now hear of "many defects in the building and in the management which call for the interference of the Commissioners"; and also, that "the schools have gradually ceased to be attended by the children of the poorer classes, and are attended chiefly by the children of shopkeepers and of the middle classes."* In the same way, the children in Limerick model school "belong to all classes in society, but chiefly to the shopkeeping and farming classes." At Ballymena, it was found that many who "were in a position to pay the higher rates" sent their children to the model school for 1*d.* a week. At Coleraine model school, the Inspector had, twelve months before, reported to the Board, that "in many important respects one of the departments was in an unsatisfactory state," and in the beginning of 1856 the report was "still under consideration." During the whole of 1855, only two visits were paid here by any clergyman, during the time of religious instruction. It is, perhaps, not surprising that the exclusive control of the Commissioners, who had not in a year found means to correct grave moral evils, obtained but little clerical co-operation. At Newry, the Inspector called for "the services of a classical master," to teach Latin and Greek to the model school pupils, at an extra fee of 10*s.* each per quarter. In Clonmel model school, the attendance for three months had been unusually low, "owing to the very severe weather, and to the windows of the school-rooms being broken and admitting the rain very freely, and the delays involved in getting in new sashes, instead of the inferior ones that had been before in use."

Ballymena.

Coleraine.

Newry.

Clonmel.

63. In reference to this model school, the Inspector makes a prudent suggestion, equally applicable to all district model schools, the importance of which could only have been overlooked in boarding-schools under the exclusive control of the Board. "It would be very desirable," he says, "if the importance of detaching the female department from that of the males were kept in view."

Males and females.

64. Of Athy, we learn that, in spite of advertisements and circulars, the model school opened in 1852 with an attendance of thirteen boys, one girl, and one infant; and that in May, 1854, "a laxity of discipline prevailed through the establishment." Similarly at Kilkenny, "though the opening of the schools had been advertised in the local papers, and brought under the notice of the public still more by placards, posted through the town and neighbourhood, yet the attendance on the day of opening was limited to fourteen in the boys' school, four in the girls', and four in the infants' school."

Athy.

Minor model schools contemplated.

65. In 1854 the Government had "empowered the Commissioners to build a limited number of ordinary National schools in the *poorest localities* in Ireland, *in which local subscriptions cannot be raised,* at the entire expense of the State—not to exceed £400 each; these schools to exhibit the best specimens of what good ordinary National schools should be. They are to be under the exclusive control of the Commissioners, who shall have power to appoint the teachers, &c.; and in cases wherever it is practicable, to appoint *Committees composed of Protestants and Roman Catholics to visit and superintend them,* under the direction of the Board." This recommendation originated the Board's minor model schools, which however do not conform to the Government suggestions either in poverty of localities, or in character of buildings, or in cost, or in mode of management.

66. These new schools were at first described as "ordinary National schools, designed to exhibit the best specimens of what this class of schools should be." They are now known as minor model schools, and are included in this Report. They differ from district model schools in containing no boarding establishment for candidate or pupil-teachers; and, being so far in less imperative need of local management, they may be regarded as not equally exposed to censure. But, since in them one of the primary objects of the district schools, viz., the preparation of teachers, is abandoned, so the profligate expenditure incurred in erecting ordinary National schools *e.g.*, £4,494 17*s.* 2*d.* at Carrickfergus, and £6,763 19*s.* 3*d.* at Lurgan, fairly lays them open to the condemnation of the taxpayer. The nomenclature, indeed, is not free from confusion. Thus the very inferior structure at Ballymoney, opened in 1856, is sometimes styled a minor model school, and at others a literary and agricultural model school. In truth, it is unfit for imitation by schools of any class.

Marine schools abandoned.

67. In 1855 the marine schools, which were to have been erected at the national expense and under the Board's control in the leading seaport towns, appear to have been wisely abandoned, or at least to have subsided into the more moderate plan of adding maritime departments to the model schools of Limerick, Waterford, and Londonderry. In the same year the course of training for pupil-teachers in the several model schools was extended from one year to two, and the stipends of paid monitors in the same schools considerably increased.

1856.

Preference shown to Ulster.

68. The Commissioners in 1856 opened the Ballymoney Literary and Agricultural Model School, and resolved upon erecting seven more of their specimen National schools at Carrickfergus, county Antrim; Monaghan, county Monaghan; Newtownstewart and Omagh, county Tyrone; Bandon and Youghal, county Cork; and Parsonstown, King's County. As the schemes in favour of Bandon and Youghal were never carried out, the sites of all these minor model schools which were eventually built, as well as Lurgan subsequently selected, are in the province of Ulster, with the single exception of Parsonstown.

1856.

Enniscorthy built without prospect of success.

69. In their report for 1856, dated 14th August, 1857, the Commissioners state that they "have decided upon establishing a district model school at Enniscorthy, county Wexford, and are in correspondence with reference to a suitable site." We have seen that the district model schools at Athy and Kilkenny were at their opening attended very badly indeed. Doubtless the Commissioners indulged hopes of larger success in those towns; but we now find them laying out £6,500 of public money upon a district model school at Enniscorthy without any support from the Established Church,

* In spite of the respectable position of the children, the Inspector records that, after the public examination, he divided £15 of public money among the most deserving pupils, in sums varying from 1*s.* to 10*s.* Such gratuities to middle-class children, seem too much like State bribes.

in face of a decided and well-reasoned declaration of hostility from the Roman Catholic bishop who represented eighty-eight per cent. of the population, and in spite of a strong remonstrance from their own Head Inspector. In such a case it would really seem as though the squandering of national funds and not the education of the nation were the object of the National Board.

70. Among the interesting facts recorded of model schools in 1856 we observe at Athy that "the private schools previously existing have all but disappeared," while on the rolls of the model school there are twenty-three boys and twenty-seven girls above fifteen years of age; at Coleraine that "nothing has as yet been done towards making permanent improvements in the male department," so that the abuses, now of two years' standing, remain still unredressed under the exclusive management of the Commissioners; at Ballymoney that about £400 had been locally contributed towards the building expenses, and that the Commissioners give the whole amount of fees to the teachers here in place of one-half, as in a district model school.

71. May, 1857, witnessed the opening of the great model school in Belfast. 1857.

72. In the same year a site was obtained for the Londonderry model school, and the resolution taken to erect a model school at Newtownards, county Down, upon a site given by the Marquess of Londonderry. These are district model schools.

73. The Commissioners further report that at Carrickfergus, Monaghan, Newtownstewart, Omagh, and Parsonstown they have leased land "for the erection of schools designed to exhibit the best specimens of ordinary National schools." These were to be minor model schools.

74. We cannot refrain from noticing once more that, with a single exception, all the Board's model schools now spoken of, whether district or minor, are situated in the province of Ulster. It was, doubtless, the opposition generally offered to their scheme by Episcopalians and Roman Catholics throughout three of the provinces of Ireland which at this time drove the Commissioners to pitch their model schools in places inhabited by considerable bodies of Presbyterians in Ulster. But this virtual exclusion from Leinster, Munster, and Connaught should have made the Commissioners reflect that their plans, however acceptable to a particular section of the community, could not fairly be considered national; and further, that the taxpayer may righteously complain of the enormous cost and grave injustice of founding and maintaining model institutions which, under the name of combined education, in reality displeased all sects but one. Presbyterian localities favoured.

75. The reports for 1857 record the failure of the Inchicore Railway Model National School. Already in 1856 it "had not in at least the girls' and infants' departments been a successful institution;" and in 1857 a decrease of attendance took place in the boys' school of thirty-three, or 21·7 per cent. "It was, no doubt, very disheartening to teachers highly qualified and classed and used to schools largely attended to have had to deal daily with small classes and with children who made it a compliment to attend," and these "circumstances, entirely beyond the male teachers' control, caused a large number of pupils to withdraw." This railway model school was intended for persons connected with the Great Southern and Western Railway Works, "but the school register shows that a very large per-centage of the attendance consists of children whose parents have no connexion with these works." The evening school had likewise failed. "It dragged out a kind of lingering existence till 1st June, when it was closed by order of the Board." It was to be re-opened on advantageous conditions for further trial, but "such are the apathy and indifference" that the Inspector "doubts if twenty persons will be found to avail themselves of the opportunity of attending this school." In short, the Board's exclusive management was not more popular with railway mechanics than with clergymen; and though the Inchicore school is still supported at the public charge, yet the experiment of founding railway model National schools has not been tried again. 1857. Failure of Inchicore.

76. As the Inchicore model school will not be further mentioned in this outline of the history of model schools, we may introduce here a remark made in a subsequent report. "The past history of this school," says the Inspector, "short as has been its existence, affords a strong proof of the advantages of exercising a strict and vigilant superintendence over the conduct even of model school teachers." The remark indicates clearly enough one class of difficulties attending upon the exclusive control over schools retained in the hands of a Dublin Board. Model teachers need managers.

77. In the course of 1858 the Commissioners convinced themselves that the central schools were unfitted by their great size and large attendance to serve as models for the teachers in training, whose schools ordinarily are limited in extent and attended by small numbers of pupils. Accordingly, they began to erect seven additional schools in Marlborough-street, varying in their dimensions and corresponding more closely than the central schools in arrangement and attendance with the various grades of ordinary National schools spread over the country, whose teachers it is the business of the central normal institution to instruct and train. The Commissioners failed to perceive that the same reasons would lead to the establishment of various grades of small schools contiguous to most of their district model schools, and that no group of town children, however small, will truly represent a rustic school. 1858. More schools in Marlborough-street.

78. The premises of the Londonderry Model School were at this time advancing under the Board of Public Works, now charged with the building and repair of vested schools, and leases of sites for model schools at Enniscorthy and Sligo had been perfected.

79. At Omagh the building of the minor model school—a designation now first employed—was finished, and contracts concluded for the erection of similar schools at Carrickfergus, Newtownstewart and Parsonstown.

80. The establishment of these model schools, as of others subsequently determined on, received no countenance from Roman Catholics. Of the older model schools it is true to say that the ecclesiastical authorities of the Roman Catholic Church regarded them at their first institution with feelings of neutrality, if not of positive favour. Now, however, the experiment involved in the Board's exclusive management of schools was believed to have been worked out, and proved a palpable failure. Henceforward there was no ambiguity, and the Board spent many thousand pounds upon schools at Londonderry, Sligo, Enniscorthy, Omagh, and the rest, without the slightest hope of conducting them as models of united education. From this time the model schools became for the Roman Catholic opposition.

majority of the people the scene of a contest between the strength of religious principle and the allurements of temporal advantage; and the Board appointed "to superintend a system of education from which should be banished even the suspicion of proselytism" imitated in effect the example of the Charter and Souper schools. The principles of the Roman Catholic Church ("to which in any system intended for general diffusion throughout Ireland the bulk of the pupils must necessarily belong") are totally at variance with the principle of exclusive control over schools and boarding-houses by the National Board. Previous failures might have taught the Commissioners that "when this opposition arose, founded on such grounds," their scheme could not succeed.

Boarding system unsuccessful.

81. About the boarding system even the Board's Inspectors begin now to express doubt. One of them (Mr. Hunter) fears, in 1858, that "the pupil-teacher system, as carried out in the model schools, has not been productive of all the good results that were anticipated from it; while the paid monitress system has been highly satisfactory. The pupil-teachers (who are boarders) are costly, and sometimes inefficient. The paid monitresses (who live at home) cost less, they require less supervision, and their services are generally very efficient; while ultimately they become successful and active when required to engage in the business of teaching on their own account in an ordinary National school."

1859. Omagh.

82. The chief event of 1859 was the opening of the Omagh minor model school, where "no application was made for the admission of any Roman Catholic pupil." Nevertheless, the school is described by the Commissioners as "in a flourishing condition." At Limerick and Clonmel, as well as in Omagh, we now hear of the active opposition offered to model schools by the Catholic clergy.

1860. List of district and minor model schools closed.

83. In 1860 the district model schools at Londonderry and Enniscorthy are reported to be completed, and those at Newtownards and Sligo to approach completion. A site in Cork for the model school had been selected, and the Enniskillen school was in contemplation. Thus the number of district model schools reached nineteen—a number which has not been exceeded up to 1869.

84. At Parsonstown, Carrickfergus, and Newtownstewart, minor model schools were now in operation. Monaghan was nearly finished, and a site had been taken at Lurgan. Minor model schools have not been multiplied beyond seven.

Distinction of "minor" and "district" not preserved.

85. The minor model schools began soon to tread upon the heels of the district model schools. The *minor* model school in Omagh is reported to be in no respect inferior to *district* models in other towns, and the Commissioners were induced to sanction the appointment of additional teachers, and of a small staff of pupil-teachers of a higher grade, and with a higher rate of salary than the paid monitors. These appointments were made, of course, at the public expense. It is further mentioned that "no Roman Catholic clergyman visits the school. The efforts that have been made by their ecclesiastical superiors to prevent the attendance of pupils of that denomination have been wonderfully successful."

1861.

86. In 1861 the sets of additional schools contiguous to the central schools in Marlborough-street are reported to be in satisfactory operation. The district model school at Londonderry had been opened, and Newtownards and Enniscorthy completed. Of minor model schools, Monaghan and Newtownstewart were in operation, and Lurgan was advancing towards completion.

Religious difficulties.

87. At this time Newtownstewart minor model school had admitted one Roman Catholic boy, and one Roman Catholic infant in a total of 103 pupils. At Monaghan minor model school the only clergymen who attend for the purpose of giving religious instruction are the Presbyterian. Carrickfergus minor model school opened "under rather unfavourable circumstances;" but "a kind of kindly feeling sprung up," so that at the end of the year the rolls bore the names of twelve Roman Catholic children out of 204. At Kilkenny the active opposition of the local clergy to the model school had not sensibly diminished; and at Waterford parents frequently withdraw their children without assigning any cause, but subsequently re-enter them at the model school through dissatisfaction with their progress in other schools. We are told that "this of course might fairly be expected, for the ample teaching staff in the model school renders it unnecessary to resort to the baneful practice of leaving any class under the exclusive charge of monitors." We are not, however, reminded that the practice condemned as "baneful" must of necessity be followed in ordinary National schools, while the ample teaching staff of model schools is provided at the public cost.

1862.

88. In the month of August, 1862, the district model schools at Newtownards and Enniscorthy first received pupils.

Newtownards

89. Newtownards had upon its rolls at the close of the year 356 scholars, of whom two were Roman Catholics. Eight of the teachers professed the faith of this small minority. In adverting to these circumstances, the Inspectors explain that Newtownards is peculiarly a Presbyterian locality (of the population, sixty per cent. are Presbyterians), the other denominations being relatively small. The Roman Catholic clergyman having in the spring built a new school-house, naturally made extra efforts to induce the children of his own denomination to attend that school. In any case there could not be any considerable number of Roman Catholic children (of the population, twelve per cent. are Roman Catholics), but they have no doubt that ultimately, and at no very remote date, the Roman Catholic denomination will be fairly represented. At our visit in 1868 we found present five Roman Catholic pupils and four Roman Catholic teachers. From the Inspectors we further learn that the incumbent of the parish, being opposed to the system of National education, does not visit the model school; we had the pleasure of meeting him, and found that his opposition did not certainly arise from want of intimate acquaintance with its working.

Enniscorthy.

90. But if the small proportion of Roman Catholics in Newtownards—only twelve per cent., or 1,126 persons—accounted satisfactorily for the absence of Roman Catholic pupils from the model school, the same could not be said of Enniscorthy, where eighty-eight per cent. of the inhabitants are Roman Catholics, and the professors of all other creeds taken together make up twelve per cent., deemed so small a proportion in Newtownards. Yet at Enniscorthy "the determined opposition manifested to the model school by the Roman Catholic bishop and clergy is such as almost entirely to exclude the people of that denomination from the advantages which the establishment offers. This opposition is the more inexplicable when it is considered that out of the three principal teachers who are appointed, two are Roman Catholics." But the Inspector might have spared the last remark, since the bishops' objection was not pointed in any case at the teachers' creed. It might indeed be a blunder in the Com-

missioners to appoint Roman Catholic teachers to a school which Roman Catholic children would shun. But such appointments were little likely to remove objections founded on totally different considerations. The report goes on to say:—"There is a school in Enniscorthy endowed from Erasmus Smith's funds, and energetically supported by the Protestant clergy. That school would probably afford sufficient accommodation for the Protestant population of the town and neighbourhood. Every effort is made by those interested in that school to prevent any of the children being withdrawn, and to secure for it the largest attendance possible. Under all these discouraging circumstances it is not matter of surprise that hitherto the attendance at the Enniscorthy model school has been very low."

91. All these discouraging circumstances were forcibly impressed upon the Commissioners before the model school was built or the site leased. Yet they deemed it consistent with their duty to the nation to lay out £6,500 of public money upon a school opposed by Roman Catholic and Protestant alike. Dissenters, who form two per cent. of the population, furnished in 1862 twenty-seven per cent. of the very low attendance at the Enniscorthy Model School. The boarding-house has never been inhabited by candidate teachers.

Troubles in model schools.

92. At the older model schools things at this time were not going well. In the West Dublin Model School "the great want of additional class-rooms has ceased, owing to the decrease in the attendance of pupils; but the want of play-grounds, the very lungs of a school, continues as great as ever." At Inchicore, "the attendance of the pupils exhibits a decrease." At Parsonstown, "the small number of Roman Catholics is owing to the active and increasing opposition of the Roman Catholic clergy." At Galway, "on the 4th January the model school was denounced by the Roman Catholic bishop in a pastoral to his clergy. The consequence of this denunciation has been the withdrawal of 199 Roman Catholic children. It is now opposed so actively that not merely the pupils are withdrawn, but the paid monitresses are directed to resign." To meet this influence exerted over monitresses, who resided with their friends in the locality, the Commissioners seem to have engaged female pupil-teachers from a distance at larger salaries, provided of course by the State. At Limerick, "the diminution in the attendance is attributable to the active opposition which the model school has experienced from the Roman Catholic clergy." At Athy, "the attendance had fallen away considerably, owing to the opposition of the Roman Catholic clergy." At Londonderry Model School, of 523 registered pupils, five were Roman Catholics.

Money prizes.

93. We have already reprobated the practice of awarding money prizes from the nation's purse to pupils of model schools.* In one of Dr. Newell's reports for 1862 we find the practice thus defended:—"At the close of our examination, we awarded prizes to the amount of £8 2*s.*, accompanied by the usual parchment certificates. In this model school, and, I believe, in all the Commissioners' model schools, these prizes continue to be highly valued; and their public distribution excites a wholesome rivalry among the pupils, and induces parents to attend and inquire into the working of the schools. Indeed in this school, the annual examinations and prizes have been directly instrumental in enabling it to withstand the opposition and misrepresentation to which it was exposed." To us it appears that if anything could surpass the impolicy and impropriety of a free State taking upon itself the entire charge and exclusive control of a few schools of one type for children of respectable families residing in a few favoured localities, it would be for the National department of education to pay for the attendance of children at those particular schools and at no others.

1863.

94. The Minor Model School at Lurgan was opened early in 1863, and the District Model School at Sligo in the autumn of the same year. By the end of December Lurgan had registered thirty-one Roman Catholic pupils in a total of 396, but Sligo model school had not attracted any Roman Catholic children at all, failing even more completely than Londonderry, which now had three Roman Catholics upon the roll in a total of 359.

Increased opposition.

95. The opposition exhibited in 1862 was still maintained, and grew even more intense. Thus "the Limerick Model School has been made the object of incessant hostility on the part of the Catholic bishop and clergy of Limerick. The result has been so far detrimental to the school, that the vast majority of the Catholic pupils have been withdrawn. Of 110 Catholic pupils, whose names were on the rolls on 31st December, 1862, only thirty-two continue to attend." Of Clonmel likewise, the Inspector reports that "the same influences, exercised in the case of this model school, however, with even still greater stringency than in Limerick, have been employed to secure the withdrawal of the Catholic pupils, and with almost entire success. Although the total number of Catholic pupils, whose names appeared upon the rolls in 1863, was 210, there are now only twenty-seven children of that denomination attending." Of Enniscorthy we read, that "the opposition which these schools had to encounter at their opening from the clergy, both of the Established and Roman Catholic Churches, has been in no degree mitigated. To such an extent has this opposition to everything connected with the establishment been carried, that teachers and monitors have been directed by their managers not to attend the usual and essential examinations, because such examinations were held in a room of the model school." At Kilkenny "steady progress was unexpectedly interrupted in the month of November, in consequence of the exertions of the Roman Catholic clergy to remove from the schools the pupils of that denomination—exertions which were so far successful as to induce the withdrawal of about fifty per cent. of the Roman Catholic children." And again: "the opposition given by the Roman Catholic clergy to the model schools has been felt in Waterford as in other places. It is chiefly owing to this that the decrease which is observable in the attendance has taken place."

Good attendance essential.

96. As the attendance at model schools diminished, some of the Inspectors began in their Reports to the Board to put forth an argument which we consider futile. They urged that the chief object of the model schools was to train teachers, and that for the purpose of training teachers a large attendance of children was not found necessary in England and other countries of Europe. But in truth the Irish model schools follow a type widely different from English normal schools. In the former, the training of teachers is an object subsidiary and inchoate. The pupil-teachers and monitresses engaged in them are regularly employed every day during the entire length of school-hours in teaching classes. If not so employed, they would be without occupation and superintendence.

* See note, p. 13.

Hence the attendance of children in a model school must be regarded as vital to the successful working of the institution.

1864. Attendance further diminished.

97. Nevertheless, concurrently with the erection of new district model schools at Cork and Enniskillen, diminution in attendance was reported year after year in the older model schools. In 1864 the total attendance at Limerick is less by sixty-two than that of 1863, and less by 134 than that of 1862. In Sligo, "only three Roman Catholics have yet been enrolled in the boys' school, and none in either the female or infants' schools. Owing to this cause the attendance is necessarily limited to a number greatly below that contemplated in the erection of the building." At the West Dublin Model School "the opposition on part of the Roman Catholic clergy is not the only one encountered. The opposition of the Protestant clergy, though silent and quiet in its working, is not less effective." At Galway "if the school had been instituted with openly avowed purposes of proselytism, it could not have been more bitterly or more perseveringly assailed. It was not to be expected that these exertions would be unproductive of result in the further diminution of the attendance at the schools." And in Clonmel, Kilkenny, Waterford, Parsonstown, and Enniscorthy "a large number of Roman Catholic parents were constrained to withdraw their children from the model schools in 1864, and others were prevented from sending theirs. The prelates of the Established Church in the dioceses in which four of these model schools are situated, being no less adverse, the schools had double difficulties to encounter in keeping up their attendance." In truth, even in the south of Ireland, model schools under the exclusive management of the National Board, found few supporters beyond the Dissenting communities.

Inefficient master promoted to be Inspector.

98. In the Report upon the Newry Model School for 1864, we find a statement which appears remarkable. "Mr. Brown, the former head master, was at the close of last year, promoted to the office of Sub-Inspector.* Since the new master took charge there is a marked improvement in the school, both as regards discipline and state of instruction!"

1865.

99. In September, 1865, the Cork District Model School was opened at an outlay of £9,762 0*s.* 4*d.*

Lures of medals and rewards.

100. The course of events continued to display unmitigated opposition from the same quarters, with perhaps, increased exertions to secure the attendance of children. Thus, at Belfast, "in addition to the premiums granted by the Commissioners, amounting in value to £40, the Inspectors were favoured with premiums given by Robert Patterson, esq., F.R.S., for knowledge of natural history, with three silver medals presented by Dr. Wales, of Belfast, whose sons attended the school, and with two silver medals given by the Head Inspector." And in Londonderry, the Irish Society granted £50 annually, to be distributed in prizes to the pupils of the model school.

1866. Cork. Presbyterians maintain a separate school.

101. The only novelty presented in 1866, is the first Report upon the district model school in Cork, which had now been in operation for upwards of a year. Of the attendance, we learn that "the Protestants are represented as largely as can be reasonably expected, particularly as the Presbyterians zealously maintain a National school under their own management, and taught by teachers of their own denomination. It is, of course, in the Roman Catholic element that a very conspicuous deficiency is observable, occasioned by the unceasing hostility of the Catholic bishop and clergy."

Ballymoney condemned.

102. We observe this year a condemnation, to which we subscribe, of the buildings of the Ballymoney minor model school. "A great mistake was made at the time of erection, in not building the house several feet wider." Nevertheless, "numbers of advanced boys and girls come from a considerable distance to finish their education at this establishment."

Trouble in Coleraine.

103. Coleraine model school was still in trouble. "The falling off in the attendance at the boys' department has been so rapid and so considerable, that it must be attributed to the unsatisfactory way in which the business of the school has been conducted during the past year." In a previous report, the Inspector had exposed the "low proficiency" of the pupils, but it seems that the exclusive control of the Commissioners applied no remedy until the boys abandoned the school.

The wealthy of Belfast escape fees.

104. In the Belfast model school, the Inspector was "rather surprised at the number and respectability of the parties, who during the year claimed exemption from the higher rates, which are so extremely moderate as compared with the amount and quality of the instruction imparted, and such as can rarely be had on any terms in non-National schools."

Age of pupils in Dunmanway.

105. At Dunmanway, one of the few model schools still freely attended by Roman Catholics, the *average age* of the boys in 1866 was said to be 12·1, and of the girls 12·4 years, and 218 young persons, in a total attendance of 510, were over twelve years of age. A primary school, which detains so many young persons from entering upon the practical business of life suitable to their station, confers, in our opinion, a very doubtful advantage upon any locality.

Trim.

106. The case of Trim model school deserves particular notice, as the Commissioners have treated it differently from any other of their model schools. The general rule of model schools is, that no pupils are admitted free of charge; but at Trim, partly from the poverty of the place, and partly because no ordinary National schools are at hand, the Commissioners not only admit many children without payment of any fee, but are even in the habit of making compensation to the teachers for the loss of the fees. Here then at least, if not in the other model schools, surely the education should be adapted to the sons of poor labouring men, whose first duty it must be, as early as they can, to earn a living by honest toil. In such a school as this, the public examination in 1866—the last year for which full reports are before us—comprised "book-keeping, the different books and accounts used, method of opening and closing accounts, and what the different sides of accounts show; algebra—objects of—how it differs from arithmetic—uses of signs and characters—simple rules and equations; acoustics—nature of sound—sonorous bodies—sonorous waves—velocity of sound—vibrating strings—nature and mode of producing sounds, echoes, resonance, and the general principles of pneumatics; optics—objects of—nature and velocity of light—reflection—refraction—dispersion—lenses—mirrors—microscopes and telescopes; astronomy—solar system—parallax—how the distances of the heavenly bodies are calculated—method of finding the angular unit, with its application to the measurement of distances generally." The unsuitability of such a course to the

High course of education for destitute boys.

* Since 1866, the Sub-Inspector of National schools is called "Third Class District Inspector."

condition of poor working boys in Trim, unable to pay in school-fees even one penny a week, makes the model school a mockery.

1867. Enniskillen.

107. In 1867 the last and most extravagant of the model schools was opened at Enniskillen. Erected at a cost of £9,357 10*s.* 11*d.*, upon a site of 6A. 3R. 23P. held on lease for ever at a ground rent of £68 18*s.* 9*d.* per annum, in a town of 5,774 inhabitants of whom 3,235 being Roman Catholics, will not approach it, and face to face with educational endowments of great magnitude, this model school crowns the Commissioners' work, and forms a complete contrast to the original design.

Selection of localities for district and

108. We are unable to discover the principle upon which the twenty-six localities favoured by the Board in the establishment of model schools have been selected. The returns, which are analyzed in the Appendix I. exhibit a curious diversity in the origin of these schools. The Commissioners themselves in 1845–6 fixed upon Coleraine, Ballymena, Newry, Bailieborough, Clonmel, and Dumanway. A local appeal did indeed issue from Newry, but it contemplated an institution of a different character from the Board's Model Schools, since the memorialists raised local contributions for the school and undertook to form a local committee of management. Want of means of education does not appear to have guided the Commissioners' choice, since they established the Coleraine Model School in the midst of schools of all kinds; the Ballymena Model School, with ten National schools within three miles of it, besides a diocesan school, male and female parochial schools, a Methodist school, and four or five private schools; the Clonmel Model School, where two very large schools for Christian Brothers and Sisters of Mercy were in course of erection in addition to several endowed schools; and at Bailieborough they merely converted an ordinary National school into one of their model schools. At Athy there was no National school within four miles, but here the Duke of Leinster's agent applied for a Model *Agricultural* School, and it was only when the Board informed his Grace that if he was willing to accept "a *district* model school with an agricultural department attached" (instead of a Model Agricultural School which would involve some local contribution), they would undertake the entire cost of building and supporting the school, paying besides a fair rent for the land, that the Athy Model School was resolved on. Ballymoney was actually started as an Agricultural Model School, with a local contribution of £400. At Belfast seven manufacturers, employing 4,000 hands, and determined to have a school for their work-people, raised £800 for the purpose of erecting an ordinary one, and they applied to the Commissioners, who built for them the Belfast Model School, at a cost of £16,000, and of a character suitable for the education of their borough member's relatives. Sir T. Redington, one of the Board, "counselled the application" from Galway. The Commissioners being themselves "desirious that a model school should be built in Limerick," asked the Established Church Bishop to point out a site, which was found close to barracks with six permanent schools within five minutes' walk and another large school about to be erected "immediately opposite." At Newtownards a Presbyterian minister applied for a model school, and the Marquess of Londonderry gave a site of two acres, rent free, with a generosity unique in the history of the Board's model schools. At Sligo the Board's superintendent was "directed by the Commissioners to look out for a site," who thus took the initiative, anticipating the memorial "got up principally through means of the Presbyterians," who numbered 220 in a town of 12,000 inhabitants. At Trim an application for a large ordinary school *or* a model school, came in 1846 from the "scarcity committee," who avowed that their great object was the relief of the starving poor by means of a considerable expenditure upon new buildings, and the Commissioners took occasion to erect one of those model schools which they were "anxious to establish throughout the country." A committee of the Board was appointed to select the localities in which minor model schools should be erected;* and Parsonstown, Omagh, Carrickfergus, and Monaghan were thus chosen, together with Ballycastle, Ballyclare, and Bandon, subsequently abandoned. But the school at Lurgan was demanded by Lord Lurgan, who leased a site to the Commissioners at an annual rent of £34 and obtained peculiar privileges under the trust deed; and Newtownstewart was conceded to the Protestant rector of Ardstraw and built upon a site adjoining the Protestant church. As at Coleraine, Ballymena, Clonmel, and Limerick, so at Sligo, Carrickfergus, Enniskillen, and Enniscorthy, the Commissioners established model schools at the public cost in localities abundantly supplied with means of education. They are therefore precluded from complaining of the competition which in several places has almost emptied their model schools.

Minor Model schools.

Small number of Roman Catholics in model schools.

109. The Board's Report for 1867 claims 6,581 Roman Catholic pupils as having had their names at some time or other during the year, upon the books of one or other of the twenty-seven model schools, including the central institution. Returns of this kind are most fallacious; but taking the figures as given, we observe that of the 6,581 Roman Catholics, no fewer than 5,051 are returned on the rolls of model schools in Dublin, Belfast, Bailieborough, Dunmanway, and Trim, which have enjoyed a kind of ecclesiastical toleration; while the other twenty-two model schools, situated in towns having an aggregate Roman Catholic population of 224,133 persons, only claim 1,530 Roman Catholic pupils as in some sense attending them. In these twenty-two places, the number of Roman Catholic scholars to 100 Roman Catholic inhabitants is just ·68, or 10,000 Roman Catholics yielded sixty-eight children, who at some time or other in 1867, perhaps for a day or two, attended at a model school. The Commissioners in another table show, that 17,631 pupils on the rolls of their model schools, for the year 1867, produced an average daily attendance of 8,059. At the same rate, the 1,530 Roman Catholic pupils on the rolls of twenty-two model schools, would represent an average attendance of 699, or thirty-one model scholars in every 10,000 Roman Catholics. These figures indicate the complete failure of model schools, as part of a National system acceptable to the majority of the people. History, it has been said, repeats itself; and the failure of district model schools under the National Board cannot be better described than in the words employed by the Commissioners of Education, in 1825, to characterize the failure of the Kildare-place and other societies which they considered so complete as to demand a new system of confidence and impartiality to be inaugurated by the National Board. "The Roman Catholic clergy," say the Commissioners of Irish Education Inquiry, "do not rest their opposition to these societies on the ground that proselytism has actually been effected by them, but on an allegation that such is their object; that such is the tendency of their

In their failure model schools resemble Kildare-street schools.

* See Appendix V.

schools, and that such might be the effect of their system if it were allowed to prevail. Whatever may have been the nature of the opposition which the Roman Catholic clergy have given, we had abundant opportunities of seeing that it had been very generally exercised, and its effects were apparent at the time of our inspection, in the altered state of by much the greater part of the schools. That their exertions to remove the children are not made with equal success, or with equal resolution in all cases, is naturally to be expected; but that they have been to a great degree successful, and will to the utmost be persisted in, we are led seriously to apprehend." We entertain a similar apprehension in 1869, and hence we reach the same conclusion, that "the existing establishments, whilst they continue to act on their present rules, cannot provide such a system of education as shall be cordially adopted and generally supported."

POSITION.

Sites generally well chosen. Exceptions.

110. The position of the model schools is generally well chosen. They are often near the railway station, giving an opportunity for children to come who live at a distance from the town, though this is not always the case, for at Coleraine the model school is much too far from the town. The Omagh and Trim model schools are inconveniently placed with respect to the railway, and are in low, damp situations. We were rather surprised to find that such spots had been chosen.

111. The Galway model school is at an inconvenient distance from the town; but on a good and healthy site. In Limerick the school is in the best part of the city, away from the poor, and close to barracks. At Parsonstown the site is low and remote, and at Carrickfergus it is liable to floods. With these exceptions the situation of the model schools has been well chosen; and the contiguity of many to the railway station marks the intention of the Board to make them middle class schools for an area much larger than that of the town where they are built.

BUILDINGS.

Buildings grand.

112. Our first impression of the external aspect of the buildings was that they were very ambitious and needlessly expensive. In Dublin they are no fair specimen. The West Dublin model schools are held in an old building which is commodious enough, and if it were in a better part of the town it would be frequented by middle class scholars as others are; but being in a poor district, it is not a model, but a large school of the National type. It is neither in arrangement or sightliness like any other.

113. The Inchicore model school is only "model" in the sense of having a larger staff of teachers than is necessary to teach the small number of children frequenting it. The buildings are on a modest scale, quite sufficient; with one defect, however, that the infant school must be used as a passage to the girls' school.

114. The Galway model school has good buildings on a large piece of ground which is open as a public promenade, and we thought that the expenditure of money out of the Parliamentary grant for the education of the poor was not justifiable for such a purpose.

Exceptions.

115. At Ballymoney the buildings are poor; the rooms low and small.

116. The schools at Bailieborough were National schools for a small town, made into model schools at the request of Sir J. Young, the proprietor of the site. They present no model school feature in the way of buildings. These are inferior in character and extent.

117. In Dunmanway, the buildings represent good National schools for a small town.

118. We will now give particulars of a few of the more ambitious schools:—

Cases of extravagance.

119. *Sligo.*—An expensive structure, on leasehold land; rent at £48 a year for 500 years. It cost £7,824 16*s.* 5*d.* for erection; £108 5*s.* 6*d.* for furnishing and fitting; and £388 18*s.* in subsequent extensions and repairs; total, £8,321; and the rent of £48 a-year may be looked upon as worth about £1,200. So the cost of this model school building may be taken at £9,500. It is convenient according to the model school plan, which we have criticised before, except as regards the play-ground, which is on a steep stony bank.

120. *Enniskillen.*—Opened only in 1867; cost £9,451 9*s.* 3*d.*; on a perpetual lease; rent at £68, estimated at £2,000, gives the cost of this school about £11,500.

121. *Cork.*—An expensive site, for which a rent of £105 for 200 years is fixed. The buildings are very large and handsome. They cost for erection £9,495 9*s.* 5*d.* Furnishing and fitting, £266 10*s.* 11*d.*; and in subsequent repairs and extension, £79 14*s.* 7*d.* Total, £9,841 14*s.* 11*d.* This makes nearly a total cost of £13,000.

122. These three are the last model schools the Board has erected. They represent over £30,000 invested, and are in striking contrast with some of the earlier model schools in expensive elevation and extent.

PLAYGROUNDS AND OFFICES.

Playgrounds.

123. In general the model schools have good playgrounds attached to them for the separate departments of the school, and in this respect there is everything to commend. With few exceptions the out-offices are conveniently situated, and kept in decent and sufficient order. In one case (Dunmanway) the arrangements were defective and ought to be remedied; at Bailieborough and Newry the drainage was bad.

INTERNAL ARRANGEMENT OF SCHOOL-ROOMS.

Arrangement of interior.

124. There is not much to report as to the internal arrangement of school-rooms, except that the plan adopted has been a very expensive one in the more ambitious establishments. The principal school-rooms are on one type—something like the Lancasterian plan in England. Large blocks of desks in the centre of the room facing the master's rostrum, with space between the desks and the outer walls for classes in small groups.* There is generally an abundance of class-rooms, not only for the general business of the school, but for music and drawing classes, and classes in elementary science.

125. These are less in number, and sometimes inconveniently few, in the minor model schools, which are often not much beyond the type of a good National school.

126. The general arrangement of the infants' school-rooms is faulty. We have mentioned this elsewhere, under the head "Organization." See p. 749.

MASTERS' HOUSES AND PUPIL-TEACHERS' ACCOMMODATION.

127. No residence is provided for the female teachers, but only for the master of the boys' school. Where pupil-teachers are allowed, a portion of the master's house is fitted up for their reception—a common dormitory and common sleeping room, which are generally convenient and sufficient. The separation from the domestic establishment is not always as well managed as we should have desired; but no remarks can be universally applicable.

* Except at Galway, where the parallel desks are arranged on one side of the room.

128. Sometimes, when an agricultural department is connected with the model school, as at Belfast, the pupil-teachers go out to the master's residence on the farm, and are lodged there. This is also the case at Bailieborough, Limerick and Kilkenny. Boarding Accommodation.

129. The special attention of the Inspectors should be called to the question, whether the pupil-teachers' quarters are properly situated, and carefully separated from the rest of the house, and if this is not the case, measures should be taken to secure what is needed, and remedy any defects.

130. As might be expected where the number of teachers is largely above what is needed for the actual work of teaching, the registers are neatly and fairly written in most cases, and they are marked with apparent regularity. Registers. Registers neat,

131. In some cases the admission register is well filled up with the full account of the child's school career and the re-admissions marked in red ink, but this is not invariably the case.

132. The importance of accuracy in matters connected with registration and averages is not recognised. As an example, on examining a model school which we visited on Saturday, and inspecting the registers, we found the average daily attendance for the week was not found in the usual manner. The school being open on Saturday the number of children attending on that day was small, and so the practice in finding the daily average was, to divide the total number of attendances for the six days by five instead of by six, so as to make it appear that the average daily attendance was greater than it really was. The number of children attending on the sixth day was taken, but this number merely served to increase the number of children who had attended on the first five days; and so give a fictitious result, magnifying the popularity of the school. but inaccurate. Example of false calculation.

133. We were assured that this was done by direction of the Inspector, and it was supposed that the plan was adopted by orders from head-quarters. When we expressed surprise at such a trick as this, the head teacher *naïvely* remarked that if the average were taken by dividing by six, it would bring down the average daily attendance for the week too low;" thereby indicating his ignorance of the meaning of average attendance and a total disregard to the value of statistical information.

134. We do not know to what extent this practice has prevailed, but it vitiates all results derived from the stated average daily attendance in model schools, as will be clearly seen by this example. Suppose the school referred to above was open for forty weeks in the year. The average daily attendance actually returned in the report for 1867 for the boys' school is 37·4. This result was arrived at by reckoning only five school days instead of six school days in the week so the actual number of attendances made in the year was $37{\cdot}4\times40\times5=7480$. Restoring the true number of days the school was open instead of the fictitious divisor, we get for the true average daily attendance $\frac{7480}{40\times6}=31{\cdot}2$— or one-sixth less, as it ought to be.

135. It would be very unsatisfactory to the promoters of these schools if it should be found that the scanty average daily attendance in them returned by the Commissioners ought to be corrected by cutting off one-sixth when it is calculated honestly. We are not, however, able to say that the false mode of calculation is universal. But there is a general anxiety to manufacture a high average attendance by every possible contrivance. Thus, at Monaghan, we arrived about 10·30, and found the elder boys all coming away from the school. We stopped some of them and found that there was some Presbyterian function going on in the town, and all the boys of that persuasion were going to it; as this comprised all who were most advanced in the school, and as the District Inspector was examining the pupil-teachers and monitors, we did not examine the boys (see pp. 753, 755, 756); but we found on examining the registers that these boys had all been marked as present for the day, although, in fact, they were absent for the day.

136. Also at Athy, when we arrived the lads at the top of the school were absent, having gone over to the Presbyterian minister to learn Latin.

137. If the rule is that all children present at 12 o'clock are counted present *for the day*, we think it would be well to specify a certain minimum number of hours constituting an attendance, as in State-aided schools in England.

138. A slight haziness on the subject of averages seems to prevail in other quarters. We notice the following passage in the Inspector's report on the West Dublin Model School for 1861:— Misty views of Head Inspector.

"The cost of the education of each child in average attendance on the rolls was, therefore, to the State. £1 1*s.* 7*d.*"

139. "Each child in average attendance on the rolls" is an educational unit of a novel and startling character which we have in vain endeavoured to realize.

140. A careful attention to true principles in this matter is of some importance, for the advocates of the model schools have not failed to perceive that it was a strong ground in their favour to show that the ratio of average daily attendance, compared with the number on the rolls, was greater in these schools than in common schools. It becomes, therefore, necessary to calculate this average daily attendance correctly in both cases; it is undoubtedly true that the ratio is higher; one very influential reason for it may be that the children are of a higher social position and less likely to be called off from school work for any industrial occupation—less likely to be hindered by ill-health or want of decent clothing—and such a test more fairly represents the degree in which the pupils are drawn from the middle classes in model schools than any greater amount of confidence which the parents have in the value of the education, although it does not exclude the latter element. Explanation of regular attendance.

141. That the teaching is more efficient may be granted. The number of teachers enables more subdivision, and individual attention to the slower children, but the multiplication of teachers is not without its drawback. We will, first of all show what the actual proportion is between number of children and number of teachers in the table on the opposite page.

142. In table (F, p. 758) it will be seen that the number of scholars present for each teacher in the model schools ranges between nineteen at Dunmanway to six at Kilkenny (omitting Coleraine, which was visited on a Saturday), and that on an average it is about ten.

143. We proceed now under the head of "Organization," to show the effect of this on the efficiency of the school.

TABLE A.

NUMBER of CHILDREN in each CLASS, and NUMBER of TEACHERS by Rank and Sex present at the Commissioners' Examinations.

	Children, in Classes.						Teaching Staff.							
							Teachers.		Pupil-Teachers.		Monitors.		Total.	
	V.	IV.	III.	II.	I.	Total.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
ATHY:														
Boys,	–	16	25	18	–	59	2	–	3	–	–	–	5	–
Girls,	–	10	12	19	1	42	–	2	–	–	–	5	–	7
Infants,	–	–	1	10	20	31	–	2	–	–	–	1	–	3
						132								
BAILIEBOROUGH:														
Boys,	3	18	20	17	–	58	2	–	5	–	2	–	9	–
Girls,	–	19	28	22	3	72	–	2	–	–	–	6	–	8
Infants,	–	–	–	18	30	48	–	1	–	–	–	2	–	3
						178								
BALLYMENA:														
Boys,	15	15	24	14	–	68	2	–	6	–	2	–	10	–
Girls,	–	9	17	14	–	40	–	2	–	–	–	3	–	5
Infants,	–	–	–	20	36	56	–	2	–	1	–	1	–	4
						164								
BALLYMONEY:														
Boys,	4	14	21	4	–	43	2	–	3	–	2	–	7	–
Girls,	–	9	10	11	–	30	–	2	–	2	–	2	–	6
Infants,	–	–	–	24	34	58	–	1	–	–	–	3	–	4
						131								
BELFAST:														
Boys,	24	23	193	134	–	374	10	–	13	–	3	–	26	–
Girls,	16	37	140	70	–	263	–	10	–	2	–	15	–	27
Infants,	–	–	–	111	90	201	–	5	–	1	–	9	–	15
						838								
CARRICKFERGUS (Minor):														
Boys,	5	14	29	33	–	81	3	–	–	–	4	–	7	–
Girls,	4	6	15	15	–	40	–	2	–	–	–	2	–	4
Infants,	–	–	–	27	47	74	–	3	–	–	–	2	–	5
						195								
CLONMEL:														
Boys,	13	19	11	8	6	57	2	–	4	–	–	–	6	–
Girls,	12	9	13	17	2	53	–	2	–	–	–	3	–	5
Infants,	–	–	–	4	18	22	–	1	–	–	–	3	–	4
						132								
COLERAINE:														
Boys,	4	10	11	7	–	32	2	–	6	–	–	–	8	–
Girls,	9	10	10	9	–	38	–	3	–	1	–	3	–	7
Infants,	–	–	–	8	4	12	–	1	–	–	–	2	–	3
						82								
CORK:														
Boys,	29	34	39	67	–	169	4	–	6	–	–	–	10	–
Girls,	8	32	60	38	–	138	–	4	–	4	–	7	–	15
Infants,	–	–	–	65	70	135	–	3	–	1	–	6	–	10
						442								
DUBLIN, WEST:														
Boys,	–	19	30	80	–	129	3	–	2	–	7	–	12	–
Girls,	7	21	18	28	–	74	–	4	–	5	–	2	–	11
Infants,	–	–	–	26	89	115	–	2	–	3	–	3	–	8
						318								
DUNMANWAY:														
Boys,	–	16	16	42	12	86	2	–	3	–	–	–	5	–
Girls,	9	24	30	28	–	91	–	4	–	–	–	7	–	11
Infants,	–	–	–	29	101	130								
						307								
ENNISCORTHY:														
Boys,	5	6	9	13	–	33	2	–	–	–	–	–	2	–
Girls,	–	5	8	9	1	23	–	1	–	–	–	1	–	2
Infants,	–	–	–	12	22	34	–	1	–	–	–	1	–	2
						90								
ENNISKILLEN:														
Boys,	–	16	46	46	–	108	2	–	5	–	–	–	7	–
Girls,	–	4	15	23	–	42	–	2	–	1	–	1	–	4
Infants,	–	–	–	11	27	38	–	2	–	–	–	1	–	3
						188								
GALWAY:														
Boys,	26	11	17	8	–	62	2	–	6	–	–	–	8	–
Girls,	6	6	3	14	–	29	–	2	–	–	–	3	–	5
Infants,	–	–	–	28	14	42	–	2	–	–	–	2	–	4
						133								

NUMBER of CHILDREN in each CLASS, and NUMBER of TEACHERS by Rank and Sex—*continued.*

—	Children, in Classes.						Teaching Staff.							
							Teachers.		Pupil-Teachers.		Monitors.		Total.	
	V.	IV.	III.	II.	I.	Total.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
INCHICORE:														
Boys,	–	4	16	18	–	38	2	–	–	–	–	–	2	–
Girls,	–	4	17	14	5	40	–	2	–	–	–	1	–	3
Infants,	–	–	–	8	50	58	–	1	–	–	–	2	–	3
						136								
KILKENNY:														
Boys,	2	7	22	23	3	57	2	–	4	–	1	–	7	–
Girls,	3	–	8	13	1	25	–	2	–	–	–	4	–	6
Infants,	–	–	–	4	17	21	–	2	–	–	–	2	–	4
						103								
LIMERICK:														
Boys,	9	13	31	39	–	92	2	–	6	–	–	–	8	–
Girls,	–	6	24	48	10	88	–	2	–	–	5	–	–	7
Infants,	–	–	–	39	49	88	–	2	–	–	4	–	–	6
						268								
LONDONDERRY:														
Boys,	13	16	72	33	–	134	5	–	5	–	–	–	10	–
Girls,	4	24	11	33	2	74	–	4	–	1	–	4	–	9
Infants,	–	–	–	21	34	55	–	4	–	–	–	2	–	6
						263								
LURGAN (Minor):														
Boys,	–	50	55	43	–	148	5	–	1	–	1	–	7	
Girls,	–	16	20	39	–	75	–	3	–	–	–	2	–	5
Infants,	–	–	–	25	61	86	–	3	–	–	–	2	–	5
						309								
MONAGHAN (Minor):														
Boys,	–	11	22	12	–	45	2	–	–	–	6	–	8	–
Girls,	7	8	19	22	–	56	–	2	–	–	–	4	–	6
Infants,	–	–	–	20	21	41	–	1	–	–	–	3	–	4
						142								
NEWRY:														
Boys,	–	10	16	14	–	40	2	–	2	–	1	–	5	–
Girls,	9	13	14	19	–	55	–	2	–	–	–	4	–	6
Infants,	–	–	–	11	32	43	–	1	–	–	–	2	–	3
						138								
NEWTOWNARDS:														
Boys,	8	24	36	58	–	126	4	–	9	–	1	–	14	–
Girls,	–	29	38	26	–	93	–	4	–	3	–	2	–	9
Infants,	–	–	–	29	60	89	–	1	–	1	–	5	–	7
						308								
NEWTOWNSTEWART (Minor):														
Boys,	1	–	13	6	–	20	1	–	2	–	–	–	3	–
Girls,	4	2	11	17	–	34	–	2	–	1	–	1	–	4
Infants,	–	–	–	16	19	35	–	1	–	–	–	1	–	2
						89								
OMAGH (Minor):														
Boys,	4	10	25	26	–	65	3	–	2	–	4	–	9	–
Girls,	7	7	17	26	–	57	–	3	–	1	–	3	–	7
Infants,	–	–	–	30	37	67	–	1	–	–	–	2	–	3
						189								
PARSONSTOWN:														
Boys,	6	5	21	9	–	41	2	–	3	–	1	–	6	
Girls,	9	5	16	9	–	39	–	2	–	1	–	2	–	5
Infants,	–	–	–	18	13	31	–	2	–	–	–		–	2
						111								
SLIGO:														
Boys,	–	17	29	17	–	63	3	–	5	–	–	–	8	
Girls,	–	19	29	10	–	58	–	2	–	1	–	3	–	6
Infants,	–	–	–	43	34	77	–	1	–	–	–	4	–	5
						198								
TRIM:														
Boys,	10	13	15	38	11	87	2	–	5	–	–	–	7	
Girls,	1	1	7	5	–	14	–	2	–	–	–	2	–	4
Infants,	–	–	–	5	12	17	–	2	–	–	–	2	–	4
						118								
WATERFORD:														
Boys,	11	11	27	32	–	81	2	–	5	–	–	–	7	–
Girls,	8	10	30	23	–	71	–	2	–	–	–	5	–	7
Infants,	–	–	–	25	42	67	–	1	–	–	–	3	–	4
						219								

ORGANIZATION.

Teachers too numerous,

144. The organization of model schools is complicated by the incompatible interests of teachers and pupils. Teachers are too numerous in comparison with scholars. Paradoxical as this opinion may appear, consideration of the conditions under which model schools are conducted will substantiate it. The complete course of reading-books, published by the Board, comprises five graduated lesson-books, to which five school classes should correspond. In most of the model boys' and girls' schools there is no First Book class. Thus those schools should not be divided into more than *four* classes. But many of them besides wanting the First Book or lowest class, have not brought forward any pupils into the Fifth Book or highest class. Thus Athy Model School has no fifth class either in boys' or girls' room (although a class of boys is learning Latin from the neighbouring Presbyterian minister); Bailieborough has no fifth class in the girls' room; Ballymoney the same; West Dublin, Newry, and Dunmanway none in the boys' schools; Enniscorthy, Limerick, and Newtownards, none in the girls'; Enniskillen, Inchicore, and Lurgan, none in the boys' or girls'. Kilkenny Model School has no fourth class in the girls' room, and in the fifth class only three girls in preparation for monitresses' places. So circumstanced the model schools ought to have only *three* classes, which would mark distinctly enough the degrees of the children's progress.

compared with classes.

Must be idle, without excessive subdivision,

145. But the State-paid teachers in model schools are not restricted to any such moderate number, and three or four classes would not find employment for three or four times as many teachers. Many of these teachers are idle as it is during the considerable period devoted to religious instruction and to special lessons in music, drawing, and the like; and some of them would be absolutely unemployed the whole day through, but for a subdivision of classes into drafts more numerous than the interests of the pupils require. Thus superabundance of teachers produces injury to the scholars.

which ruins instruction and discipline.

146. When a school is taught in a large number of small classes, it is usual, and in some sense necessary, to group the desks and benches together in the middle of the room, so as to leave a passage next to the walls free for the formation of a multitude of minute semicircles. Where this plan prevails, the useful method of teaching reading by simultaneous practice, and the habit of dictating exercises in writing and arithmetic must be abandoned. With the instruction, discipline (which is even more material in any rational view of education) also suffers. When many teachers conduct many small classes of heedless children at the same moment, noise and confusion are inevitable; when the children of a school are massed together for writing in a square of eight or ten desks, no teacher can suppress that youthful tendency to prompt or copy, which of all the faults incident to elementary school management, we consider the most pernicious. This grave fault is almost universal in model schools,* and we attribute much of its universality and extent to faulty organization.

Practice in teaching necessary,

147. In school management, indeed, as in other arts, no reliance can be placed upon the method of teaching anybody to do anything simply by seeing others do it. Wherever such plans have been tried in industrial schools, whether agricultural or of other kinds, the common result has been failure; and the preparatory training of pupil-teachers if confined to observation of the master and assistants, would end in failure no less sure and complete. But if the alternative lies between the plan of organizing the model schools, as they are now organized, upon a plan bad in itself, and also unlike what is possible in other schools less prodigally supplied with teaching force, and the plan of permitting the pupil-teachers in a school rationally organized to pass a portion of every school day in watching and serving the master while engaged upon skilful teaching; we think that the latter plan would assuredly involve less evil than the former. Under it, the organization of model schools might be perfect, and discipline and instruction would correspond. The children in model schools would be taught by methods which experience has proved to be the best, and the candidate teachers, even when not actively employed, would, at least, behold before them an illustration, in its highest form, of all that the ordinary teacher should strive to imitate in his own school. Such would have been the prudent course to adopt in the model schools, with the preparatory training of candidate teachers conducted within them; but for reasons assigned in another part of this Report, we recommend that preparatory training be dissociated from middle class model schools and completed in the best specimens of ordinary National schools.

but may be combined with observation.

Mr. Butler's recommendations in 1849.

148. It is due to the sagacity of a gentleman, long in the Board's service, and now filling the responsible position of Professor in the Central Training Institution, to place upon record here that shortly after the opening of the earliest model school in Newry, Mr. Edward Butler, then Head Inspector, observed the defects in organization upon which we have animadverted, and actually remedied them as far as the dimensions of the school-room allowed, by a redistribution of the desks and benches and a modification of the methods of instruction. These changes, based upon experience, were made in 1849; and had the reasons given for them been turned to account in the designs of model schools erected since that date, the effect upon National education in Ireland would have been highly beneficial. Twenty years later we cannot but be amazed to find that in no model school (excepting, perhaps, the boys' room in Galway), has the judicious reasoning of Professor Butler received any attention. Yet the principles upon which it proceeds are unquestionably sound; and though his plan was hampered by unsuitable dimensions in the Newry Model School (*e.g.*, the desks should have been grouped *three* deep rather than *two*, and upon *one* side of the room rather than upon *two* sides), still the newer model schools, had they been designed in accordance with the recommendation of 1849, might easily have afforded examples of the most approved organization. We reproduce an instructive portion of Professor Butler's Report on Newry Model School, as published by the Board in 1850, simply observing that the abandonment of *taking places*, if it involve some loss of emulation, brings with it this great gain, that quick and dull children may be intermingled while seated at their desks, to the signal benefit of the slower sort, who, when places are taken in a standing class, sink inevitably to the bottom of it, and remain there without stimulus or hope, resigned to mental inactivity.

Boys' School.—Organization.—The boys' school is an oblong, thirty-five feet in length, by twenty in breadth. It is furnished with seven desks and seats, each ten feet long, and intended for the accommodation of seven

* Kilkenny forms an honourable exception.

children. These desks at first occupied the centre of the area, leaving a passage of five feet on either side of the room for drafts while at lessons. But this disposition was soon found unsuitable, the space round the sides being too narrow to allow of the head master moving from one draft to another, or of visitors circulating in the room, without disturbing the children; besides, much confusion and unnecessary noise were created when the classes were passing from one exercise to another.

After the school had been a few days in operation, these defects were felt. I therefore had the desks removed and placed lengthwise in the room, in groups of two, leaving a wide space of eight feet in the centre quite free, towards which the faces of the children are turned when seated at the desks, their backs being to the walls. By this arrangement the classes can at all times be kept separate; the changes from one exercise to another can be effected with great order and little noise; and the master and visitors can readily pass from group to group without in any way withdrawing the children's attention from their business. It will be understood, that for the greater portion of the time the children are seated, and though in some respects and for certain exercises it may be desirable they should be in a standing posture ready to *take places*, as it is called, yet, with ordinary care on the part of the teacher, there is but little danger of the children becoming drowsy or listless in their seats. They are never more than two continuous hours in school, during which they have occasionally to proceed to the lecture-room for the gallery lessons; and the play-hour which divides the day's business into two equal periods, affords a further opportunity for relaxation. The classes also may be sometimes kept standing during the lessons either against the desks or in front of the first one, the teacher placing himself in the space between the seat and the desk behind it. I will, however, observe, that although many reasons commend the practice of causing the children to *take places* during their exercises, they mostly acquire, when kept long standing, a careless, sluggish deportment; they soon grow fatigued, and as their limbs lose their elasticity, they are unconsciously brought to lean against the wall, or upon their neighbours. Moreover, this practice tends to render the instruction individual, for the monitor, and often the teacher, places himself before and near each boy in succession as he reads, asks him a question or two, and then leaves him to go to the next, the class having no opportunity of benefiting by the instruction given.

The separate grouping of the classes is the more desirable in a model school, where there are pupil-teachers or regular monitors, as it permits each of these to have his class constantly under his eye, to conduct it to the place appointed for the several exercises without interfering with any other, and moreover it fixes upon him a greater share of responsibility at the same time that it promotes regularity by facilitating a proper distribution of the school-hours.

The arrangement has hitherto worked well, and I am satisfied that upon no other plan could the same number of children have been so conveniently accommodated. A few alterations, with some additions to the furniture, are required to render it more satisfactory. These may be made without crowding the room.

DISCIPLINE.

Discipline faulty.

Copying universal;

149. With few exceptions, we were dissatisfied with the class discipline. Some few teachers of superior power of command, managed to keep the children from talking and copying at the examination; but in most cases, if we had been examining the children in order to ascertain the amount due by the State for the proficiency of each child, we should have had to dismiss the class, and declare the school unworthy of support. This is a strong censure, but we are compelled to let it remain as our deliberate conviction. The children never seemed to have been examined in a proper manner, and they evidently were surprised at being reproved for consulting over their work. No warnings of the necessity of honesty in examination, or hints as to the discredit which would be brought on the school by disobedience, had any effect.

Middle class children not amenable to discipline.

150. The feature of model schools which has already received frequent notice—viz., the attendance therein of children of the middle class, and professional classes—is probably here to be recalled in explanation. The children consider themselves much above the teachers, and do not pay attention to them. They know that there is a great desire to attract them to the schools—and that, consequently, they are the masters of the situation. It is more conspicuous in girls' schools than in boys' schools. The vigorous and self-reliant teacher can do more to check it, than one who is easy and good-natured and timid—but the result was that we formed a very unfavourable opinion of the discipline—the majority of cases certainly proving that the control the teachers could exercise was very small. They seemed to be helplessly inefficient in preventing the children from talking, consulting each other, looking over each other's papers, and comparing results of the sums they had worked. So that though their attainments in elementary subjects are not very creditable, as they stand in our printed tables—we are quite certain that if we had had time to re-examine, and taken the precautions which would have been necessary to ensure accuracy—the per-centage of those who passed in arithmetic would have been *much* lower than it is now.

INFANTS' SCHOOLS.

General plan of infants' schools.

151. The common plan of a district model school embraces a centre and two wings, with a corridor at the back, running from end to end of the edifice. The wings are usually assigned to boys and girls respectively, while infants occupy the centre. On the exterior, the architectural features of such a central building will naturally be a gable, with a large window below it; and since access to the school-room must be gained from the corridor by means of a door in the wall opposite to the window, it follows almost as naturally that in the interior the infants' gallery should be placed under this large window. Few of the model infants' rooms have class-rooms attached to them.

Condemned.

152. These arrangements cannot be approved. In an infants' school, the gallery is the scene of much of the characteristic teaching; but to group babies under a great window, scorched by the sun or shivering in the draught, while their teacher, who has need of incessant vigilance, stands before them blinded by direct rays of light, is to combine cruelty with folly in an unusual degree. The defect seems never to have been pointed out to the Board of Works; since the Enniskillen model school, which is the latest and best furnished of the model schools, exhibits it in a form so exaggerated, that the infants' gallery, and with it the infants' school there, would be useless, if the large window behind the gallery were not covered by a thick blind. If the defect has been known, interior convenience is wilfully sacrificed to an architectural façade. Again, in buildings so commodious and stocked with so many teachers, a class-room should have been provided for every infants' school; because, while the babies enjoy the noisy exercises of their gallery, there are always some children over six

Class-rooms wanted.

years of age capable of receiving solid lessons apart in a class-room. While kept together, the interests of one division or the other must be overlooked.

Apparatus complete.

153. In the infants' rooms, as in other departments of model schools, the supply of apparatus is abundant and complete,* including mounted illustrations of natural objects, black-boards, arithmeticon, and harmonium. The instrument is freely used—indeed, we often considered its use too free. Music is chiefly beneficial in an infants' school, as affording cheerful and suitable exercise for the memory, and voice and lungs of the children, and the main benefit is lost where silent infants march to the notes of the harmonium. A teacher unable to sing, should not be placed over an infants' school, and however desirable it may be for monitresses in such schools to learn "to play a little," we think it far more important that their training should include liberal daily practice in singing and teaching infants to sing some of the school songs, now happily published in great variety.

Singing neglected.

Infants' rooms too small.

154. Model infants' schools are mostly held in small apartments, and, relatively to the capacity of the room, they secure a better attendance than either the boys' or girls' schools. Some of them, indeed, are overcrowded. In many instances, the rule which prudently limits the age of children in infants' schools to seven years has not been observed. This has arisen partly from the natural desire of the infants' teachers to retain the advancing scholars, and partly from the disinclination of the teachers of boys and girls, to admit into their classes any children, however old, who have not advanced beyond the First Book. Whatever may be the motive, we are persuaded that the retention in infants' schools of children who are no longer infants, involves serious mischief. Children above seven years of age only waste their time upon the methodized play which fitly disciplines the opening faculties of infants. They should be removed to the junior schools, and there enter upon a course of real learning, under different methods. While allowed to remain with the infants, besides losing much of their time, they interfere with the proper character of the department.

Pupils too old.

Parsonstown.

155. As an illustration may be mentioned the Parsonstown model school, where, of thirty-one† children present in the infants' room, eighteen were reading the Second Book. These passed an individual examination in reading, writing, and arithmetic remarkably well, and their performances reflected credit upon the skill and assiduity of the assistant, who, in the absence of the mistress through sickness, had chiefly taught them. But they were all above the age for an infants' school. A still more striking instance of the tendency exhibited by infants' schools to depart from the relation which they ought to occupy towards the boys' and girls' schools connected with them, may be seen in the central model schools, where the infants' school‡ contains a numerous class in Third Book, and of corresponding age. Here the so-called infants' school resembles a separate establishment complete in itself rather than a preparatory department for infants, who pass into "boys" or "girls" on completing their seventh year, and should thenceforward be required to attend one or other of the junior departments.

Central model school.

Methods.

156. The efficiency of the methods employed in model infants' schools seems to be impaired by over minute classification, and some want of thoroughness in the teaching. By dividing the children upon the gallery, or in the First Book class, into almost as many drafts as there are letters in the alphabet, or pages in the book, the power which has been called "sympathy of numbers" is sacrificed, and the progress of quick children needlessly checked. Multiplication of classes, distinguished from one another by little or no difference in attainment, fritters away the teaching force, and leads to what we consider want of thoroughness in teaching the elements of reading and writing. In reading, instead of acquiring a knowledge of the general foundation of the art, they learn merely to recognise certain words on a certain page of their book; and in writing, instead of following a complete course from the simple lines and curves up to their combination in the more intricate letters, they learn only to imitate particular copy heads. Thus it happens that the children will not even attempt to read a lesson in their book which they have not "learnt;" and often by "learning" a lesson they mean rather learning to repeat than learning to read, and in many cases even repeat incorrectly. Similarly in writing, many children produce fair copy books who cannot set down without a copy one of the capital letters, or the less familiar of the small ones. In arithmetic, notation forms in the model infants' schools, as elsewhere, a stumbling block to many children.

Excessive subdivision.

Results.

Management.

157. The general management of the infants is kindly and affectionate, and the aspect of the schools very creditable to the teachers.

158. In these rooms, as in other departments of the model schools, the teaching force is more than strong§ enough to accomplish all the work required. Several of the head teachers have not been trained in the Central Institution, *e.g.*, Newry, Newtownards, Carrickfergus, and Omagh. At Dunmanway, by a singular arrangement, there is no head teacher in the infants' room. Some of the assistant-teachers appear older than their superiors, and mature matrons may occasionally be found serving under girls.

Teaching force.

Infants' teachers Protestant.

159. Complaints reached us from Roman Catholic quarters that the infants' teachers in model schools are for the most part Protestants. The Board seems to have fallen into this arrangement from a desire to satisfy the Roman Catholic majority by appointing persons of that religion to head teacherships in the boys' and girls' schools; and then to show consideration for the Protestant minority by nominating a Protestant mistress of infants. That the compromise has not conciliated opponents is but one illustration of the insuperable difficulties which the Commissioners assumed in taking upon themselves the exclusive control of model schools. In a few cases the regulation of the Board that every model department shall exhibit a combination of creeds in the teaching staff is not observed. Thus at the period of our visits no Protestant teacher of any grade was working in the Bailieborough infants' school, and no Roman Catholic teacher of any grade in the model infants' schools at Ballymoney, Sligo, Omagh, and Newtownstewart, or in the model girls' schools at Ballymena and Enniscorthy. In these cases we would not question the prudence of the Board in appointing no more

Some model schools denominational.

* Rarely, *e.g.*, at Omagh, books had to be fetched from other rooms.

† At the time of our visit a cattle market was being held in the town, and this probably lessened the attendance of infants.

‡ See Appendix XII.

§ An exception is seen at Omagh.

Roman Catholic teachers to schools which Roman Catholic scholars have steadfastly refused to attend. Rather, we would observe, that the omission to appoint such teachers, however prudent, is on the part of the Board a virtual abandonment of the model schools under their exclusive management as scenes of mixed education. Such an institution as the model girls' school at Enniscorthy, where the teachers are exclusively Protestant, and all the *pupils Protestants save one*, may or may not be a model of elementary instruction; but most assuredly it affords no model of mixture of creeds in school. The model boys' school at Newtownstewart, like the model infants' school at Sligo, seems to have reached the end to which the other model schools are tending, since we found in them neither Roman Catholic teacher nor Roman Catholic scholar.

Model infants' schools not wanted in Ireland,

160. Another observation will conclude what we have to say about model infants' schools. These institutions are, we readily believe, highly acceptable to many respectable parents of the Established Church and other Protestant denominations resident in the favoured localities where model schools have been founded at the national cost. But among the ordinary National schools of Ireland we heard of separate infants' departments only in connexion with certain convent schools. We doubt whether, outside of model and convent schools, National schools contain many distinct infants' rooms. If this be so, the use of model infants' schools as places of preparatory training for the future teachers of infants' schools is destroyed. Why train a class of teachers for whom the country makes no demand? While so many National boys' schools and girls' schools cannot be placed under trained teachers in consequence of the limited supply of trained teachers suitable for them, why throw away a portion of the restricted means of training upon a class of teachers who are not wanted? As is well known, infants' schools are chiefly of use in dense populations, where mothers work away from home. The population of Ireland is not thus circumstanced. In reference to the particular matter in hand we felicitate Ireland upon the circumstance. Irish mothers are not forced to part with their infants. They can almost universally take personal care of them until the infants grow into children of school age; and it is far better that they should do so.

but rather injurious.

161. If this opinion is correct, then it would follow that the model infants' school has no function in Ireland. And further, assuming that the infants' department in a model school discharges no useful function and effects no real good, we apprehend that positive evil must arise from its institution, because the operation of the separate infants' department is to destroy resemblance between the model boys' and girls' schools and the ordinary National boys' and girls' schools by withdrawing all infants, and, indeed, all children below the second book class, and thus to prevent the candidate teachers trained in the boys' and girls' model schools from gaining any experience in the management of infants and from helping to solve the problem, which appears the hardest of all difficulties proposed to the Irish National teacher, viz.—how to carry children through the first book class, we will not say quickly, but in a time not immoderately and ruinously long.

162. In a word, the infants' school seems to us to have been transplanted from another country very differently circumstanced, and to have taken no root in Ireland.

Boys' and Girls' Schools.

163. We now come to one of the main points of our inquiry—what opinion can we form of the value of the boys' and girls' schools to the State as far as education of the children is concerned, and at what cost is it given? The following tables must supply the data on which we found our conclusions:—

Return of Fees paid quarterly by Children actually present, with Date of Visit.

Table B.

Table of fees paid in model schools.

—	Number who pay per quarter					Date of Visit.	—	Number who pay per quarter					Date of Visit.
	5s.	2s. 6d.	1s. 1d.	Free.	Total.			5s.	2s. 6d.	1s. 1d.	Free.	Total.	
Athy:							Coleraine:						
Boys,	17	25	20	–	62	23 Nov. 1868.	Boys,	38	25	7	–	70	22 Aug. 1868.
Girls,	2	16	24	–	42		Girls,	39	23	16	–	78	
Infants,	3	9	10	–	22		Infants,	13	19	5	–	37	
Bailieborough:							Cork:						
Boys,	11	25	22	–	58	21 July, 1868.	Boys,	113	46	12	–	171	8 Sept. 1868.
Girls,	7	25	40	–	72		Girls,	95	36	8	–	139	
Infants,	–	16	32	–	48		Infants,	91	26	18	–	135	
Ballymena:							Dublin West:						
Boys,	30	33	16	–	79	20 Aug. 1868.	Boys,	–	89	55	–	144	14 Aug. 1868.
Girls,	21	14	6	–	41		Girls,	–	34	40	–	74	
Infants,	11	23	22	–	56		Infants,	–	39	76	–	115	
Ballymoney:							Dunmanway:						
Boys,	14	19	12	–	45	21 Aug. 1868.	Boys,	3	18	67	–	88	10 Sept. 1868.
Girls,	3	17	10	–	30		Girls,	–	27	68	–	95	
Infants,	1	16	41	–	58		Infants,	–	7	113	–	120	
Belfast:							Enniscorthy:						
Boys,	95	167	118	–	380	5 & 6 Aug. 1868.	Boys,	23	7	4	–	34	6 Oct. 1868.
Girls,	75	130	59	–	264		Girls,	11	10	2	–	23	
Infants,	29	105	80	–	214		Infants,	17	10	7	–	34	
Carrickfergus:							Enniskillen:						
Boys,	25	40	18	–	83	19 Aug. 1868.	Boys,	66	31	12	–	109	27 July, 1868.
Girls,	12	17	12	–	41		Girls,	24	15	3	–	42	
Infants,	13	44	17	–	74		Infants,	10	15	13	–	38	
Clonmel:							Galway:						
Boys,	19	28	10	–	57	14 Oct. 1868.	Boys,	52	66	29	–	147	1 July, 1869.
Girls,	20	21	12	–	53		Girls,						
Infants,	3	10	9	–	22		Infants,						

TABLE B.

RETURN of FEES paid quarterly by CHILDREN—*continued.*

—	Number who pay per quarter					Date of Visit.	—	Number who pay per quarter					Date of Visit.
	5*s.*	2*s.* 6*d.*	1*s.* 1*d.*	Free.	Total.			5*s.*	2*s.* 6*d.*	1*s.* 1*d.*	Free.	Total.	
INCHICORE:							NEWTOWNARDS:						
Boys,	5	33	–	–	38	31 Aug. 1868.	Boys,	43	39	46	–	128	18 Aug. 1868.
Girls,	2	34	3	1	40		Girls,	28	37	28	–	93	
Infants,	–	20	38	–	58		Infants,	14	36	39	–	89	
KILKENNY:							N. TN. STEWART:						
Boys,	31	14	13	–	58	8 Oct. 1868.	Boys,	3	14	3	–	20	27 Aug. 1868.
Girls,	5	9	11	–	25		Girls,	3	19	13	–	35	
Infants,	5	9	7	–	21		Infants,	–	17	18	–	35	
LIMERICK:							OMAGH:						
Boys,	44	24	30	–	98	15 Sept. 1868.	Boys,	29	19	17	–	65	26 Aug. 1868.
Girls,	42	27	22	–	91		Girls,	23	17	20	–	60	
Infants,	33	36	20	–	89		Infants,	20	25	22	–	67	
LONDONDERRY:							PARSONSTOWN:						
Boys,	69	53	19	–	141	24 Aug. 1868.	Boys,	30	11	–	–	41	16 Oct. 1868.
Girls,	35	32	8	–	75		Girls,	30	8	1	–	39	
Infants,	9	39	7	–	55		Infants,	27	3	1	–	31	
LURGAN:							SLIGO:						
Boys, Girls, Infants,	89	117	103	–	309	31 July, 1868.	Boys, Girls, Infants,	45	109	47	–	201	23 July, 1868.
MONAGHAN:							TRIM:						
Boys,	25	10	14	–	49	29 July, 1868.	Boys,	15	18	50	9	92	3 Sept. 1868.
Girls,	18	28	10	–	56		Girls,	3	3	6	2	14	
Infants,	8	10	22	–	40		Infants,	–	–	12	5	17	
NEWRY:							WATERFORD:						
Boys,	9	16	15	–	40	12 Aug. 1868.	Boys,	48	24	10	–	82	13 Oct. 1868.
Girls,	30	16	9	–	55		Girls,	15	33	23	–	71	
Infants,	8	27	8	–	43		Infants,	7	37	23	–	67	

TABLE C.

Table of numbers examined and passed, class by class, in reading, writing, and arithmetic.

ATTAINMENTS (irrespective of Age), showing the number Examined individually in READING, WRITING, and ARITHMETIC, under each Class above the First, and the number who PASSED in all three subjects without failure.

—	Vth Class.		IVth Class.		IIIrd Class.		IInd Class.		Total.	
	Number examined in Reading, Writing, and Arithmetic.	Number passed in Reading, Writing, and Arithmetic.	Number examined in Reading, Writing, and Arithmetic.	Number passed in Reading, Writing, and Arithmetic.	Number examined in Reading, Writing, and Arithmetic.	Number passed in Reading, Writing, and Arithmetic.	Number examined in Reading, Writing, and Arithmetic.	Number passed in Reading, Writing, and Arithmetic.	Number examined in Reading, Writing, and Arithmetic.	Number passed in Reading, Writing, and Arithmetic.
ATHY:										
Boys,	–	–	16	7	25	4	18	2	59	13
Girls,	–	–	10	8	12	5	19	6	41	19
Infants,	–	–	–	–	1	1	10	2	11	3
BAILIEBOROUGH:										
Boys,	3	3	18	11	20	10	17	7	58	31
Girls,	–	–	19	3	28	10	22	6	69	19
Infants,	–	–	–	–	–	–	18	7	18	7
BALLYMENA:										
Boys,	15	11	15	6	24	11	14	7	68	35
Girls,	–	–	9	5	17	13	14	5	40	23
Infants,	–	–	–	–	–	–	20	4	20	4
BALLYMONEY:										
Boys,	4	2	14	3	21	7	4	1	43	13
Girls,	–	–	9	9	10	5	11	5	30	19
Infants,	–	–	–	–	–	–	24	6	24	6
BELFAST:										
Boys,	24	13	23	10	193	125	134	40	374	188
Girls,	16	4	37	3	140	64	70	28	263	99
Infants,	–	–	–	–	–	–	111	43	111	43
CARRICKFERGUS:										
Boys,	5	4	14	6	29	17	33	14	81	41
Girls,	4	2	6	6	15	12	15	3	40	23
Infants,	–	–	–	–	–	–	27	9	27	9
CLONMEL:										
Boys,	13	5	19	3	11	4	8	1	51	13
Girls,	12	9	9	8	13	4	17	9	51	30
Infants,	–	–	–	–	–	–	4	1	4	1
COLERAINE:										
Boys,	4	3	10	1	11	4	7	4	32	12
Girls,	9	8	10	4	10	2	9	5	38	29
Infants,	–	–	–	–	–	–	8	4	8	4

ATTAINMENTS irrespective of Age, showing the number Examined individually in READING, WRITING, and ARITHMETIC—*continued.* TABLE C

—	Vth Class.		IVth Class.		IIIrd Class.		IInd Class.		Total.	
	Number examined in Reading, Writing, and Arithmetic.	Number passed in Reading, Writing, and Arithmetic.	Number examined in Reading, Writing, and Arithmetic.	Number passed in Reading, Writing, and Arithmetic.	Number examined in Reading, Writing, and Arithmetic.	Number passed in Reading, Writing, and Arithmetic.	Number examined in Reading, Writing, and Arithmetic.	Number passed in Reading, Writing, and Arithmetic.	Number examined in Reading, Writing, and Arithmetic.	Number passed in Reading, Writing, and Arithmetic.
CORK:										
Boys,	29	11	34	13	39	18	67	38	169	80
Girls,	8	3	32	2	60	17	38	13	138	35
Infants,	–	–	–	–	–	–	65	15	65	15
DUBLIN, WEST:										
Boys,	–	–	19	2	30	18	80	50	129	70
Girls,	7	4	21	–	18	3	28	7	74	14
Infants,	–	–	–	–	–	–	26	11	26	11
DUNMANWAY:										
Boys,	–	–	16	10	16	4	42	18	74	32
Girls,	9	8	24	7	30	16	28	14	91	45
Infants,	–	–	–	–	–	–	29	10	29	10
ENNISCORTHY:										
Boys,	5	2	6	–	9	–	13	3	33	5
Girls,	–	–	5	2	8	3	9	6	22	11
Infants,	–	–	–	–	–	–	12	3	12	3
ENNISKILLEN:										
Boys,	–	–	16	13	46	32	46	19	108	64
Girls,	–	–	4	2	15	1	23	7	42	10
Infants,	–	–	–	–	–	–	21	5	11	5
GALWAY:										
Boys,	26	12	11	–	17	7	8	1	62	20
Girls,	6	4	6	–	3	–	14	4	29	8
Infants,	–	–	–	–	–	–	28	8	28	8
INCHICORE:										
Boys,	–	–	4	–	16	4	18	8	38	12
Girls,	–	–	4	4	17	7	14	8	35	19
Infants,	–	–	–	–	–	–	8	3	8	3
KILKENNY:										
Boys,	2	2	7	4	22	19	23	19	54	44
Girls,	3	3	–	–	8	4	13	8	24	15
Infants,	–	–	–	–	–	–	4	3	4	3
LIMERICK:										
Boys,	9	4	13	3	31	5	39	7	92	19
Girls,	–	–	6	5	24	16	48	16	78	37
Infants,	–	–	–	–	–	–	39	5	39	5
LONDONDERRY:										
Boys,	13	8	16	5	72	47	33	12	134	72
Girls,	4	4	24	8	11	1	33	20	72	33
Infants,	–	–	–	–	–	–	21	4	21	4
LURGAN:										
Boys,	–	–	50	27	55	36	43	18	148	81
Girls,	–	–	16	6	20	8	39	17	75	31
Infants,	–	–	–	–	–	–	25	14	25	14
MONAGHAN:										
*Boys,	–	–	–	–	–	–	–	–	–	–
Girls,	7	7	8	3	19	7	22	13	56	30
Infants,	–	–	–	–	–	–	20	6	20	6
NEWRY:										
Boys,	–	–	10	–	16	6	14	4	40	10
Girls,	9	4	13	2	14	8	19	10	55	24
Infants,	–	–	–	–	–	–	11	5	11	5
NEWTOWNARDS:										
Boys,	8	8	24	19	36	22	58	26	126	75
Girls,	–	–	29	11	38	17	26	9	93	37
Infants,	–	–	–	–	–	–	29	13	29	13
NEWTOWNSTEWART:										
Boys,	1	–	–	–	13	8	6	3	20	11
Girls,	4	1	2	–	11	8	17	11	34	20
Infants,	–	–	–	–	–	–	16	4	16	4
OMAGH:										
Boys,	4	3	10	2	25	12	26	9	65	26
Girls,	7	4	7	5	17	7	26	15	57	31
Infants,	–	–	–	–	–	–	30	8	30	8

* Boys' school not fully examined.

TABLE C. ATTAINMENTS irrespective of Age, showing the Number Examined individually in READING, WRITING, and ARITHMETIC—*continued.*

—	Vth Class.		IVth Class.		IIIrd Class.		IInd Class.		Total.	
	Number examined in Reading, Writing, and Arithmetic.	Number passed in Reading, Writing, and Arithmetic.	Number examined in Reading, Writing, and Arithmetic.	Number passed in Reading, Writing, and Arithmetic.	Number examined in Reading, Writing, and Arithmetic.	Number passed in Reading, Writing, and Arithmetic.	Number examined in Reading, Writing, and Arithmetic.	Number passed in Reading, Writing, and Arithmetic.	Number examined in Reading, Writing, and Arithmetic.	Number passed in Reading, Writing, and Arithmetic.
PARSONSTOWN:										
Boys,	6	6	5	3	21	11	9	7	41	27
Girls,	9	5	5	1	16	4	9	6	39	16
Infants,	–	–	–	–	–	–	18	16	18	16
SLIGO:										
Boys,	–	–	17	10	29	20	17	12	63	42
Girls,	–	–	19	4	29	19	10	8	58	31
Infants,	–	–	–	–	–	–	43	17	43	17
TRIM:										
Boys,	10	9	13	1	15	2	38	12	76	24
Girls,	1	1	1	–	7	1	5	–	14	2
Infants,	–	–	–	–	–	–	5	–	5	–
WATERFORD:										
Boys,	11	5	11	1	27	11	32	3	81	20
Girls,	8	8	10	2	30	9	23	5	71	24
Infants,	–	–	–	–	–	–	25	2	25	2

TABLE D. ATTAINMENTS (irrespective of Class,) compared with Age, showing the number above 12 Years of Age who were Examined in READING, WRITING, and ARITHMETIC, and the number who FAILED to PASS in each of those subjects; also the number Examined in GRAMMAR and GEOGRAPHY, and the number who FAILED to PASS.

Table of numbers above 12 years of age who were examined and failed in reading, writing, arithmetic, grammar, and geography.

—	No. above 12 years examined in Reading, Writing, and Arithmetic.	Number above 12 Years				Number above 12 years examined in Grammar and Geography.	Number above 12 Years		
		who failed in Reading.	who failed in Writing.	who failed in Arithmetic.	who passed in three subjects.		who failed in Grammar.	who failed in Geography.	who passed in both subjects.
ATHY:									
Boys,	32	9	12	17	8	16	2	4	12
Girls,	16	1	1	5	11	10	0	2	8
BAILIEBOROUGH:									
Boys,	29	2	2	9	17	18	1	3	15
Girls,	29	2	6	21	7	19	0	5	14
BALLYMENA:									
Boys,	32	7	5	13	17	*–	*–	*–	*–
Girls,	14	2	2	6	8	8	0	4	4
BALLYMONEY:									
Boys,	15	2	2	6	6	15	6	10	5
Girls,	11	0	1	0	10	9	0	4	5
BELFAST:									
Boys,	94	21	23	26	50	47	21	23	12
Girls,	80	11	20	47	22	53	12	21	24
CARRICKFERGUS:									
Boys,	23	7	1	2	13	15	2	4	10
Girls,	11	0	0	3	8	7	1	2	5
CLONMEL:									
Boys,	30	12	16	16	7	27	10	21	5
Girls,	24	4	5	10	14	17	0	8	9
COLERAINE:									
Boys,	15	6	3	7	5	12	4	6	4
Girls,	24	6	4	4	14	18	1	10	7
CORK:									
Boys,	66	13	20	25	28	†–	†–	†–	†–
Girls,	65	15	21	46	14	37	18	21	14
DUBLIN, WEST:									
Boys,	20	2	12	8	5	15	5	11	4
Girls,	18	6	11	12	4	16	8	15	1
DUNMANWAY:									
Boys,	31	5	10	10	15	16	0	0	16
Girls,	42	9	7	13	21	25	1	2	22

* Not examined for want of time. † Examination interrupted by Religious Instruction.

ATTAINMENTS, irrespective of Class, compared with Age, showing the number above 12 Years of Age who were Examined in READING, WRITING, and ARITHMETIC—*continued.* TABLE D.

—	No. above 12 years examined in Reading, Writing, and Arithmetic.	Number above 12 Years				Number above 12 years examined in Grammar and Geography.	Number above 12 Years		
		who failed in Reading.	who failed in Writing.	who failed in Arithmetic.	who passed in three subjects.		who failed in Grammar.	who failed in Geography.	who passed in both subjects.
ENNISCORTHY:									
Boys,	16	9	14	9	2	11	6	7	4
Girls,	5	1	2	1	3	5	3	3	1
ENNISKILLEN:									
Boys,	47	6	2	14	31	12	4	3	8
Girls,	16	1	4	15	2	3	1	1	2
GALWAY:									
Boys,	27	5	10	8	11	*—	*—	*—	*—
Girls,	14	4	6	8	4				
INCHICORE:									
Boys,	6	1	4	5	1	3	2	2	1
Girls,	8	1	0	1	6	3	1	0	2
KILKENNY:									
Boys,	13	0	2	1	10	5	2	1	3
Girls,	7	0	0	2	5	3	0	0	3
LIMERICK:									
Boys,	36	7	16	18	10	17	5	4	11
Girls,	21	3	2	4	14	7	1	2	4
LONDONDERRY:									
Boys,	48	12	4	16	25	28	2	14	11
Girls,	33	5	11	13	13	27	2	12	14
LURGAN:									
Boys,	59	13	15	20	34	39	5	13	22
Girls,	22	3	7	13	7	16	3	7	7
MONAGHAN:									
Boys,†	—	—	—	—	—	—	—	—	—
Girls,	22	2	5	3	14	15	0	6	9
NEWRY:									
Boys,	9	7	6	5	0	8	7	3	1
Girls,	25	4	11	14	8	22	12	10	5
NEWTOWNARDS:									
Boys,	42	6	4	3	33	31	7	15	12
Girls,	35	14	6	14	15	25	12	15	7
NEWTOWNSTEWART:									
Boys,	6	1	1	2	3	1	0	0	1
Girls,	10	0	5	6	4	7	1	3	4
OMAGH:									
Boys,	16	3	6	5	7	12	3	3	6
Girls,	22	2	1	10	11	14	0	4	10
PARSONSTOWN:									
Boys,	26	1	4	5	18	11	0	1	10
Girls,	23	0	5	13	10	14	0	4	10
SLIGO:									
Boys,	27	2	6	6	17	17	4	4	13
Girls,	27	1	16	10	9	19	2	3	14
TRIM:									
Boys,	23	10	11	10	11	21	12	10	5
Girls,	3	1	2	2	1	1	0	1	0
WATERFORD:									
Boys,	35	6	16	19	11	19	5	7	12
Girls,	28	3	4	12	14	14	0	7	7

* Not examined in Grammar and Geography.

† Not fully examined—see remark under "Registers," p. 745.

TABLE E.

Table showing per-centages over 12 years, above 3rd class, who passed in reading, writing, and arithmetic; and per-centage of all ages who passed without failure in the three subjects.

PER-CENTAGES showing the number of CHILDREN in 100 who are above TWELVE YEARS of AGE, who are higher than 3rd CLASS in School, and who passed successfully in READING, WRITING, and ARITHMETIC.

—	Per-centage over 12 years.	Per-centage above 3rd Class.	Per-centage over 12 years and above 3rd class who passed in			Per-centage of all ages who passed without failure.
			Reading.	Writing.	Arith-metic.	
ATHY.						
Boys,	54	27	68	68	34	22
Girls,	38	24	95	88	50	46
Infants,	–	–	–	–	–	27
BAILIEBOROUGH.						
Boys,	50	36	75	88	67	53
Girls,	42	27	77	78	32	28
Infants,	–	–	–	–	–	39
BALLYMENA.						
Boys,	44	47	78	85	63	51
Girls,	35	22	85	95	60	57
Infants,	–	–	–	–	–	20
BALLYMONEY.						
Boys,	35	42	84	67	42	30
Girls,	37	30	83	83	77	63
Infants,	–	–	–	–	–	25
BELFAST.						
Boys,	25	13	72	72	61	50
Girls,	30	20	81	76	55	35
Infants,	–	–	–	–	–	39
CARRICKFERGUS.						
Boys,	28	23	74	83	76	51
Girls,	28	25	90	95	60	58
Infants,	–	–	–	–	–	33
CLONMEL.						
Boys,	52	56	49	39	47	26
Girls,	43	40	83	79	62	58
Infants,	–	–	–	–	–	25
COLERAINE.						
Boys,	47	44	66	72	56	38
Girls,	63	50	82	82	63	50
Infants,	–	–	–	–	–	50
CORK.						
Boys,	39	37	79	73	63	47
Girls,	44	29	77	77	32	25
Infants,	–	–	–	–	–	23
DUBLIN, WEST.						
Boys,	15	15	93	72	65	54
Girls,	24	38	74	43	28	19
Infants,	–	–	–	–	–	42
DUNMANWAY.						
Boys,	34	19	78	55	64	43
Girls,	46	36	81	84	64	50
Infants,	–	–	–	–	–	34
ENNISCORTHY.						
Boys,	48	33	48	24	43	15
Girls,	22	22	96	65	65	50
Infants,	–	–	–	–	–	25
ENNISKILLEN.						
Boys,	44	11	81	85	67	59
Girls,	38	10	81	74	26	24
Infants,	–	–	–	–	–	45
GALWAY.						
Boys,	44	60	66	69	55	32
Girls,	36	31	54	31	28	28
Infants,	–	–	–	–	–	29
INCHICORE.						
Boys,	16	11	79	66	34	32
Girls,	23	11	68	83	68	54
Infants,	–	–	–	–	–	38
KILKENNY.						
Boys,	23	16	96	89	91	81
Girls,	28	12	92	88	76	63
Infants,	–	–	–	–	–	75
LIMERICK.						
Boys,	38	24	68	53	41	21
Girls,	24	7	80	70	52	47
Infants,	–	–	–	–	–	13
LONDONDERRY.						
Boys,	36	22	77	82	62	54
Girls,	45	35	86	77	57	46
Infants,	–	–	–	–	–	19
LURGAN.						
Boys,	40	34	76	78	67	55
Girls,	29	21	88	84	51	41
Infants,	–	–	–	–	–	56
MONAGHAN.						
Boys,	Not fully examined.					
Girls,	39	27	82	75	67	54
Infants,	–	–	–	–	–	30
NEWRY.						
Boys,	22	25	55	56	50	25
Girls,	45	40	89	78	53	44
Infants,	–	–	–	–	–	45
NEWTOWNARDS.						
Boys,	33	26	79	78	78	60
Girls,	38	31	74	82	54	40
Infants,	–	–	–	–	–	45
NEWTOWNSTEWART						
Boys,	30	5	70	85	70	56
Girls,	29	18	97	85	56	59
Infants,	–	–	–	–	–	25
OMAGH.						
Boys,	25	21	72	75	49	40
Girls,	39	23	91	93	56	54
Infants,	–	–	–	–	–	27
PARSONSTOWN.						
Boys,	63	27	95	88	78	66
Girls,	58	36	95	74	46	41
Infants,	–	–	–	–	–	89
SLIGO.						
Boys,	43	27	87	87	78	67
Girls,	46	33	93	71	71	53
Infants,	–	–	–	–	–	40
TRIM.						
Boys,	28	26	63	47	34	32
Girls,	21	14	57	36	36	14
Infants,	–	–	–	–	–	0
WATERFORD.						
Boys,	43	27	83	41	51	25
Girls,	39	25	85	65	48	34
Infants,	–	–	–	–	–	8

Explanation of Table B.

164. From Table B will be seen the proportion of the children of different social position, measured by the rate of school fees. No children pay more than 5*s.* a quarter for the ordinary instruction of the school, and none less than 1*s.* 1*d.* per quarter, except at Trim, where we found sixteen children attending without payment. This is the only school in which free pupils are admitted. (*Report for* 1867, p. 105.)

Table C.

165. Table C shows the proficiency of all the children in the schools who were above the second book, according to their classes, reckoned by their power to pass in *all three* subjects of reading, writing, and arithmetic. It will be observed that many of the children may have failed in *one only* or in *two only* of the subjects. We think that this test of the attainments of the children is the best—it shows how many of the children are in a satisfactory state of general progress. They were all examined in the classes in which they were presented by their teachers, and the teachers for the most part concurred with us that the questions put to them were such as the children ought fairly to be able to answer.

Table D.

166. Table D shows the attainments, irrespective of class, and compared with age. We consider that children of the labouring class who are above twelve ought to be ready to begin to earn their daily bread. What, then, has the model school done for them? How many of them can be said to have gained a fair knowledge of the rudiments of education in reading, writing, and arithmetic? and how

many of them, having reached the fourth or fifth class, can show a small acquaintance with grammar and geography? These questions are answered in this table.

Table E.

167. Table E. The age of children at school is generally high—it is important to ascertain what proportion the number of children above twelve bears to the whole. The children are a long time reaching Book IV.: it is important, then, to know in these schools how many are receiving instruction corresponding to that stage. Next, of the whole number of children, how many per cent. passed in reading?—how many in writing?—how many in arithmetic?—and how many per cent. could pass without failure in any one of the three subjects throughout the school?

168. The value of the instruction given in the model schools appears by the foregoing tables which we have drawn up from our own examination of the children, and the data we ourselves collected, except where other sources of information are mentioned. All the sums and written exercises by the children in B V. and B IV. are preserved, marked, and sorted, and are ready for verification, if any of the Royal Commissioners are desirous of examining them.

Proficiency not remarkable.

169. It will be seen that in most cases there is no very remarkable degree of proficiency. In fact in our best English town schools, with which these ought to be compared, a higher per-centage of passes in reading, writing, and arithmetic is generally attained; nor can it be said that the mediocrity of the model schools in these necessary qualifications is balanced by superiority in other subjects, for in geography the result is but indifferent. In grammar a larger per-centage of children showed progress; the examination in grammar was extremely elementary, and proficiency in such a subject, though gratifying, is of small practical value. We are of opinion that a great deal more time is given to it than it deserves, and generally throughout the programme of the Board that it occupies a position of undue prominence.

It is fair, but not superior.

170. Our estimate of the literary proficiency of the pupils in model schools is not on the whole encouraging. We had hoped that from the lavish way in which the schools are supplied with every requisite, and the large amount expended by the State on children, most of whom have social advantages far beyond what can fall to the lot of those whom the State intended to assist, we should have found a corresponding benefit. We regret that this just expectation should not have been realized, and that the children exhibit no very great superiority to those who are without these advantages. A great many children get a fair education; but it is only *fair*, not superior.

Teachers could do better, under wiser regulations.

171. It is due to the teachers to say that on the whole the result is attributable rather to regulations under which they have to conduct the schools than to incompetence on their own parts. They have a very large number of subjects to teach—the children's time is divided too much—a great deal more time is given to religious instruction than is needed—a less ambitious list of subjects taught might well be substituted for the present list, but of course the glaring disproportion between the means provided by the National Board, and the ends to be attained would then strike every sensible person; it is therefore necessary to exhibit these schools as giving an opportunity of acquiring accomplishments as well as every branch of necessary knowledge.

172. Consequently there is too much that is hurried and superficial. The knowledge acquired is wide and shallow; but as the children are quick and intelligent, come from comfortable homes, and hear persons about them talk with tolerable intelligence on questions of the day, this shows its effect in their letter-writing. Many can get on very glibly, and write a fair letter, although their spelling may be somewhat peculiar. They will read with a pleasant tone of voice, and articulate very correctly though unable to give the meaning of words. In this respect, however, we have had some very satisfactory answering. Arithmetic is really the best test of a school, because it does not admit of degrees. The answer to a sum is either right or wrong. If wrong, it is easy to see whether the error arises from haste or carelessness, or whether from ignorance of the subject. In arithmetic, in girls' schools, the result of examination was sometimes very bad.

Benefit to State questionable.

173. It is no doubt an advantage to any town to have a school like a model school accessible to all; but the wisdom of the scheme, when viewed from the stand-point of benefit to the nation, must be tested by the commonplace question—Does the State get a good return for the money it contributes? The proficiency attained may be small, but then the outlay might be small, and then the public might be satisfied. We now proceed to inquire into the annual expenditure on these schools.

174. We show this in tables (F and G). In the first of these tables the total cost of providing the schools is compared with the number of children we found in them, and the staff of teachers is compared with the same number.

TABLE F.

Table of duration, rent, building cost, scholars seen, cost per scholar, number of teachers, ratio of scholars, and whole cost to 1868.

RETURN showing the time in Operation, the Rent and Building-cost of Model Schools, the Scholars seen in them, the Cost of School Accommodation for each Scholar, the Number of Teachers, the ratio of Scholars to Teachers provided at the Public Cost, and the whole Cost of each Model School to the public up till 31st December, 1867.

SCHOOLS.	No. of Years in Operation.	Annual Rent of Site.	Amount of Public Money paid for Site, Buildings, Furniture, and Repairs.	No. of Scholars present*	Cost to the Public of providing School-room for each Child present.	No. of Teachers paid by Public Funds.	No. of Scholars present for each Teacher	Total Cost to the Public, 31st December, 1867.
		£ s. d.	£ s. d.		£ s. d.			£ s. d.
Athy,	16	10 3 9	8,224 2 1	136	60 9 5	15	9	18,370 4 5
Bailieborough,	18	19 0 0	5,643 5 2	178	31 13 8	20	9	15,797 2 3
Ballymena,	19	6 19 4	5,806 7 8	176	34 13 11	19	9	17,068 3 5
Ballymoney (Minor),	12	2 0 0	1,878 13 9	136	13 16 11	17	8	7,892 16 0
Belfast,	11	60 0 0	15,956 6 8	858	18 11 11	68	12·5	52,340 6 1
Carrickfergus (Minor),	7	24 0 0	4,494 17 2	198	22 14 0	16	12	9,384 0 10
Clonmel,	19	16 0 0	7,865 2 3	132	59 11 8	15	9	21,083 19 2
Coleraine,	18	—	6,060 3 8	82†	73 18 1†	18	4·5†	16,493 8 8
Cork,	3	105 0 0	9,841 14 11	445	22 2 9	35	13	13,882 0 8
Dublin, West,		No Return.		318	—	31	10	—
Dunmanway,	19	17 0 0	8,876 9 0	303	29 5 11	16	19	2,003 19 11
Enniscorthy,	6	8 0 0	6,635 15 10	91	72 18 5	6	15	9,607 7 11
Enniskillen,	Less than 1	68 18 9	9,451 9 3	189	50 0 2	14	13·5	10,175 14 5
Galway,	16	21 10 10	5,241 18 1	147	35 13 2	17	9	18,258 7 3
Inchicore,		No Return.		136	—	8	17	—
Kilkenny,	14	25 0 0	4,888 17 10	104	46 19 0	17	6	15,357 5 11
Limerick,	13	24 0 0	6,463 11 4	278	23 5 0	21	13	20,740 17 0
Londonderry,	6	67 10 0	8,895 18 1	271	32 16 6	25	11	18,793 16 8
Lurgan (Minor),	5	34 0 0	6,763 19 3	309	21 17 10	17	18	12,046 9 6
Monaghan (Minor),	7	12 0 0	4,415 8 0	143	30 17 6	18	8	8,271 8 1
Newry,	19	18 11 2	6,671 8 0	138	48 6 11	14	10	18,342 7 0
Newtownards,	6	3 15 2	10,394 16 3	311	33 8 4	30	10	17,897 7 2
Newtownstewart (Minor),	7	3 0 0	2,038 15 9	90	22 13 1	9	10	4,730 13 8
Omagh (Minor),	8	21 0 0	3,622 4 11	192	18 6 11	19	10	9,734 2 11
Parsonstown (Minor),	8	4 0 0	3,499 11 6	111	31 10 7	13	8·5	6,511 15 10
Sligo,	5	48 0 0	8,321 19 10	201	41 8 1	19	10·5	12,121 8 4
Trim,	18	0 4 6	6,829 10 0	123	56 6 7	15	8	18,470 8 4
Waterford,	13	40 0 0	7,420 17 7	220	33 14 8	18	12	15,925 5 1

Expenditure of public money upon District and Minor Model Schools, 31st December, 1867, £411,300 16*s.* 6*d.*, exclusive of schools in Dublin not returned.

* In several cases the numbers under this column are somewhat larger than those returned in Table A, as examined. The schools are here credited with a few children who, though present, withdrew or were withdrawn from examination.

† This school was visited on a very wet Saturday. There were 180 children "on the Roll." Had *all* been present, each would have cost the State £33 13*s.* 4*d.* for school-room, and there would have been 10 scholars to each teacher.

TABLE G.

Table showing for 1867 total cost, average attendance, and cost per scholar; and for 1868 total cost, actual attendance, and cost per scholar.

RETURN showing the Cost of teaching force of each Model School in 1867,* as reported by the National Board, the Average Attendance reported by the Board for the same Year, and the Average Cost per Child; also the Cost in 1868, the Attendance ascertained by the Royal Commissioners, and the Average Cost calculated upon the Scholars actually seen in 1868.

SCHOOLS.	1867.			1868.		
	Cost reported by National Board.	Average Attendance returned by National Board.	Average Cost per Scholar.	Cost reported by National Board.	Actual number examined by Royal Commissioners.	Average Cost per Scholar.
	£ s. d.		£ s. d.	£ s. d.		£ s. d.
Athy,	749 5 8	125	5 19 11	663 5 9	132	5 0 6
Bailieborough,	711 3 0	179	3 19 5	690 5 10	178	3 17 7
Ballymena,	705 19 7	155	4 11 1	718 4 10	164	4 7 7
Ballymoney,	589 17 4	164	3 11 11	592 11 9	131	4 10 6
Belfast,	3,527 15 10	992	3 11 1	3,147 7 11	838	3 15 1
Carrickfergus (Minor),	646 8 3	197	3 5 8	734 14 4	195	3 14 10
Clonmel,	777 9 2	125	6 1 6	801 15 10	132	6 1 6
Coleraine,	747 6 7	126	5 18 7	734 16 7	82	8 19 3
Cork,	1,863 16 5	497	3 15 0	1,653 17 10	442	3 14 10
Dublin, West,	1,010 6 1	438	2 6 2	—	318	—
Dunmanway,	759 2 11	225	3 7 5	824 13 9	307	2 13 9
Enniscorthy,	469 11 11	59	7 19 2	472 1 0	90	5 4 11
Enniskillen,	513 1 0	133	3 17 4	869 17 2	188	4 12 6
Galway,	836 13 10	140	5 19 6	749 10 8	133	5 12 9
Inchicore,	490 2 7	157	3 2 5	—	136	—
Kilkenny,	768 19 0	128	6 0 3	767 2 9	103	7 8 11
Limerick,	1,176 18 8	314	3 15 0	857 2 5	268	3 4 0
Londonderry,	1,516 11 10	342	4 8 5	1,403 17 6	263	5 5 7
Lurgan (Minor),	1,158 11 3	317	3 13 1	1,011 19 4	309	3 5 6
Monaghan (Minor),	643 19 5	190	3 7 9	549 9 5	142	3 17 6
Newry,	755 14 6	172	4 7 11	621 3 9	138	4 10 0
Newtownards,	1,307 6 4	314	4 3 3	1,244 2 7	308	4 0 10
Newtownstewart (Minor),	484 5 2	115	4 4 3	434 17 6	89	4 19 7
Omagh (Minor),	802 17 7	201	3 19 11	778 2 6	189	4 2 4
Parsonstown (Minor),	690 3 0	140	4 18 5	637 18 9	111	5 14 11
Sligo,	793 8 3	195	4 1 5	793 16 4	198	4 0 2
Trim,	859 0 8	237	3 7 6	704 15 0	118	5 19 5
Waterford,	873 13 3	217	4 0 7	811 0 3	219	3 14 1

Additional general expenditure in connexion with Model Schools out of Dublin in 1868, £226 0*s.* 11*d.*

* See Appendix II. for complete return of cost.

175. In the second table the years 1867 and 1868 are taken—the annual cost of maintenance is compared in the first year with the average number of children in attendance as returned by the Board, and the average cost per scholar is calculated. But the Board does not report the *whole* cost (see Appendix). Return of average attendance agrees with actual attendance.

176. In the year 1868 the number of children actually present is taken as the divisor, and it will not fail to be noticed that the number we found present often agrees very well with the average number returned for previous year, and where it does not that the cost per head is very much the same as if it did. The enumeration upon 25th June, 1868, confirms this view strongly.

177. We conclude from this that the number present at our visit represents very fairly the average number in attendance. We have verified this also by the following method—we sent for the MS. reports of the Inspectors giving the average attendance for 1868, and compared it with the number found in the schools by us; and here are the results for some few cases :—

		Boys.	Girls.	Infants.
Belfast,	Average for 1868,	437	291	219
	Seen by Commissioners,	380	264	214
Newtownards,	Average for 1868,	131	83	80
	Seen by Commissioners,	128	94	99
Carrickfergus,	Average for 1868,	91	47	66
	Seen by Commissioners,	83	41	74
Cork,	Average for 1868,	186	136	142
	Seen by Commissioners,	171	139	135
Limerick,	Average for 1868,	98	91	81
	Seen by Commissioners,	98	91	89
Enniscorthy,	Average for 1868,	27	22	25
	Seen by Commissioners,	34	23	34
Dunmanway,	Average for 1868,	80	86	94
	Seen by Commissioners,	88	95	120

We are not, therefore, far wrong in taking the number we actually saw in the schools as representing fairly the average number attending throughout the year.

178. If we leave out West Dublin and Inchicore, where the cost per head seems to vary from the average considerably, the lowest cost per head is (1867) at Carrickfergus, £3 5*s.* 8*d.*; and the highest at Enniscorthy, £7 19*s.* 2*d.* In 1868, the lowest cost per head of the same schools is—at Dunmanway, £2 13*s.* 9*d.*; and the highest at Kilkenny is £7 8*s.* 11*d.* We leave out Coleraine as we visited that school on Saturday, and therefore the number actually present does not represent average attendance. Range of cost per head;

179. From £4 to £5 per head is the actual annual cost of each child to the State. Now, the cost of a child's education altogether in an elementary school in England is said to be about 30*s.*, and in elementary schools in Ireland it would be somewhat less. This comparison will show still larger discrepancy if it be remembered that in model schools the number is made up in very large measure by infants, and that it would be ridiculous to suppose it at all necessary the Government should pay from £4 to £5 per head for the education of babies. Higher than English schools.

180. But this is not all. In the elementary school in England the Government contribution is limited to 15*s.* a head. In the model schools in Ireland there is a large number of children (see Table B, pp. 751, 752) paying 20*s.* and 10*s.* a year. Except in Dunmanway and Trim we did not see any large proportion of children who would be of the class entitled to State aid from their want of means. In 1867 (*Board's Report*, p. 82,) there were 464 names on the rolls of Dunmanway; 4 only paid at the rate of 5*s.* per quarter; 100 at the rate of 2*s.* 6*d.*; and 360 at 1*s.* 1*d.* per quarter; and we specially mention this school as an exception because we were pleased with the attainments and good discipline of the children. In respect of the class of children attending, West Dublin might be included: in 1867 (*Board's Report*, p. 92), out of 538 children on rolls, none paid at the rate of 5*s.*; 259 paid at the rate of 2*s.* 6*d.*; and 279 at the rate of 1*s.* 1*d.** Fees of pupils.

181. Leaving out the few cases where the poor children form a considerable part of the school, the State is paying a most extravagant sum for the education of children whose parents can very well afford to educate their own children, and in many cases, as we found, declared themselves very willing to do so. Cost to the State extravagant,

182. When we consider the proficiency of the children and the cost of the schools, we are driven to the conclusion that the result is not commensurate with the outlay, and that a radical reform is needed in the administration of this branch of the Board's operations; and this is our conviction, assuming that our recommendations with respect to the future of these establishments are not adopted: it will be seen further on that we recommend from other considerations that these model schools should be disestablished and disendowed. and indefensible.

183. But we are aware that the expense is by some defended on another ground, viz., that the model schools are training schools, and in this aspect it may be maintained that the money laid out by the State is well expended in promoting the supply of future teachers for the country. This deserves attentive consideration, for there is no doubt that the training of teachers is a most essential part of any national system, and such training must necessarily be more expensive than the maintenance of an elementary school will be. Excuse suggested.

184. In the model schools in Ireland in 1868 there were 467 monitors and pupil teachers of both sexes, as we found by actual counting. The Board's Returns give imperfect information on this head for 1867, the number of teachers in the care of these model schools being omitted—Sligo, Limerick, Cork, Dunmanway, Athy, Omagh, Londonderry, Galway, Bailieboro', Trim, Coleraine, Newtownstewart. In the other model schools there appear to have been 191 pupil-teachers and monitors.

185. To the pay of these pupil teachers and monitors might be added a certain annual sum to represent the cost of their own education; and this being deducted from the total cost of the model schools, would leave a more reasonable sum as the cost to the State of the education of the children of the farmers and shopkeepers.

* This school affords an instance of the confusion in which the statistical returns of the Board have become involved. Take the National Board's Report, 1867 :—

Page 26—We have given for West Dublin Model School, under the head No. of pupils on the rolls for year ending December 31, 1867—*Boys*, 403; *Girls*, 268; *Infants*, 291. (A).

Page 92—Classification of pupils on the rolls at end of year 1867—*Boys*. 241; *Girls*, 152; *Infants*, 145. (B).

Page 93—Classification of pupils for same year according to religious denomination—(agrees with preceding).

Page 93—Average number on Rolls—*Boys*, 252; *Girls*, 154; *Infants*, 162. (C).

Page 93—Number of individual pupils whose names appear on rolls, 1867—*Boys*, 403; *Girls*, 268; *Infants*, 307. (D).

Explanations probably can be given by the initiated, but it is clear that the public at large can hardly be expected to conclude that (A) and (C) are consistent.

186. We therefore proceed to discuss the question of training and of the suitableness of model schools as they now are organized and frequented for this purpose, giving first of all a brief account of the rise of the system.

PREPARATORY TRAINING, time of, was limited to six months.

187. In 1835 the Commissioners proposed that every candidate for admission to the central training establishment in Dublin should undergo a preparatory training in one of the district model schools; and the complete plan of district model National schools put forth in 1846 provided that in each district model school three male candidate teachers should be lodged with the master, and one female candidate teacher placed under the care of the mistress; that candidate teachers, selected by competitive examination, should be trained for six months in the district model schools, and after serving for two years in a National school, should be summoned to complete their education at the central model school in Dublin.

Pupil-teachers and monitors now retained for two years, but are free to leave.

188. Candidate teachers of either sex are now called "pupil-teachers" or "monitors" in the district model schools;—"pupil-teachers," if the cost of their board and lodging is defrayed by the State either in the master's house or elsewhere; and "monitors" or "monitresses" if the State does not pay for their board and lodging. Their course of preparatory training in the district model schools lasts for two years, and the numbers admitted in each model school vary at the discretion of the Commissioners. We did not find that any competition exists for admission. The candidate teachers receive their appointments from the Inspectors, and they are not bound by legal instrument to any period or other conditions of service. The practice is that during school-hours they teach classes of children in the model school, and in the morning and evening they study and get lessons from their teachers. They are free to leave at pleasure.

Model schools are unsuitable for training, because they differ from ordinary schools in management, religious instruction, conditions of school work, and remuneration;

189. The general principle of preparatory training appears to us to deserve approval, and we do not question that all candidates for admission to the central training establishment might with advantage be required to show a certain proficiency before obtaining that benefit at the public cost; but considerations are not wanting which create doubts whether the district model schools, as now constituted, afford a suitable field for the preparatory training of ordinary National school-teachers. For the great object of such training should be to familiarize the youthful teacher from an early age with the conditions of his future service; the work to be performed by the ordinary schoolmaster; the difficulties to be surmounted by him; and the relations to be maintained with scholars and school-managers. Hence the scene of preparatory training ought to resemble the ordinary school. But the district model schools differ most materially from ordinary National schools. (1.) The scheme of management is different. While the ordinary school is subject to its local patron or manager, the model school is under the exclusive control of a Dublin Board; and thus the teacher, who in the one case is beyond doubt the servant of private individuals, may in the other reasonably regard himself as independent of all masters but the State. (2.) Provision for religious instruction is different. In the ordinary school, whatever rights the covenants of trust-deeds may in certain vested schools confer upon others, religious instruction is in fact conveyed exclusively by the individual manager in person or through the teacher; but in the model schools ministers of various Protestant persuasions attend periodically to afford religious instruction. (3.) School-work is different. In the ordinary school children are mostly poor and so backward that 45 per cent. read only the First Book; the teaching force is limited to such an extent that classes must be generally large; there is seldom an infants' department; the apparatus for illustration, and often the very reading books or writing materials are deficient: while the model school is attended by children of the most respectable residents; all the scholars have advanced beyond the First Book; there is always a separate infants' school; teachers provided at the public cost are so numerous that the instruction is individual rather than collective, and the classes no larger than those of a private tutor; the State-supplied apparatus comprehends every mechanical contrivance for lightening the teachers' labour. (4.) Salaries are different. The ordinary school-teacher for heavy labour among poor children receives a moderate salary from the Board, and with many free scholars collects but a small amount of school-fees, while the model schoolmaster is paid at the highest rate with every opportunity of gaining extra allowances from his own Board and the Science and Art Department, augmented by half the school-fees which are paid by all, and in many instances at the rate of £1 a year. These differences are wide enough to constitute the model schools a separate class from the ordinary schools, and to divide the model school* teacher sharply from the teacher of an ordinary school.

and on the score of their prodigal resources.

190. The very prodigality of resources supplied to the model schools renders them unfit for the training of ordinary teachers, who will subsequently be required to perform harder tasks without the aid of the same appliances. A model school frequented by middle class children paying school-fees quarterly in advance, and attending with regularity for years together, may, while exhibiting admirable results, lie beyond the imitation of the ordinary schoolmaster. It is not by eliminating the special difficulties of the primary poor-school that a poor-school teacher can be trained to meet and overcome them; and the exclusion of trials, which are certain to be encountered in the future, may breed a fleeting vanity, but will never produce a lasting store of temper, judgment, and sagacity.

Boarding department condemned,

191. The arrangements for preparatory training in model schools are open to still further objection, inasmuch as the pupil teachers are lodged and boarded in them. Brought from distant homes, and so withdrawn from parental and pastoral care, these young men, professing a variety of creeds, pass their days and nights under a schoolmaster who, however skilful as an elementary teacher, has not been selected for ability to mould the character and form the manners of boarders, and who, sincere and well instructed as he may be in his own religion, cannot undertake to enforce the obligations of

* This is contrary to the original plan, which designed the masterships in model schools to be places of advancement for the encouragement of ordinary teachers, as explained by Mr. Blake (see first volume of Board's Reports, p. 96).

"I have no doubt that we shall promote as we have opportunities the most deserving of the teachers from the primary schools to the Normal schools, and from the Normal schools to the professorships in the general National Establishment. Those Normal schools will be model schools also for each county, or rather district schools. We propose to have one chief school for each county, and that the master there should have £100 a-year; that would be an advancement beyond the primary school; then we propose that he should have two assistants, who should have £52 a-year each; thus there would be about 90 places of advancement."

religions which are not his own. This portion of the model school system appears to us to be extremely ill advised, costly without being effective, and calculated to alienate those most deeply interested in the real welfare of the young men without securing a sound class of teachers.*

on general principles, and has failed.

192. Our disapproval is not based upon the detection of occasional scandals, from which no system can calculate upon being wholly free, but upon general grounds. The responsibility of conducting boarding houses involves a burden which no government department should have taken upon itself. Were all the boarders of one creed, the impropriety would be glaring; but not even the Queen's Colleges have attempted boarding houses of mixed religions. Instinctive objection to institutions so novel, so alien to all the customs and traditions of Irishmen, accounts at once for the unpopularity which has overwhelmed the Commissioners' model schools. And then the national object has not been gained. As one familiar with the system observed to us, "The model schools in seeking pupil teachers for middle class children have tapped too high a social stratum." The son of a poor family who would cheerfully accept the humble laborious life of a National teacher, is out of place among the smart scholars of a model school: the youth, suitable in station and manners to manage such children, despises the lowly lot of the ordinary master. Hence the training system of the Board never overtakes the wants of schools. Many young persons are trained at the country's expense; comparatively few adopt the teacher's profession.†

Preparatory training should be conducted in good ordinary schools.

193. The end proposed might, as we think, be more safely, more surely, and more cheaply reached, by confining preparatory training to the best of the ordinary schools, and by prolonging the length and improving the conditions of the service of candidate teachers in them. Managers, if they had the privilege of recommendation, would find for this class candidates with the needful tastes, character and disposition, who remaining under their parents' care and acquiring in the day school actual experience of the labour and trials of a teacher's life, would be prepared in virtuous perseverance to face as trained teachers the realities of their future career.

Model school a misnomer.

194. In the preceding remarks, directed chiefly to the expediency of using model schools as training schools, we have touched upon a point which was constantly before us—viz., the impropriety of giving them the name of "model." How is it possible ever to secure such schools in country places? A name is of small consequence perhaps, but in this case it is calculated to mislead, and it certainly assumes, what we have endeavoured to controvert in the preceding remarks, that these are fit places to train those who are to be future teachers of elementary National schools.

Mischief of mixture of classes.

195. The mixture of classes has been referred to; but some persons will defend this as a good thing in itself; and probably there will be much diversity of opinion thereon. The consequences which we have noticed are these—the power and influence of the teachers over the children of richer parents are not nearly so great as they ought to be in an efficient school; this applies not only to the junior teachers, but to the senior. If children come in private cars to school, or furnished with their season ticket by railway, or are attended by servants in livery (which we have ourselves witnessed),‡ such children frighten away the poor and barefooted, who do not like to have their social and fiscal deficiencies made conspicuous by contrast; and in some cases we have actually been requested to recommend that there should be a separation of classes, as the parents of well-dressed children found it offensive to their feelings that they should mix with their inferiors; on both sides the mixture is found unpalatable; it discourages attendance as regards scholars, and as regards teachers there are disadvantages to counterbalance the palpable benefit of bringing classes together, as in Scotland, on the benches of the school.

For the middle classes education should be provided, but not gratuitously.

196. Another reason has been alleged that really has weight. The National Board schools have displaced the schools to which the children of the higher middle class might have resorted. This is, we believe, true, and no doubt the education of these children should be promoted; but we are of opinion that such children should pay the full cost of their education, and we shall hereafter suggest a plan by which some of these model schools might be made useful for that purpose without calling on the State to provide a nearly gratuitous education for children of architects, barristers, clergymen, physicians, millowners, &c. (See *Returns of National Board*, § iv., par. 4, pp. 170-1.)

197. In such schools the demand for classical education, which is supported by such high authorities as Dr. Moriarty, Roman Catholic Bishop of Kerry, and Dr. M'Ivor, the rector of Ardstraw, might be met; though it is probable that even such an advantage might be considered by Dr. Moriarty as too dearly purchased by the erection of a model school within his diocese. (See *Dr. Moriarty's Memorandum*, § 6.)

RELIGIOUS QUESTION.

Union not secured in model schools.

Roman Catholic children desert them.

198. We now come to the most important aspect of these schools. They were designed on the united plan of the National Board—to be useful to all religious denominations without any favour or distinction. We believe that the Board and its officers have desired faithfully to carry out this intention; and yet the fact remains that the model schools are, with few exceptions, avoided by the Roman Catholic people. It is well known to what cause this is due. The Roman Catholic clergy have proclaimed that these schools are unsafe places of education for the children of their communion,

* Are the teachers in model schools appointed as a reward for previous good service in the same capacity in other elementary schools? Certainly not uniformly—for more than half the teachers of girls' and infant schools were appointed before they were 23, according to the returns furnished by the Board.

Of the 52 principal teachers in these schools—

7 were appointed when they were 19 or younger,		6 were appointed when they were 22 years of age.	
6 " "	20 years of age.	5 " "	23 "
7 " "	21 "	21 " "	over 23.

Of the 26 male teachers in the model schools only 5 were appointed when under the age of 27, so that in this case there is ground for supposing that the first may have been given for meritorious service as National schoolmaster; but other qualifications have evidently guided the Board in appointing the teachers of girls and infants. In some places we were told that superior manners, and ladylike deportment were considered essential, in order to attract the children of the more prosperous class; and indeed the teachers of elementary schools have in great measure ceased to look forward to these posts as the reward of professional exertions.

† See returns from National Board, § iv., par. 5, p. 170. 2,304 pupil teachers and monitors have been in the model schools, of whom 731 only are known to be in the Board's service (excluding those serving at present as pupil teachers and monitors).

‡ In the Belfast model school we examined the niece of one of the then members for the borough.

Explanation of exceptions.

and the people have (whether willingly, or as is sometimes alleged unwillingly) obeyed the monitions of their spiritual guides, and deserted the model schools. The exceptional cases are—1st. The model schools in Dublin. The Cardinal Archbishop has not issued any prohibition, chiefly, as his Eminence tells us, because he has not yet provided sufficient schools for the people; and he submits to what he considers an evil in order to avoid the greater evil of leaving the children wholly without the means of getting a good education. 2nd. Certain parts of the country where the local ecclesiastical authorities have not so strong an objection apparently as others have, and where the Roman Catholic element has always preponderated in the model school. 3rd. In the case of the children or relatives of Roman Catholic teachers employed in the schools.

Number of Roman Catholic pupils small;

199. While the Roman Catholics form five-sixths of the population, only thirty-seven per cent. of the children whose names were on the registers by some means or other in 1867 were of the Roman Catholic religion. This includes the model schools in Dublin, whose numbers are one-fifth of the whole number of children in model schools.

and diminishing.

200. The number of Roman Catholic children attending model schools is diminishing even from this scanty proportion, and their place is not supplied by others—the schools are *pro tanto* emptied. Of the former fact we give this evidence:—

Proof.

Provincial Model Schools.	No. of R. C. Children on Roll.		Difference.		No. of R. C. Children counted by		Per-centage of actual attendance to Roll Nos.
	1867.	1868.	Increase.	Decrease.	Constables, 25 . 6 . 68.	R. Commissioners, various days.	
Athy,	59	53	–	6	18	20	37·5
Bailieborough,	189	219	30	–	105	81	37·0
Ballymena,	21	14	–	7	6	5	35·7
Ballymoney,	65	52	–	13	21	13	25·0
Belfast,	392	283	–	109	104	71	25·1
Carrickfergus,	8	9	1	–	4	7	77·8
Clonmel,	138	88	–	50	27	24	27·3
Coleraine,	31	40	9	–	10	On Roll,25	–
Cork,	173	169	–	4	53	55	32·5
Derry,	23	31	8	–	6	4	12·6
Dunmanway,	451	471	20	–	266	284	60·3
Enniscorthy,	11	8	–	3	2	5	62·5
Enniskillen,	8	16	8	–	5	6	37·5
Galway,	111	77	–	34	31	31	40·3
Kilkenny,	109	69	–	40	25	19	27·5
Limerick,	153	128	–	25	27	27	21·1
Lurgan,	72	66	–	6	11	11	16·7
Monaghan,	114	31	–	83	9	9	29·
Newry,	72	65	–	7	8	7	10·8
Newtownards,	14	11	–	3	3	5	45·5
Newtownstewart,	9	3	–	6	1	3	100·
Omagh,	20	24	4	–	5	4	16·7
Parsonstown,	134	100	–	34	39	21	21·0
Sligo,	8	9	1	4	3	3	33·3
Trim,	473	349	–	124	20	76	21·7
Waterford,	182	142	–	40	49	63	44·4
Total,	3,040	2,527	81 In 8 schools.	594 In 19 schools.	858	854	33·8

Of the latter fact a proof will be found on the last column of table (L). p. 765.

Table H.

Religious Denominations of Children and Teachers, with Memorandum of Religious Census in 1861.

Table showing number of pupils and teachers of each creed at time of visits, with corresponding Census in 1861.

—	Children in School.					Teaching Staff.					Census of Town in 1861.				
	E.C.	R.C.	Pres.	Others.	Total.	E.C.	R.C.	Pres.	Others.	Total.	E.C.	R.C.	Pres.	Others.	Total.
Athy:															
Boys,	32	13	7	10	62	2	3	0	0	5					
Girls,	27	6	5	4	42	3	4	0	0	7	352	3,688	17	67	4,124
Infants,	21	1	6	4	32	1	2	0	0	3					
	80	20	18	18	136	6	9	0	0	15					
Bailieborough:															
Boys,	16	25	17	0	58	2	5	2	0	9					
Girls,	22	32	18	0	72	3	3	2	0	8	225	809	97	8	1,139
Infants,	14	24	10	0	48	0	3	0	0	3					
	52	81	45	0	178	5	11	4	0	20					
Ballymena:															
Boys,	5	2	68	4	79	2	2	6	0	10					
Girls,	7	1	31	2	41	2	0	3	0	5	1,431	1,656	3,186	501	6,774
Infants,	10	2	40	4	56	1	2	1	0	4					
	22	5	139	10	176	5	4	10	0	19					
Ballymoney:															
Boys,	6	3	36	0	45	0	3	4	0	7					
Girls,	3	8	22	0	33	0	3	3	0	6	495	795	1,171	142	2,603
Infants,	10	2	46	0	58	1	0	3	0	4					
	19	13	104	0	136	1	6	10	0	17					
Belfast:															
Boys,	101	30	219	30	380	7	7	11	1	26					
Girls,	84	23	139	18	264	6	5	12	4	27	29,832	41,237	42,229	7,246	120,544
Infants,	69	18	107	20	214	5	4	5	1	15					
	254	71	465	68	858	18	16	28	6	68					

RELIGIOUS DENOMINATIONS of CHILDREN and TEACHERS, with MEMORANDUM of RELIGIOUS CENSUS in 1861—*continued.* TABLE H.

	Children in School.					Teaching Staff					Census of Town in 1861.				
	E.C.	R.C.	Pres.	Others.	Total.	E.C.	R.C.	Pres.	Others.	Total.	E.C.	E.C.	Pres.	Others.	Total.
CARRICKFERGUS:															
Boys,	21	3	46	13	83	2	1	4	0	7	1,049	594	2,037	298	4,028
Girls,	9	1	23	8	41	1	1	1	1	4					
Infants,	14	3	53	4	74	0	1	4	0	5					
	44	7	122	25	198	3	3	9	1	16					
CLONMEL:															
Boys,	34	11	6	6	57	2	3	1	–	6	1,148	10,209	102	185	11,644
Girls,	25	10	11	7	53	1	2	–	2	5					
Infants,	14	3	5	0	22	2	1	1	–	4					
	73	24	22	13	132	5	6	2	2	15					
COLERAINE (on Roll):															
Boys,	15	5	45	5	70	1	3	4	–	8	1,563	1,455	2,118	495	5,631
Girls,	4	14	37	7	62	1	2	4	–	7					
Infants,	8	7	17	16	48	1	2	–	–	3					
	27	26	99	28	180	3	7	8	–	18					
CORK:															
Boys,	113	23	13	22	171	4	6	0	0	10	10,632	67,148	381	1,460	80,121
Girls,	91	19	5	24	139	6	7	2	0	15					
Infants,	91	13	4	27	135	5	4	0	1	10					
	295	55	22	73	445	15	17	2	1	35					
DUBLIN, WEST:															
Boys,	11	133	0	0	144	0	11	1	0	12	No separate return.				
Girls,	5	72	1	0	78	1	10	0	0	11					
Infants,	–	–	–	–	–	1	6	1	–	8					
	16	205	1	0	222	2	27	2	0	31					
DUNMANWAY:															
Boys,	4	79	0	5	88	1	4	–	–	5	340	1,694	1	33	2,068
Girls,	4	91	0	0	95	1	10	–	–	11					
Infants,	5	114	0	1	120										
	13	284	0	6	303	2	14	–	–	16					
ENNISCORTHY:															
Boys,	27	3	2	2	34	–	1	1	–	2	616	4,692	3	85	5,396
Girls,	19	1	1	2	23	2	–	–	–	2					
Infants,	28	1	2	3	34	1	1	–	–	2					
	74	5	5	7	91	3	2	1	–	6					
ENNISKILLEN:															
Boys,	74	2	14	19	109	3	3	0	1	7	2,17	3,235	160	200	5,774
Girls,	29	0	6	7	42	2	1	1	0	4					
Infants,	24	4	7	3	38	1	1	1	0	3					
	127	6	27	29	189	6	5	2	1	14					
GALWAY:															
Boys,	32	20	7	5	64	1	5	2	0	8	837	15,621	189	318	16,965
Girls,	26	5	8	2	41	2	3	–	–	5					
Infants,	17	6	12	7	42	1	2	1	–	4					
	75	31	27	14	147	4	10	3	0	17					
INCHICORE:															
Boys,	14	21	2	1	38	0	1	1	–	2	No separate return.				
Girls,	15	24	0	1	40	2	1	–	–	3					
Infants,	20	38	0	0	58	1	2	–	–	3					
	49	83	2	2	136	3	4	1	–	8					
KILKENNY:															
Boys,	44	7	7	–	58	2	4	1	–	7	1,242	12,769	97	67	14,175
Girls,	16	7	2	–	25	2	4	–	–	6					
Infants,	15	5	1	–	21	1	3	–	–	4					
	75	19	10	0	104	5	11	1	–	17					
LIMERICK:															
Boys,	74	11	7	6	98	3	4	1	–	8	4,238	39,124	418	668	44,448
Girls,	62	11	8	10	91	2	3	2	–	7					
Infants,	66	5	12	6	89	3	3	–	–	6					
	202	27	27	22	278	8	10	3	–	21					
LONDONDERRY:															
Boys,	37	2	92	10	141	2	4	4	–	10	3,658	12,036	4,420	761	20,875
Girls,	23	1	48	3	75	5	1	3	–	9					
Infants,	18	1	25	11	55	2	1	3	–	6					
	78	4	165	24	271	9	6	10	–	25					
LURGAN:															
Boys,	–	–	–	–	148	3	1	1	2	7	3,282	2,752	1,334	404	7,772
Girls,					75	1	1	3	0	5					
Infants,					86	2	2	1	0	5					
	192	11	81	25	309	6	4	5	2	17					

TABLE H.

RELIGIOUS DENOMINATION of CHILDREN and TEACHERS, with MEMORANDUM of RELIGIOUS CENSUS in 1861—*continued.*

	Children in School.					Teaching Staff.					Census of Town in 1861.				
	E.C.	R.C.	Pres.	Others.	Total.	E.C.	R.C.	Pres.	Others.	Total.	E.C.	R.C.	Pres.	Others.	Total.
MONAGHAN:															
Boys,	29	4	12	2	47	3	3	2	–	8					
Girls,	26	0	27	3	56	1	2	3	–	6	775	2,667	307	50	3,799
Infants,	28	5	7	0	40	2	1	1	–	4					
	83	9	46	5	143	6	6	6	–	18					
NEWRY:															
Boys,	10	2	26	2	40	1	3	1	–	5					
Girls,	11	3	32	9	55	1	1	4	–	6	2,401	7,935	1,562	281	12,179
Infants,	10	2	24	7	43	2	0	1	–	3					
	31	7	82	18	138	4	4	6	–	14					
NEWTOWNARDS:															
Boys,	16	1	94	17	128	2	2	8	2	14					
Girls,	4	3	81	6	94	2	2	3	2	9	1,758	1,126	5,769	889	9,542
Infants,	7	1	67	14	89	1	0	4	2	7					
	27	5	242	37	311	5	4	15	6	30					
NEWTOWNSTEWART:															
Boys,	3	0	17	–	20	1	0	2	–	3					
Girls,	15	1	19	–	35	0	2	2	–	4	405	604	208	15	1,232
Infants,	13	2	19	1	35	1	0	1	–	2					
	31	3	55	1	90	2	2	5	–	9					
OMAGH:															
Boys,	29	0	26	10	65	3	3	2	1	9					
Girls,	25	2	27	6	60	3	2	2	–	7	779	2,187	431	136	3,533
Infants,	33	2	23	9	67	0	0	2	1	3					
	87	4	76	25	192	6	5	6	2	19					
PARSONSTOWN:															
Boys,	23	14	3	1	41	1	4	0	1	6					
Girls,	36	2	0	1	39	3	2	0	0	5	962	4,234	66	139	5,401
Infants,	19	5	3	4	31	0	1	1	0	2					
	78	21	6	6	111	4	7	1	1	13					
SLIGO:															
Boys,	36	3	11	14	64	3	3	1	1	8					
Girls,	28	0	8	24	60	2	1	2	1	6	1,621	8,313	288	383	10,605
Infants,	35	0	19	23	77	2	0	2	1	5					
	99	3	38	61	201	7	4	5	3	19					
TRIM:															
Boys,	19	67	–	6	92	2	5	–	–	7					
Girls,	13	1	–	–	14	1	3	–	–	4	233	1,791	8	26	2,058
Infants	9	8	–	–	17	1	3	–	–	4					
	41	76	–	6	123	4	11	–	–	15					
WATERFORD:															
Boys,	47	15	2	18	82	2	4	1	–	7					
Girls,	28	27	5	11	71	3	3	–	1	7	1,989	20,429	234	550	23,202
Infants,	26	21	8	12	67	1	2	1	–	4					
	101	63	15	41	220	6	9	2	1	18					

TABLE K.

Table showing how many people in 100 professed each creed, and in 100 pupils of each model school how many professed those creeds.

DENOMINATIONAL PERCENTAGES showing under each locality how many in 100 of the general Population belonged in 1861 to the different creeds, and how many in 100 of the Scholars seen in 1868 by the Royal Commissioners belonged to the same creeds.

NOTE.—In reference to this table it must be remembered that the numbers professing different creeds are taken from the last census; and also that many scholars of Model Schools live at considerable distances from the schools—attending daily by railway or car.

	Episcopalians, Number in 100 of		Roman Catholics, Number in 100 of		Presbyterians, Number in 100 of		Others, Number in 100 of	
	General Population, 1861.	Scholars, 1868.	General Population, 1861.	Scholars, 1868.	General Population, 1861.	Scholars, 1868.	General Population, 1861.	Scholars 1868.
Athy,	8	58	90	14	Too small for calculation.	14	With Presbyterians, 2	14
Bailieborough,	20	29	79	46	With others, 1	25	0	0
Ballymena,	21	12	25	3	47	79	7	6
Ballymoney,	17	14	31	10	45	76	7	0
Belfast,	25	30	34	8	35	54	6	8
Carrickfergus,	26	22	15	3	52	63	7	12
Clonmel,	10	55	88	18	Less than 1	17	More than 1	10
Coleraine,	28	15	26	14	37	55	9	16
Cork,	13	66	84	12	1	5	2	17
Dublin, West,	No separate Return of Population.							
Dunmanway,	16	4	82	94	0	0	2	2
Enniscorthy,	11	81	88	5·5	0	5.5	2	8
Enniskillen,	38	67	56	3	3	14	3	16
Galway,	5	51	92	21	1	18	2	10
Inchicore,	No separate Return.							

DENOMINATIONAL PERCENTAGES showing under each locality how many in 100 of the general Population belonged in 1861 to the different creeds, and how many in 100 of the Scholars seen in 1868 by the Royal Commissioners belonged to the same creeds—*continued.* TABLE K.

—	Episcopalians, Number in 100 of		Roman Catholics, Number in 100 of		Presbyterians, Number in 100 of		Others, Number in 100 of	
	General Population, 1861.	Scholars, 1868.	General Population, 1861.	Scholars, 1868.	General Population, 1861.	Scholars, 1868.	General Population, 1861.	Scholars, 1868.
Kilkenny,	9	72	90	18	With Others, 1	10	With Presbyterians, 1	0
Limerick,	10	72	88	10	Less than 1	10	More than 1	8
Londonderry,	18	29	58	1	21	61	3	9
Lurgan,	42	62	36	4	17	26	5	8
Monaghan,	21	58	70	6	8	32	1	4
Newry,	20	23	65	5	13	59	2	13
Newtownards,	19	8·5	12	1·5	60	78	9	12
Newtownstewart,	33	35	49	3	17	61	1	1
Omagh,	22	45	62	2	12	40	4	13
Parsonstown,	18	70	78	19	1	5·5	3	5·5
Sligo,	15	50	79	1	3	19	3	30
Trim,	11	33	87	62	With Others, 2	0	With Presbyterians, 2	5
Waterford,	9	46	88	29	1	7	2	18

TABLE L.

RETURN of ACCOMMODATION showing the Number of School-rooms, their area in square feet, the Number of Children they would accommodate at ten square feet per Scholar, the Number of Children seen in them by the Commissioners and the Percentage of School space not occupied by Scholars at the date of visit.

—	No. of School-rooms.	Area in square feet.	Accommodation at ten square feet per Child.	No. of children actually present.	Excess of accommodation in square feet.	Capacity of unoccupied School-rooms at ten square feet per child.	Percentage of unoccupied School-room.
ATHY:							
Boys,	2	1,736	174	59	1,146	115	66
Girls,	1	1,306	131	42	886	89	68
Infants,	2	1,144	114	31	834	83	73
BAILIEBOROUGH:							
Boys,	2	840	84	58	260	26	31
Girls,	2	840	84	72	120	12	14
Infants,	1	451	45	48	0	0	0
BALLYMENA:							
Boys,	3	1,400	140	68	720	72	51
Girls,	1	640	64	41	230	23	36
Infants,	1	540	54	56	0	0	0
BALLYMONEY:							
Boys,	2	1,146	115	43	716	72	62
Girls,	1	609	61	30	309	31	51
Infants,	1	609	61	58	29	3	5
BELFAST:							
Boys,	7	6,264	626	374	2,524	252	40
Girls,	6	4,228	423	263	1,598	160	38
Infants,	3	2,554	255	201	544	54	27
CARRICKFERGUS:							
Boys,	3	1,494	150	83	664	66	44
Girls,	2	1,012	101	41	602	60	59
Infants,	1	888	89	74	148	15	17
CLONMEL:							
Boys,	5	2,185	219	57	1,615	162	74
Girls,	3	1,480	148	53	950	95	64
Infants,	1	509	51	22	289	29	57
COLERAINE:							
Boys,	3	1,580	158	32	1,260	126	80
Girls,	3	1,252	125	38	872	87	70
Infants,	1	560	56	12	440	44	79
CORK:							
Boys,	7	5,174	517	169	3,484	348	67
Girls,	3	2,809	281	138	1,429	143	51
Infants,	2	1,716	172	135	366	37	21
DUBLIN, WEST:							
Boys,	.	.	.	129		.	.
Girls,	.	.	.	74		.	.
Infants,	.	.	.	115		.	.
DUNMANWAY:							
Boys,	3	1,830	183	86	970	97	53
Girls,	3	1,543	154	91	633	63	41
Infants,	2	779	78	130	0	0	0
ENNISCORTHY:							
Boys,	3	1,725	173	33	1,395	140	81
Girls,	2	1,334	133	23	1,140	110	82
Infants,	2	845	85	34	505	51	60
ENNISKILLEN:							
Boys,	4	3,795	380	108	2,715	272	72
Girls,	3	2,337	234	42	1,917	192	82
Infants,	3	2,070	207	38	1,690	169	82
GALWAY:							
Boys,	3	1,980	198	62	1,360	136	69
Girls,	2	1,041	104	29	751	75	72
Infants,	1	684	68	42	264	26	38

—	No. of School-rooms.	Area in square feet.	Accommodation at 10 square feet per Child.	No. of Children actually present.	Excess of Accommodation in square feet.	Capacity of unoccupied School-rooms at 10 square feet per Child.	Percentage of unoccupied School-room.
INCHICORE:							
Boys,	.	.	.	38	.	.	.
Girls,	.	.	.	40	.	.	.
Infants,	.	.	.	58	.	.	.
KILKENNY:							
Boys,	4	2,518	252	57	1,948	195	73
Girls,	3	1,984	198	25	1,734	173	87
Infants,	1	340	84	21	630	63	75
LIMERICK:							
Boys,	5	2,838	284	92	1,918	192	68
Girls,	3	1,922	192	88	1,042	104	54
Infants,	2	1,259	126	88	379	38	43
LONDONDERRY:							
Boys,	4	3,116	312	134	1,776	178	57
Girls,	2	1,542	154	74	802	80	52
Infants,	2	1,542	154	55	992	99	64
LURGAN:							
Boys,	4	2,778	278	148	1,298	130	47
Girls,	2	1,594	159	75	844	84	53
Infants,	2	1,038	104	86	178	18	17
MONAGHAN:							
Boys,	2	1,632	163	45	1,182	118	72
Girls,	2	1,120	112	56	560	56	50
Infants,	1	742	74	41	332	33	45
NEWRY:							
Boys,	3	1,360	136	40	960	96	71
Girls,	2	1,090	109	55	540	54	50
Infants,	1	550	55	43	120	12	22
NEWTOWNARDS:							
Boys,	3	1,916	192	126	656	66	34
Girls,	3	1,888	189	93	958	96	51
Infants,	1	845	85	89	0	0	0
NEWTOWN-STEWART:							
Boys,	2	1,200	120	20	1,000	100	83
Girls,	1	750	75	34	410	41	55
Infants,	1	750	75	35	400	40	53
OMAGH:							
Boys,	3	1,665	167	65	1,015	102	61
Girls,	3	1,460	146	57	890	89	61
Infants,	1	600	60	67	.	.	.
PARSONSTOWN:							
Boys,	2	1,078	108	41	668	67	62
Girls,	2	1,078	108	39	688	69	64
Infants,	1	885	89	31	575	58	65
SLIGO:							
Boys,	2	2,435	244	63	1,805	181	75
Girls,	3	1,278	128	58	698	70	55
Infants,	2	944	94	77	174	17	18
TRIM:							
Boys,	3	1,899	190	87	1,029	103	54
Girls,	2	1,070	107	14	930	93	87
Infants,	1	700	70	17	530	53	76
WATERFORD:							
Boys,	5	3,410	341	81	2,600	260	76
Girls,	3	1,904	190	71	1,194	119	63
Infants,	1	916	92	67	246	25	27

Roman Catholic clergy object to management of Model Schools.

201. The objections of the Roman Catholic clergy to the model schools are founded chiefly on the management and the necessarily undenominational character of these schools. The latter objection belongs to a wider view of the subject. The former we shall examine in detail.

202. In order to do this the question of local management of schools should be carefully studied, as it was one of the chief difficulties of the National system.

MANAGEMENT.

Scheme of management proposed by Mr. Carlile in 1836,

203. Shortly after the issue of the Board's second Report for 1834-5, Mr. Carlile, then Resident Commissioner, undertook at the request of his colleagues, to make a tour of inspection among National schools, and to report the result of his observations. For our present purpose Mr. Carlile's report* chiefly deserves notice, because he clearly assumes in it that the county model schools then in contemplation would be managed by local committees, and he even suggests a system of county inspection, which, he remarks, "might easily be effected by giving the committee of the model school a certain allowance for employing a supernumerary master, whom they might send to the different schools in the county from time to time, or who might take charge of the school while the head master of the model school might be sent out on a tour of inspection, and who also should act as secretary to the committee, and maintain a correspondence with the National Board." He proceeds further to recommend that, "connected with each proposed county model school, the most influential gentlemen in the counties respectively, both of clergy and laity, as, for example, the bishops of both the Protestant and Roman Catholic Churches, resident noblemen, and other landed proprietors, might be invited to become guardians or patrons of these model schools, with power to sit and vote on the committees, and might thus be vested with official authority to visit and inspect all schools within the county." We have seen that, in a somewhat similar spirit, when modifications in the National system were recommended, after the Lords' inquiry of 1854, the Government, in authorizing the foundation of the schools now called "Minor Model Schools," directed the Commissioners, "in cases wherever it is practicable, to appoint Committees composed of Protestants and Roman Catholics to visit and superintend them under the direction of the Board." But when the Board began to give effect to the resolution in favour of founding model schools, no attempt was made to form local committees of management, or to give influential residents any authority over them. On the contrary, the Board sitting in Dublin reserved to itself and its officers exclusive control of the country model schools in the way which we proceed to describe.

not adopted.

Inspector is manager for the Board.

204. The management of a district model school resides in the District Inspector, who usually occupies an office within the institution, and is required to live in the vicinity. Until 1854, it was his duty most carefully and particularly to look after the school, and to examine and report upon it once a week (M'Creedy, in Lords' Committee, 3255). Since 1854 the regulations affecting the Inspector's management of a model school have not required a weekly examination, but they still impose duties of anxious nature and frequent recurrence. They are as follow:—"Where a district model school is placed in charge of an Inspector, he is expected, besides his stated and ordinary visits, to pay as many occasional or incidental calls as in his power, and such at all times of the day, as well during the ordinary school-hours, as both before and after, in order that he may see not only that the principal teachers and their several assistants are observant of the rules of the institution as regards the employment of their time and the prosecution of their studies, but how also are the domestic arrangements carried out. Instead of a weekly inspection of these institutions, as at present, three inspections in the term—each, however, to be separately reported on the form prescribed—will in future suffice; but these inspections, it is to be distinctly understood, are to be of a serious and searching character; and with the view of making them truly such, the Inspector, instead of examining in detail all departments at each of those visits, should take them in succession, without, however, at any visit, neglecting to inquire into, and report on the attendance and classification of pupils in the others, and the *general* state of the whole establishment. The teachers will still be required to furnish weekly returns of the attendance, &c., of the pupils, and these the Inspector, who will attend each Saturday at the model school to receive them, after having checked and countersigned, will forward to the office." He distributes among the teaching staff the various duties to be performed. He receives from the teachers and remits to Dublin the fees paid by scholars. And under the Head Inspector, he is generally responsible for the working of the school. Nevertheless he does not appoint the teachers, nor can he dismiss any of them without reference to the Board, who may revise his action, sustaining or reversing his judgment upon the production of evidence satisfactory to them.

Inconveniences of this plan.

205. It is obvious that the discharge of the duty of management exercised possibly by a young unmarried inspector over a troop of teachers of both sexes and all ages and creeds, brought from different quarters, and working together without perfect subordination among themselves, in schools where boys and girls often over thirteen years of age occupy adjoining rooms and share a common corridor, must be a matter of extreme delicacy. And though we saw reason to believe that one at least of the district Inspectors—and probably more than one—possessed discrimination and firmness enough to perceive what needed correction, and to apply vigorous remedies regardless of the possible consequences to himself; yet we think that qualifications so rare cannot reasonably be calculated on, and that where they exist they may be more profitably employed than in composing squabbles among teachers, or animadverting upon a young woman's dress.

Duties and temptations of school manager incompatible with position of Government Inspector.

206. In fine, we consider that no Inspector should be placed in a position attended with constant anxiety which must interfere with the regular discharge of his proper functions, and exposed to the risk of mistake where errors of judgment involve not only his personal character for prudence, but the repute of the central Government. A private patron may fail in managing his school-teachers judiciously; he may overlook intemperance in one case, levity of conduct in another, an unbecoming style of dress in a third, or inattention to religious observances in a fourth; he may maintain as models to the growing youth of a parish married persons separated from their partners, whose wrongs and misery fill the schools with gossip of a kind never to be named before the young; or again, actuated by too keen a sense of responsibility he may remove a teacher for reasons which exist only in imagi-

* Appendix to House of Commons' Report, 1837.

nation: all that he risks in either case is his own character for prudence or kindliness. But the errors in school-management into which an Inspector may fall reflect upon his department, and lower Her Majesty's Government in popular estimation. Should he act too promptly, the Government is tyrannical; should he wait for positive proof before applying correction, the Government is suspected of designs upon the morals or religion of the people. It is conceivable that a school manager might here and there marry one of the teachers under his management without sacrificing more than self-respect and social position; while a few alliances of the same kind contracted between school Inspectors and the teachers or monitresses of model schools cannot fail to destroy the proper relation of the two classes by undermining the authority of the one class and unduly exciting ambitious hopes in the other.

Bishops and clergy on this account denounce Model Schools,

207. Thus it happens that a scheme originated in the best intentions has not in its working conciliated general favour. For confidence in the management of model schools has gradually been lost, and many of the clergy of the Established and Roman Catholic Churches regard the institutions with silent disapproval if not with active hostility. The Roman Catholic bishops with whom we had the advantage of an interview, expressed a judgment adverse to the model schools as unsafe places of education for the young of their flock; and attendance at them, continued after public warning, is regarded as a sinful breach of discipline, involving teachers and parents as well as school-children in its consequences. In some places the condemnation is carried further than in others. Where no other provision of a suitable kind has been made for the education of Roman Catholic children of either or both sexes, there one or other or both departments of the model schools are tolerated until the want can be supplied. Such is the case not only in Dublin, but also Dunmanway and Bailieborough, and with the boys' schools at Trim and Parsonstown. At Dunmanway, in order to obtain this toleration, resort has been had to the expedient of keeping vacant the place of head mistress over the infants' school, as it was apprehended that the appointment of a Protestant teacher to that office would lead to ecclesiastical censures, and the emptying of the school. Near relatives of persons officially engaged about the schools, as inspectors and teachers, are generally exempted from the prohibition to attend them; and in certain cases this exemption accounts for the presence of several out of the small total of Roman Catholic scholars. Thus at Enniscorthy the whole number of Roman Catholic scholars present in the boys', girls', and infants' rooms was five, of whom three were the children of the head master, while another was the offspring of a mixed marriage. But in places where schools of good repute have been opened under Roman Catholic management, the prohibition to attend model schools is actively and strictly enforced upon all other children of the Roman Catholic Church, and it was stated to us, that in case of non-compliance, ecclesiastical censure and public denunciation have sometimes been extended even beyond the classes of teachers, scholars, and their parents. Even in places where model schools are as yet tolerated, the establishment of schools is contemplated for the purpose of withdrawing the Roman Catholic children and preventing their further attendance; and there can be no doubt that in the absence of remedial measures, among which change in the principle of management must hold the first place, the object will be finally effected in the abandonment of model schools.

with certain exceptions,

which, however, are temporary.

208. The objection entertained against the present plan of management is definite and determined, and we met in the county Wicklow with proof that ordinary National schools similarly managed excite hostility equally inveterate.

Objection to non-local management illustrated by case at Glendalough National School.

209. The Glendalough National school in several particulars affords a remarkable illustration of the working of the Irish system. This school was built in 1862 by the Mining Company of Ireland for the benefit of their workmen and other tenants. It is a vested school, built with the aid of public grants amounting to £277 10*s.* towards the premises, and £50 for boundary fence. The site includes, besides the school, a pretty cottage, romantically situated, for the master, and land enough to feed his cow. In the school, which though small, is well built and suitably furnished, are two rooms designed for boys and girls respectively. These rooms bear upon the Board's roll two numbers, viz., 8909 and 8966, and it seems strange that if two adjoining rooms under one roof must be distinguished by different numbers, those numbers should not be consecutive. No. 8966, characterized as Glendalough female school, vested and under Roman Catholic lay management, is returned by the National Board in the Reports for 1864, 1865, and 1866 upon the "List of schools in operation on the 31st December" in each year. Yet it has never been in operation at all. The Report for 1864 leaves blank all particulars of attendance and aid, and states in a foot note that the "pupils are taught in the male school." The Report for 1865 leaves similar blanks, and notes the school as "temporarily inoperative." In the same way the Report for 1866, the last issued, describes the school as "not in operation." The condition of things in 1868 is precisely the same. The vested school No. 8966, built to the extent of two-thirds of the cost by the Board in 1862, is this year also not in operation. The adjoining room No. 8909 has not proved so totally useless, but in the small attendance, as well as in liberality of treatment by the Board, it resembles and illustrates the district model schools. The Mining Company opened the school in 1864 under a Roman Catholic master of high classification, who appears well qualified to teach, and in fact has taught his few scholars efficiently. They allow the master free use of the residence and land. They make up his salary to £58, and they annually distribute £12 in premiums among the handful of scholars. The Board also has acted with exceptional liberality in the case, allowing to the master his full class salary of £38 for three years, in spite of the small attendance of children, which averaged 10 in 1864, 14 in 1865, 14 in 1866, and remains at the same number in the present year. If the failure in attendance arose from sparsity of population, the Board would be culpable for having built schools on a spot without inhabitants. But the failure is not attributable to that cause. St. Kevin's schools in the immediate neighbourhood draw large numbers, and many boys there, under a worthy master of long service, occupy a school which, though returned as "vested," is a wretched structure, unfit for the purposes of education. It would in our opinion be a wise and merciful arrangement to transfer these poor boys from the hovel called a vested National school at St. Kevin's to the excellent empty room,

equally a vested National school, at Glendalough. Meantime it is ecclesiastical objection to the management which empties the Glendalough school. Though the master is a Roman Catholic, and the manager a Roman Catholic, yet all the scholars (excepting the master's own children) are Protestants. The parish priest opposes and denounces the school, and Roman Catholic children shun it, just as they avoid a model school. The objection, as we understand it, is that though the nominal manager is a Roman Catholic officer of the Mining Company, who resembles the District Inspector in his relation to a model school, yet the real power of management resides in the Company itself, whose head-quarters are in Dublin, and who occupy a position analogous to that of the National Board towards model schools.

Exclusive management of schools by Board not tolerated.

210. We have described this case at some length, because it proves how deep-seated is the objection to non-local management of schools, and how hopeless, where the objection exists, the task of attracting into condemned institutions the children of the majority of the Irish people. The failure of the Glendalough school further shows that had the National Board carried out their plan of 1846, and in addition to the model schools built a few small schools in each district at their exclusive cost and under their own management, these schools would likewise have failed to secure the attendance of children, and at a large expenditure of good intentions and public money would have purchased nothing but discredit and disappointment. It is vain to lavish national funds upon school buildings, apparatus, teachers, and rewards, while the management remains such as to scare away scholars. Once at least before in the history of attempts to promote education in Ireland by means of parliamentary aid, similar well-intended efforts had, through the same mistake, resulted in similar failure. Between 1819 and 1826 grants were made from the Lord Lieutenant's school-building fund "under circumstances which led to the belief that it was not intended to give Roman Catholics control over the schools, or any voice in their management; and accordingly the system did not enjoy the confidence of members of that religious persuasion" (Report on Endowed Schools, p. 127). The Commissioners of Education Inquiry of 1825 condemned this system, and the grants were discontinued. Experience failed to warn the Board of National Education against a repetition of the blunder.

Previous failure.

Objection fatal.

211. For this reason amongst others the model schools have proved a failure, as far as it was intended to attract Roman Catholic children into them; and they have become middle-class schools for Protestants of different denominations; though not exclusive of Roman Catholics in the theory or intention of the Board, they have become in fact places of nearly gratuitous education for non-Catholics. We do not see how, with the objections entertained and enforced by the Roman Catholic clergy, they can ever recover their popularity or general usefulness.

PUBLIC AID GIVEN IN INVERSE PROPORTION TO THE NEED OF IT.

Roman Catholic population needs schools.

212. Let us again revert to the original idea, and then we will show how unreasonable it is to expect that public aid should be lavishly given for the advantage of the smaller section of the community. We will recapitulate a few facts showing how much the Roman Catholic population needed the assistance of the State, and how amply the education of Protestants has been provided for by direct encouragement, and by diverting for their benefit funds and endowments which had a wider scope in the intentions of the founders.

Objects of Board, as defined by Resident Commissioner,

213. The Resident Commissioner, when under examination before the Lords' Committee in 1854, defined the objects of the National Board in words which we consider memorable. "I think," said Mr. Macdonnell, "that the first and greatest object of the National system was the sound education of the poor of Ireland of all denominations, free from all suspicion of proselytism, affording at the same time every facility that could reasonably be given for the separate religious education of the children attending the schools. Then the second great object was the united education of Protestants and Roman Catholics in the same schools—a very important object of course, but quite subordinate to the great object of all which was a sound education for the poor of Ireland of all denominations, free from the suspicion of proselytism." It may reasonably be questioned, as we have shown, how far, if at all, the model schools can be taken as designed for the benefit of the poor. However that may be, it is certain that the education given in them is regarded as so far from sound and free from all suspicion of proselytism, that the children of the most numerous and most needy denomination are virtually precluded from participation in it.

are not met.

Comparative illiteracy of Roman Catholics.

214. Yet this is precisely the section of the population which most largely stands in want of education and of public help to procure it for their children. The Census of Ireland for the year 1861 (Part IV., p. 45) points out that "the per-centage of members of the Established Church receiving instruction in primary schools was 9·8; those attending superior schools, 1·1 per cent.; those in colleges, 0·04; and the sum of all these 10·9 per cent. of the population belonging to the Established Church. Roman Catholics in primary schools were 6·6 per cent.; in superior schools, 0·2; in colleges, 0·03; and altogether 6·9 per cent. of the Roman Catholic population. Presbyterians in primary schools were 8·3 per cent.; in superior schools, 0·4; and altogether 8·7 of the Presbyterian population." Hence, taking the whole number of Roman Catholics at 4,505,265, as returned by the Census Commissioners, we find that there are no fewer than 144,168 Roman Catholic children not at school, who, if the Roman Catholics reached the proportion actually attained by members of the Established Church, would be under instruction in primary schools, and 40,547 Roman Catholic children not at school who on the same condition would be attending superior schools. Similarly, if Roman Catholics reached the proportion actually attained by the Presbyterians, whose school attendance falls considerably below that of the Established Church, 76,590 Roman Catholic children not at school would be receiving instruction in primary schools, and the number of Roman Catholic scholars in superior schools would be exactly doubled.

215. It follows, therefore, that whether model schools are regarded as primary or as superior schools, the Roman Catholics above other classes of the population have need of the educational advantages which they were designed to confer.

Carrickfergus contrasted with Galway and Mayo.

216. If further proof of this point were required it might be found in the Census tables of illiteracy, which rises in different localities as the proportion of Roman Catholics increases. Thus in the county

of the town of Carrickfergus, where, of all divisions in Ireland Roman Catholics form the lowest proportion, being only 11·1 per cent. to 88·9 Protestants, there the whole population of five years old and upwards, excepting 9·23 per cent., are returned as able to read or write; while in Galway county and in Mayo, where the proportion of Roman Catholics is highest, being 96·8 Catholics to 3·2 Protestants, there ignorance is greatest, as 63·93 and 65·53 per cent. respectively of the inhabitants of those counties in 1861 could neither read nor write, 65·6 and 67·2 per cent. of the Roman Catholics being in that illiterate condition.

Roman Catholics likewise excluded from Endowed Schools.

217. The object of the foregoing remarks is to show that if one denomination in Ireland more than other denominations deserved on the score of numbers and want of education to have its views consulted and even its prejudices treated with tenderness, it is the very denomination which has been alienated from model schools by an ill-considered and injudicious scheme of management. Nor beyond the model schools do Roman Catholics enjoy educational advantages compensatory of exclusion from these national institutions. Their children, when virtually thrust out of the model schools, have no opportunity of obtaining admission to other schools of public foundation which might reconcile them to the deprivation. The endowed schools of all grades are equally closed against them. "The high proportion," remark the Census Commissioners (IV., 60), "of members of the Established Church receiving intermediate instruction is due in a great measure to the numerous endowments in connexion with that Church, and to the relation existing between many of these endowments and the University of Dublin."

Number and value of school endowments.

218. The number of school endowments in operation is reported by the Endowed School Commission to be 976, with a total acreage of 75,600A. 0R. 2P. The Commissioners estimate the annual value of the school premises at £14,615 9*s.* 7½*d.*; the net annual value derived from land at £37,564 4*s.* 2*d.*; and from trust funds at £16,391 2*s.* 7*d.*, making up an aggregate value of £68,570 16*s.* 4½*d.* per annum. The number of schools supported by these endowments is 1,321. Endowed schools may be classified into Diocesan Free Schools, Royal Free Schools, Erasmus Smith's Schools, Incorporated Society's Schools, and schools of private foundation, whether grammar or English schools, under the "Commissioners of Education," who form a corporation wholly distinct from the "Commissioners of National Education." The estates held by the Irish Society and Colonel Robertson's fund are further instances of trusts available for education.

Diocesan schools,

Royal Free Schools,

219. In reference to the religious question, it is stated that there is nothing to preclude a Roman Catholic from being appointed to the mastership of a Diocesan School, and that the religious tenets of Catholics attending these schools should not be interfered with; and the Royal Commissioners on Endowed Schools report "that the diocesan schools are by their constitution essentially non-exclusive; they are not intended for pupils of any religious persuasion in particular, and the master has no power to compel all the pupils to receive religious instruction in his own tenets." The Royal Free Schools, endowed by James I. and Charles I. are also in theory non-exclusive. A Committee of the House of Commons on Foundation Schools in 1835 reported that "though the course pursued in the instance of diocesan schools of appointing masters from the Church of England, and generally clergymen, prevailed also in the case of the Royal Schools, it does not rest on any law. The Lord Lieutenant, as in the case of the diocesan, has the appointment solely in his own hands, unshackled by any limitation of a religious exclusive character. The assistants also are usually Protestants, but chosen from the laity. The Royal Schools have at all times been considered open to all religious persuasions." And the Royal Commissioners on Endowed Schools in 1858 "are of opinion that the Royal Schools are by their constitution essentially non-exclusive; they are not intended for pupils of only one religious persuasion, and the master has no power to compel all the pupils to receive religious instruction in his own tenets." And "the masterships of the Royal Schools are open to persons of all religious persuasions."

Erasmus Smith's Schools,

The Governors of Erasmus Smith's Schools hold in trust for education considerable estates extending to between 13,000 and 14,000 acres out of lands confiscated by Oliver Cromwell in the counties of Limerick, Tipperary, town of Galway, Westmeath, Sligo, and King's. There can be no doubt, from the date of this foundation and the persons concerned in it, that the scheme was exclusively Protestant; but the Commissioners of 1791 observe that though originally in the intentions of a private individual, it might nevertheless from the repeated interpositions of the Legislature and the Crown, be considered as a public institution; and the rule of the foundation by which the masters were bound to catechise their scholars on each Lord's Day in the catechism of Archbishop Ussher seems to be wholly neglected.* Meantime the charter provides that the schools shall be free for twenty poor children to be named by the Governors dwelling within two miles of the school, and for all the children of the tenants of Erasmus Smith without limitation. E. Smith's trust supports four grammar schools and 140 schools of primary instruction.

Charter Schools,

The Incorporated Society, chartered in 1733, founded the notorious Charter Schools for the education of Roman Catholic children in the tenets of Protestantism. It received a large amount in private bequests and donations, annual grants from Parliament for about 100 years, and the proceeds of a tax on hawkers and pedlers. Its property now includes more than 17,000 acres of land, yielding an income of upwards of £5,000 a year, besides nearly £100,000 stock. In 1803 Protestants were admitted as pupils to the Charter Schools; and after 1825 the nature of the schools was changed, and from being schools for the conversion of Roman

* Rev. J. W. Hallowell, head master of E. Smith's grammar school, Galway, gives the following evidence to the Endowed Schools Commission:—

20281. How would you deal with this rule with regard to religious instruction which is given in the charter?—That rule practically does not exist at all. I never heard of instruction being given in Archbishop Ussher's Catechism. It was never used in Drogheda, where I was seven years—first as pupil and afterwards as master.

Did you ever hear of that rule being enforced?—Never; it certainly was never enforced in my time.

Had you Roman Catholic pupils in the school at Drogheda?—Yes.

What system was pursued with regard to their religious instruction?—It was not interfered with; they were allowed to attend the chapel. The Roman Catholic boarders who lived at a distance from the town went home on Sunday, went to chapel, and received religious instruction; but it was not interfered with during the week.

Catholics they became schools for the education of Protestants. In 1820 the Society took the opinion of the Attorney-General as to whether they were at liberty to receive Roman Catholics in their day-schools, without instructing them in the Protestant religion; but he was of opinion that they could not do so. Thus the very denomination for whose benefit (though doubtless upon a mistaken view of it) this large school fund was accumulated is now excluded from participation in it, just as the industrial education contemplated in the charter is no longer given.

supply education for Protestants.

220. This brief reference to the principal classes of endowed schools, gathered from the Commissioners' Report, is necessary to explain our position that not only is Ireland already well supplied with public funds for secondary education, which it is one of the objects of the model schools to provide, but further that in some instances model schools have been built at a heavy cost to the taxpayer, and are maintained as a burden on the National treasury in the very places where ample endowments for education, primary and secondary, already exist. If these endowments can be made generally available for the education of the inhabitants of all denominations, without injury to the faith of any, we shall regard the measure as one of justice and sound policy; but meantime we further observe that since school endowments are practically limited to the uses of the Protestant minority, so in building model schools alongside of endowed schools the National Board was bound by every rule of prudence to take care that the new institutions should be acceptable to the Roman Catholic majority.

Model Schools ought not to exclude Roman Catholics.

In fact they do so, though built in places already having Endowed Schools for Protestants.

221. Such foresight was not however exercised, and model schools under management acceptable only to the minority of the people have in many places been built at large outlay to the public in juxtaposition with endowed schools limited in practice to the same minority. Thus Ballymena has a Diocesan Free school with annual endowments to the value of £139 9*s.* 8*d.*; Belfast has a Royal Academical Institution with premises and income valued at £589 0*s.* 3*d.* a year, and an Academy with £85 11*s.* 9*d.*; Clonmel has a grammar school endowed with £564, and a Charter school with £54 3*s.* 7*d.*; Monaghan has a Diocesan school with £136 15*s.* 4*d.*, besides private endowments; Enniscorthy has an E. Smith school which also receives £20 from the landed proprietor; Lurgan, and Newtownards, and Sligo likewise have E. Smith schools; Trim has a Charter school with £63 10*s.*; at Ballymoney and Galway the model schools seem to have emptied the E. Smith schools; and similarly it is reported of Sligo "that at a former period the governors of E. Smith's schools had joined the Incorporated Society in maintaining for some time in the old Charter school a school that met the wants of the middle classes. This school had however been discontinued." Cork has a Diocesan Free school with £73 16*s.* 11*d.*; a Greencoat school with £133; Moses Deane's schools, in three parishes, with about £300; a Bluecoat school, an old endowment existing in 1297, and applied in later times to education, which is said to own estates now worth £7,000 yearly, which through malversation yield to the charity an annual revenue of only £335 5*s.* 2*d.* Kilkenny has a grammar school with £291 2*s.*, held in buildings erected about 1773 by a grant of £5,064 from the Irish Parliament. It has also the Pococke Institution, endowed in 1765 with £536 14*s.* 9*d.*, "for founding a school for Papist boys to be bred to linen-weaving, and instructed in the principles of the Protestant religion," upon which it is reported "that the founder's directions as to industrial training are not carried into effect; and that the rule confining the admission to the children of Roman Catholic parents is not observed." (*Endowed Schools Report*, p. 94.) Kilkenny has also the Evans' school, with endowments which ought to yield £300 a year, but have been diminished through mismanagement. Limerick has a Diocesan Free school with £200 12*s.* 10*d.*; a Charity Blue school with £59 10*s.* 4*d.*; Villiers' endowments, partly educational, £704 3*s.* 1*d.*; Dr. Hall's schools, £200; and Leamy's Free schools, founded out of a bequest of £13,300, and designed to benefit all denominations, but managed under a scheme of the Court which makes them unsuitable for Roman Catholic children. Waterford has a Free Grammar school with a yearly income of £78 9*s.* 2*d.*; Foy's school, with more than £1,400 per annum; and a Blue girls' school with £60 a year.

Examples at Ballymena, Belfast, Clonmel, Monaghan, Enniscorthy, Lurgan, Newtownards, Sligo, Cork, Kilkenny, Limerick, and Waterford.

222. Model schools have been established and are maintained on a costly scale in all these places, where either they were not wanted at all, or certainly not for the Protestant inhabitants. But of all such cases the worst for extravagant and unjustifiable expenditure are found in Enniskillen, Galway, Coleraine, and Londonderry.

Particulars of a monstrous instance at Enniskillen,

223. Enniskillen is a town of less than 6,000 inhabitants, of whom more than half are Roman Catholics. It contains the most richly endowed of all the Royal schools, with four school-scholarships of £20 a year, besides exhibitions to Trinity College. The school estate is reported to consist of forty-one townlands in the county of Fermanagh, distant from four to nine miles from the town of Enniskillen on the road leading to Swanlinbar; together with Portora, adjoining the town of Enniskillen, and a tenement in the town. The forty-one townlands contain 5,512A. 2R. 22P. statute measure (including about 685A. 1R. 27P. of mountain and bog); Portora contains 53A. 1R. 20P. The present annual rent, as stated in the rental, is £2,094 12*s.* 11*d.* for the land, £22 for the constabulary barracks built on the estate by the Commissioners, and £26 for the tenement in the town of Enniskillen, making together £2,142 12*s.* 11*d.* Portora yields no rent. The Royal school is built on it, and the master of the school occupies the land free of rent. It was valued at £120 0*s.* 9*d.* per annum. The school thus munificently endowed is intended for all denominations; and the Endowed Schools Commissioners are of opinion that the inhabitants of Enniskillen are entitled to require that a complete course of English and commercial education should be provided for their sons in some department of the school as a preparation for their entering upon civil and mercantile pursuits, even though they should refuse to receive the classical instruction which, if it be the primary, is not the exclusive trust of the foundation. They also recommend that sufficient school accommodation should be provided at a convenient distance for the children of the tenantry on the Enniskillen estate. While the prospects of education in Enniskillen were so happy, with a fine estate of 5,500 acres running up to the town, and held on trust to provide for all the inhabitants, without restriction of creed, an English and commercial as well as a classical education, it will scarcely be credited that the Board of National education with full information before them, and with an explicit warn-

ing from a friendly quarter regarding the character a model school would be likely to assume (Letter from Mr. N. C. Magee, dated September 21, 1861), and with a confirmed assurance of the hostility of the Roman Catholic majority, actually proceeded, in 1862, to rent from the Hon. H. L. Corry nearly seven acres of ground outside of Enniskillen, on lease for ever, at the annual rate of £10 per acre, and to build upon this large site a model school for 800 children at a cost approaching £10,000. Of course nearly eighty per cent. of the school accommodation remains unoccupied; many of those who attend either come daily from a distance by railway, or are the children of shopkeepers and others in Enniskillen who formerly attended Portora Royal School; and we found present only six representatives of the 3,000 Roman Catholics, viz., two boys, no girls, and four infants. We consider it worthy of remark that while the Portora estate of fifty-three acres adjoining Enniskillen, with a good house upon it, all which is already held in trust for education, is valued at £120 per annum, the National Commissioners in taking additional land for education from the Hon. H. L. Corry upon the opposite side of Enniskillen, have undertaken to pay for it a yearly rent of £10 per acre for ever.

224. A great part of the county of the town of Galway is likewise held in trust for education. The trustees are the governors of Erasmus Smith's schools. The estate contains 2,738A. 0R. 17P., and comprises eleven denominations. Newtownsmith, Fairgreen, and Bohermore, which are now almost entirely occupied by buildings, are valued by Griffith at £3,378 7*s.*, and the rest of the estate at £2,194 6*s.* Forthill, between the town and Lough Attalia, has the Smith's grammar-school erected on it, and 26A. 3R. 22P. of land about the school are occupied by the master. Upon this school the governors spend about £470 a year. Like the rest of E. Smith's schools, this is distinctively Protestant. An English school on the same plan was established in Galway; but, as 92 per cent. of the inhabitants are Roman Catholics, the failure of such a school can cause no surprise. Still it remains the fact that an estate in the county of the town of Galway, worth £5,500 a year, is held in trust for education, and that in terms of the charter twenty poor children dwelling within two miles, and all the children of the tenants without limitation are entitled to free education. Thus the Protestants at least of Galway, who numbered 1,712 in a population of 25,161, are richly supplied with public funds for all school purposes. Yet the National Board have erected here a model school* at the cost of more than £5,000 upon a site of nearly four acres, for which they yearly pay £9 per acre for ever (there is discrepancy between the table and the correspondence furnished by the Board regarding both area, tenure, and rent); and have so constituted the management as to draw down upon the school the unmitigated censures of the bishop of the majority who alone stood in need of educational facilities. The case of Sligo bears a strong resemblance to Galway.

and another in Galway.

225. The cases of Coleraine and Londonderry may be conveniently taken together. The whole of the town of Coleraine and the city of Londonderry, together with 3,000 acres of land adjoining the former, and 4,000 acres next adjacent to the latter, slob, fisheries, &c., are held by the Irish Society —a Committee of the Corporation of London—as bare trustees to provide for the religion and education of the inhabitants; and since religion is otherwise supported, the whole of the large surplus, of about £12,000 a year, which remains after feeing most irregularly the trustees, and paying the annually elected officers, should be available for that object, which seems most to bear the character of a continuing and unfulfilled trust, viz., the education of the district. It is probable, though not quite certain, that the Irish Society are precluded by their charter from promoting Roman Catholic education. If so, the funds available for Protestant education are so much the more abundant. And the Irish Society does much for Protestant education. They have recently rebuilt at great cost, and liberally maintain a large free school in Coleraine,† and they spend about £1,000 a year upon the Foyle College at Londonderry, for which they appear to hold a separate estate of 300 acres. They also contribute £500 annually to the Magee Institute for Presbyterian education in Londonderry. Derry is likewise the site of one of the finest schools in Ireland, known as the Gwyn Institution, and endowed with £1,700 a year, where the master and assistants must be Protestants or Dissenters, and all the children are required to be instructed in the Scriptures. Another bequest of more than £1,000 a year, subject, however, to some life-interests, has been left by a Mrs. Young for the establishment of a girls' school in Derry under Presbyterian management. We consider it impossible to find two places where Protestant education is more lavishly endowed than Coleraine and Derry. Nevertheless, these two places have been selected by the National Board for model schools, which cost the State about £6,000 and £9,000 respectively for the erection of buildings, and a considerable sum annually for support, and yet serve no purpose of public utility, since the Protestants are well provided for, and the Roman Catholics regard the model schools as a baneful snare. So plethoric for educational purposes is the purse of the Irish Society, that it annually bestows upon the Derry Model School, supported though it be without stint from the public funds, the sum of £50 to be divided in premiums amongst the scholars. We found that this model school,

Extravagance at Coleraine and Derry,

* The head master of the Galway grammar school complained in his evidence before the Endowed Schools Commission (20,226) that "the mode in which the model school at Galway has been conducted of late years has seriously interfered with the English department of my school. When it was first opened we were told that the object was to train young men and women as teachers for the different schools established under the National Board throughout the provinces; but after a while they seemed to think a more ambitious field was open to them, and they applied themselves to the education of the children of the most respectable classes—of physicians, merchants, and shopkeepers; and they were received on the same terms that they admitted the lowest class, at the rate of 2*s.* 6*d.* a quarter." And Mr. Thos. Killeen, the second master, speaks to the same effect (5.604) :—"When the model school was opened several boys left us, and there were several we expected to get; several respectable people in the town sent their sons there, their terms are so very low, and the system of education very good, I suppose, for an English school; and I am told they are teaching Latin there at present. That school interferes with the success of ours."

† One of the Board's Head Inspectors in a Report for 1863 thus describes the state of Coleraine:—"Coleraine is admirably provided with educational establishments for all classes of its inhabitants. Exclusive of the model school and the Academical Institution, there are twelve excellent public schools in full operation, which, with a few private schools, are abundantly adequate to meet the educational wants of a population barely exceeding 6,000 souls. Few of these schools (owing to their comparatively large number) command a good average attendance."

with all its allurements, had succeeded from among the 12,000 Roman Catholic inhabitants in attracting four Roman Catholic children—two boys, one girl, and one infant—to attend it. The practical condemnation of failure could not be more thorough. In Derry, where the Protestant inhabitants were already supplied with richly endowed schools, and where the whole city belongs to Protestant education, the National Board provides from the national exchequer another sumptuous school of a character so ill-adapted to meet the conscientious views of Roman Catholics, that out of a Roman Catholic population of 12,000, the Roman Catholic Inspector and six Roman Catholic teachers backed with the influence and the money of the State and the Corporation of London draw into its classes but a few Roman Catholic children, whose numbers may be counted upon the fingers of one hand. Model schools have then not promoted "the first and greatest object of the National system, which was the sound education of the poor of Ireland of all denominations, free from all suspicion of proselytism."

has failed in attracting Roman Catholics, and in educating poor without suspicion.

Sincerity of opposition

226. Many friends of education will lament the opposition shown by the Roman Catholics to the model schools, and rest satisfied with the reflection that they were intended for their benefit. This we consider neither wise nor statesmanlike. The ascertained facts are that there was abundant provision made for the secondary education of Protestants, and that the model schools have served practically to increase it, and have not succeeded in extending the benefits of such superior education to the Roman Catholics.

proved by sacrifice.

227. The sincerity of their opposition is proved by the great efforts made by them to provide at their own cost the advantages which they could not gain from the National Board. We will enumerate them in the places where the model schools exist—premising this, that the educational institutions which they prefer are Christian Brothers' schools for boys and convent schools for girls.

ROMAN CATHOLIC VOLUNTARY EFFORTS TO SUPPLY SCHOOLS.

228. In Major O'Reilly's paper handed into the Commissioners (*Evidence p.* 664) the numbers on the rolls are given. For reasons which will be well understood by every member of the Commission, we have here only given the numbers in actual attendance, which as we have already explained represent very nearly the average daily attendance. If this number be multiplied by 2·5 it probably gives a fair *estimate* of the number of children who have been under instruction during the year. Somewhat less than the number on the rolls, which is about three times the average attendance.

Examples at Athy.

Athy.—There is a Christian Brothers' school. 140 were present on the 25th June, and three girls' schools taught by the Sisters of Mercy, in which there were 396, 123, and 50 Roman Catholic children present on the 25th June. We visited two of these schools on the 23rd November, 1868. There were present about 400 children. The two rooms were together hardly suitable for so large a number, but yet they seemed comfortable, well lighted and ventilated, except a small cupboard in which babies were kept, which seemed a very unsuitable receptacle for them. The Christian Brothers' school was in good reputation in the town, but we had not time to visit it.

Belfast.

Belfast.—There are two boys' schools taught by the Christian Brothers, in which there were on the 25th June, 1868, 511 and 362 boys present. One girls' school taught by Sisters of Mercy, present on 25th June, 164 children. We visited this school August 6, and we did not think it remarkable for good discipline or the proficiency of the children. The Sisters teach another school in a distant quarter. Mr. Richmond, Assistant Commissioner, examined the schools at a later period.

The Christian Brothers' school was in vacation.

Clonmel.

Clonmel.—There are two boys' schools under the Christian Brothers. Present on 25th June, 230, 408 boys respectively.

A girls' school, under the Sisters of Charity, with an attendance of 441. And another under Sisters of Mercy available for the town, which appear in the Census table under the entry "Greenane, No. 44, Ballinamult District, county Waterford."

We had not time to visit these schools.

Cork.

Cork.—Here are abundance of schools. We visited several.

In the Lancasterian school, under the Presentation Brothers, an old building of the type indicated by the name, we found three rooms with 117, 157, 110 boys respectively (the latter room for infants was too small). In each room one Brother, nine monitors paid by the National Board, and three paid by the Brothers.

Greenmount school for boys, under the same Brothers, 238 boys in two rooms. This school is not under the Board. There were besides the two Brothers, one in each room, two paid monitors, and three unpaid, who came from St. Joseph's Orphanage, close by the school. The school seemed very much in want of additional teachers. The buildings were fairly good.

A school in Douglas-street, under the same Brotherhood, near their dwelling. This is under the National Board. Three Brothers and nine paid monitors were in charge. In six rooms, containing 113, 95, 116, 42, 44, 70 boys respectively, or 480 in all, including 33 who were being taught in the open air, as it was a fine warm day. Two of the teachers were elderly men; in the other schools there were young men, Brothers of the order, who seemed very intelligent and active.

The Christian Brothers' school in Peacock-lane is a magnificent establishment, thoroughly well managed, and the discipline admirable. Mr. Duggan, the Director, showed us over it, and we were struck by his thorough knowledge of the whole educational question, and his superior intelligence. In eleven rooms, under thirteen Brothers, we counted 899 boys and young men, and there had been a larger number, who were allowed to leave before 3 o'clock, as they lived at a considerable distance, and we did not arrive until 2.30. This is one of the best schools we have seen in the country. The elder youths were learning drawing, architectural and mechanical, as well as ornamental, and their proficiency was deserving of special mention.

In another school at Sullivan's-quay, under the same Brothers, there were 274 children in three rooms, one very small and crowded. In another in Blarney-lane (same management), there were 356 children in five rooms. In each room in these schools there is a Brother, assisted by monitors.

Of the schools for girls we could only see two, one called the National Convent school of St. Joseph. Eight Sisters attended in four rooms of fair size, assisted by eleven monitresses, and one pupil teacher, paid by the Board. There were 467 children present, of whom 190 were infants.

Another also under the National Board taught by the Presentation nuns. There were sixteen Sisters, and fifteen monitresses engaged in the work. It was an old house like an ant-hill, full of busy life. There are 801 children, and four deaf mutes separately instructed, in nine separate rooms of more or less convenience; better accommodation, and more airy passages and staircases are much needed.

These are specimens only of the educational work in Cork, carried on at the expense of the National Board and the Roman Catholic community.

In the Census table are enumerated six schools under Christian Brothers and Presentation Brothers, and four under nuns; in the latter, the constable found 450, 341, 794, 546 children in attendance respectively.

Enniscorthy.—The Christian Brothers conduct a school in newly erected premises of excellent character. Enniscorthy.
There are three school-rooms under distinct teachers. In the upper school we found 56 boys, in the middle school 81, and in the junior 94. The Brothers have lately introduced Latin. The school-rooms are all on the ground floor, and the sleeping apartments of the Brothers are over them.

The schools formerly occupied by the Brothers were, upon their removal to the new premises, handed over to Sisters of Mercy. Here are two rooms separated by a partition of glass and wood, and appropriated to girls and infants. The infants' room is not suitably furnished, but both rooms are airy and cheerful. We found present 56 girls; and in the second room 31 infant boys and 57 infant girls. The school is connected with the National Board, which pays three monitresses—one first-class, one senior, and one junior. We thought well of the management here.

In the Presentation Convent school—also National—we found 10 Sisters busily employed in teaching needlework to 111 girls in a good room. The infants—78 present—are poorly accommodated. The Sisters have amongst them a trained National teacher; and the Board pays one first-class and four senior monitresses.

We also visited a private school, mixed boys and girls, under a mistress who is a classed National teacher, and found present 47 children, whose fees support the mistress, some paying as high as 6*s.* a quarter. The room is not bad, though too small for the number of pupils, and imperfectly supplied with desks, &c. All the children are Roman Catholics, and priests visit occasionally. This self-sustaining school is close to the Model school. In none of the above schools is there a Protestant child.

The Protestants attend Erasmus Smith's School, which we saw. This Endowed School is supported by the Protestant rector, and is in effect the Established Church school. It has two large rooms for boys and girls respectively. The master gets £50 from Erasmus Smith's endowment, and the mistress £30; and Lord Portsmouth subscribes £20 a year. We found in the boys' school 24 boys, and in the girls' school 26 girls and one little boy. The mistress stated that five of her girls were the offspring of mixed marriages, and their mothers meant them to attend mass later on, but meanwhile were content that she should give them religious instruction as she pleased.

In Enniscorthy the schools appear to be purely denominational.

Enniskillen.—A school under Christian Brothers, had 162 children in it on the 25th June. It was Enniskillen.
in vacation when we were at Enniskillen on the 27th and 28th July.

A convent school, under Sisters of Mercy, contained 252 children on the 25th June. On the day we visited it there were but 73 present in two rooms, we examined them, and they seemed to be very fairly taught; there were ten in Fourth and Fifth Books out of the seventy-three. The premises are poor and inadequate for the numbers.

Galway.—A school under the monks of St. Patrick, containing 366 boys when visited on the 25th Galway.
June. When we visited it, 2nd July, we found a large number, but did not count them. They were very poor boys, many of them ill-clad, and the monks give breakfast daily to about 250 children. The boys were well conducted, and cheerfully obedient, yet the schools were noisy. They are doing good work of a humble kind. The school is much thought of in the town, and the cursory examination we held was satisfactory. There were four Brothers and eleven monitors.

Another school in Nun's Island was also taught by four Brothers. It is called St. Joseph's school. It contained about 100 boys. The constable counted 97 on 25th June. It was fairly managed. It is intended for children of the middle class.

There is, besides, a Jesuits' seminary for superior education, containing about 50 boys. Of girls' schools we visited—

St. Nicholas' school, Claddagh, under Sisters of Mercy. Two rooms with infants, containing 46, and 17 respectively, and a room with 31 girls. The constable reported 194 children present, but it appeared afterwards that he had not counted them. We had our attention specially directed to this school, because it was reported that there was one Protestant child, and 193 Roman Catholic children. This glorious instance of united education we particularly wished to verify. It turned out that a small child had accidentally strayed in for an hour, at some indefinitely remote epoch, and never reappeared, but ever since this school has flourished as an example of mixed or united education. *Ex pede Herculem.*

In the Claddagh Piscatory National school, under the Dominicans, a similar phenomenon occurs. One Established Church child was returned with 131 Roman Catholic fellow-citizens of both sexes.

The Sisters of Mercy have another school in Galway called the Newton Smith school.

There were four rooms: two for infants, in which 55 and 85 children were found; examined a few of them, they read fairly, but their notions of number were only moderate. In two other rooms 149 and 53 children were found. They passed very fairly in reading and spelling; in arithmetic and geography pretty fair. The monitors were examined, their reading was good, and parsing fair; other things moderate. Our general impression was, that the school is conducted kindly, in a genial and pleasant manner, but that the children do not learn very much.

There were 385 children present on June 25, according to the constable. On July 3, there were 342.

There is also a Presentation Nun's school, Rahoon. On 25th July 444 were returned as present; we found, July 3rd, 263. The day of our visit was Friday, considered to be a day of poor attendance. Four Sisters taught the children in four rooms, assisted by thirty monitresses, of whom 12 only were paid by the National Board. The rooms were large, airy, extremely well ventilated. We examined the roll, and found that the children were mostly of a class who may very fairly receive State aid in their education. The nuns cannot receive any payment for themselves, but in some cases fees are insisted on, to be expended in the general improvement of the school.

The general proficiency of the children was creditable. Handwriting being the least satisfactory subject.

This is a sufficient specimen of the educational means provided by the Roman Catholic body in Galway.

Kilkenny. *Kilkenny.*—Here are two schools under Christian Brothers, poorly accommodated. On the 25th of June they contained 207 and 209 boys. In the schools of the Presentation nuns we found 376 girls and infants Mr. Renouf, Assistant Commissioner, had examined these schools.

Limerick. *Limerick.*—In four schools under Christian Brothers there were 864, 160, 270, 392 boys on June 25. In five schools under Sisters of Charity, 400, 610, 580, 449, 122 girls were present In two more, under the Faithful Companions of Jesus, there were 84, 66 respectively.

In Major O'Reilly's paper, a school under Presentation Nuns is mentioned.

We visited the Christian Brothers' school in St. Michael's parish. In ten rooms we found 805 boys. 139 were reading Book IV. and History; 236 were in Book III.; 182 in Book II. and Sequel; 115 in Books I. and II.; 122 in Book I., and 81 infants in an alphabet class. It is carried on with good result. Mr. Welsh, the Brother Director, went over the school with us, and took us to the other schools in Limerick. A Christian Brothers' school in St. John's parish in two rooms, with 251 boys, including infants. Another in St. Mary's parish—an old building, formerly the court-house, turned into a school—two rooms above and two below; next to it an old ruined hermitage. It is close to the Cathedral. There was 363 boys present; 65 in Books III. and IV.; 84 in Books II. and III. A very close room. Eighty-six in Book II. and Sequel, and 128 in I. and II.

Of convent schools in Limerick we visited that of the Presentation Nuns, close to the convent. In six rooms, which were very crowded, we found 521 girls divided as follows:—

82 in upper school, under one nun and three paid monitors;
76 in Book III., under three nuns and three monitors;
84 in Book II. under one nun and three monitors;
139 in two rooms, in Book I., under two nuns and six monitors; and
138 infants under one nun and three monitors

The convent school of Sisters of Mercy in St. John's-square—an old building, formerly barracks, and then a parish school. There are ten paid monitresses, with several Sisters; 307 girls, 35 infant boys, and 94 infant girls; altogether 436, in eight rooms. The building was a very unsatisfactory one; but the nuns told us they hoped soon to have better schools, and were doing the best they could under difficulties.

Convent school under Sisters of Mercy, St. Mary's, close to the convent. In four rooms, two of which were very large, there were 525 children, of whom 271 were infants. There were several nuns in each room and 16 paid monitresses. Close to this large convent school where the children paid nothing, we found a small hedge school kept by a cheerful old woman without shoes or stockings, in a small room, which also contained her bed. She gave secular instruction only, which the parents preferred. There were forty-two children, paying 1½*d.*, 2*d.*, 3*d.* a week; they went home to dinner in the middle of the day, a custom foreign to the habits of the rising generation in Ireland, and come back to remain till 4·30. Some of the children sat on the bed, some on the floor, and the atmosphere would have been depressing had it not been for broken windows and the smell of the turf fire.

Derry. *Londonderry.*—Here was a Christian Brothers' school, containing 284 boys on the 25th June. When we visited it on the 25th August we only found 148 boys in four rooms—a Brother in each room. It was an old building, formerly used as a seminary; the upper room was an attic, with too low a roof, and quite unfit for the purpose.

Mr. Sidgreaves had examined this school. The writing and arithmetic seemed very good. The director told us that they were compelled to admit children of a higher class than the poor, although very unwilling to do so. This necessitated a further inconvenience—in having to keep a sort of separation between classes. He lamented this, and hoped he would not long be required to persevere in it.

A convent school under Sisters of Mercy—a large and convenient building, newly erected; simple, but useful; well ventilated and well lighted.

There were four rooms, but only three were used, and we found very few children present on the 25th August; 69 infants (all girls) under two nuns and three monitresses; 20 girls under two nuns and two monitresses; and 43 girls under one nun and five monitresses. On the 25th June there were 209 children present. Mr. Sidgreaves had examined this school also.

There is another superior convent school, in which 29 girls were present on the 25th June. This we did not see.

Monaghan.—A Christian Brothers' school; 153 boys present 25th June. It was in vacation when we saw it, July 30th. The rooms were cheerful and convenient. The brother who showed us the building only complained of want of teaching power. Monaghan.

The convent school under Sisters of St. Louis is carried on in three rooms rather inconveniently small.

In one room	22 by 16	there were	64 children;
In another	32 by 16	„	121 infants;
In another	36 by 16	„	36 children.

We examined eighteen who were in Book IV. after the same plan as in model schools, with this result:—In reading all passed, 14 read well; in writing 17 passed, 12 wrote well; in arithmetic 14 passed, 8 did well; in geography 17 passed, all answering very creditably; and in grammar 10 passed, 7 doing very well.

Newry.—A convent school, opposite the model school (and like it in the county of Armagh). It is under Sisters of Mercy, who have just completed some large new rooms, which will be very convenient. On the 23rd April, 1869, the children were found scattered in different rooms in the convent and the orphanage adjacent. In two larger rooms 57 and 51 girls were found, and others were seen here and there. This school is in connexion with the National Board. There were 98 girls present on the 25th June. They will now be much larger schools. They said that their Sunday school had sometimes as many as 300 children. Newry.

In the town (co. Down) we visited the convent of St. Clare, whose schools are also under the National Board. In two rooms there were 135 and 187 children, and others were in smaller rooms. These two rooms were excellent for light and ventilation. There were eight monitresses paid by the Board. The Reverend Mother was a very sensible and intelligent person, with very sound and practical views on education of the poor children. On the 25th June there were 288 girls present.

The Christian Brothers have two schools. One in the centre of the town, a new building, well-appointed, very convenient, and very full. Two hundred and forty were counted in two rooms, under two Brothers. Also a school near their dwelling on the hill to the south of the town. 139 were present—all of the labouring poor (April 23, 1869.) There were 101 present on the 25th June.

The director, Brother Keown, said that he hoped to have another school in a poor and ill-supplied part of the town, near the St. Clare Convent.

Omagh.—A Christian Brothers' school in vacation in August when we were there. 131 boys were present on the 25th June. Omagh.

A convent school also in vacation, under Loretto Sisters. 120 children were returned as present on 25th June.

Parsonstown.—A convent school under Sisters of Mercy. It had 355 children on 25th June. We did not visit this school, being pressed for time. There is a large infant department here where boys are admitted. Parsonstown.

Sligo.—There are two schools under the Marist Brothers for boys, containing, 25th June, 101 and 194 children. They were in vacation. Sligo.

There are also two convent schools; one under Sisters of Mercy, with 279 children, on 25th June; and one under Ursuline nuns, containing, on the same day, 79 children.

Trim.—There is a new convent school under Sisters of Mercy. 285 were present on June 28th. We visited this school and examined it on the 4th September. This is not under the National Board. There were four rooms, not very large. (*a.*) A school of a superior kind, the children paying £1 17*s.* 6*d.* a quarter. 22 were present; they were learning French and music under one nun and one postulant. Trim.

(*b.*) An infant school, 82 present; examined by Mr. Harden, under one nun and two paid monitresses.

(*c.*) A girls' school; 60; 5 in Book V., 7 in Book IV. These children were examined with this result:—11 did well in reading, 10 in writing, 6 in arithmetic, 10 in geography, and 5 in grammar.

(*d.*) A small boys' infant school; (37). This is held in a room away from the convent, in what had been a National school under the parish priest before the model school was opened. The room for the permanent infant school was not furnished. They were merely learning the alphabet and habits of obedience and order.

This school had only been opened two months. The buildings are only partially furnished. It has been in preparation ever since 1857. The rooms are well lighted and ventilated. Two of the Sisters with whom we conversed about the schools were very intelligent, and under their management we thought the school will be very satisfactory and useful. They both spoke highly

of the teachers in the model school, and were anxious that their school should be placed under the National Board. They had had previous experience in schools at Tullamore.

This, as a specimen of the efforts made by the Roman Catholic body, is sufficient to show the reality and efficiency of the work they have undertaken.

CONVENT SCHOOLS.

229. We proceed to make some general remarks on the question of convent schools, which was specially referred to us.

Religious schools aided, from the first, with Government sanction.

230. Almost at the commencement of the Board's administration, the question whether schools conducted by Nuns and Brothers should be admissible to aid, was discussed and decided. In 1832, while Mr. Stanley was still Secretary for Ireland, the point attracted the attention of the Government, and after mature deliberation of all the circumstances, it was unanimously agreed to be "desirable" that such schools should be brought into connexion with the Board, and receive equal aid upon the same terms with all other schools.

No inquiry into religious position ought to be made.

231. When the Board, with the sanction of Government, had arrived at this wise and equitable decision, prudence should have suggested the policy of making no further inquiry about what is called the "religious character" of teachers. Since schools under nuns and Brothers were to be received upon precisely the same conditions as other schools, the inquiry ought to have been strictly limited to the point, whether the conditions were or were not fulfilled. The question whether the teacher of a school was a nun or Brother had been authoritatively decided not to affect the admission of the school to connexion, or the amount of aid granted to it. Therefore, no such question ought now to have been asked by the Board or its officers.

But inquiry is made.

232. Unfortunately this line of prudence was abandoned, and led by a curiosity which it is impossible to defend, the Board introduced into their query sheets and forms of report, an inquiry whether the school was in connexion with any religious establishment, and if so, what was the nature of the connexion. In making such inquiry, the Board must have well known that the Emancipation Act (10 Geo. IV., c. 7, § xxxiii.–xxxvi.) holds every brother of a religious community guilty of a misdemeanor, and liable to the penalty of banishment and transportation.

233. Nevertheless, the Commissioners sought for this information, so improper for them as a Government Board to possess, and it has never ceased to hamper and embarrass them, leading to invidious and unfair distinctions between one class of schools and another, to special and useless investigations, to unpopularity with influential sections, and to hostile motions in Parliament. The opposition which they courted has proved too powerful for resistance, and in the thirty-eight years, during which advance in liberality has been so rapid and general, the National Board has positively retrograded. The convent and monastic schools, which the present Earl of Derby, and the original Board of seven Commissioners, including five Protestants, admitted to aid in 1831, are, in 1869, proscribed by a Board of twenty Commissioners, one half of whom are Roman Catholics.

Disastrous consequences seen in penal rules,

excluding Brothers from aid, and restricting Nuns.

234. The Report of the Commons' Committee of 1837 gives a list of eighteen schools taught by Brothers, and two more under their patronage, all aided by the Board; in 1869, there are but five such aided schools, and no new applications for aid are entertained. Aid is given to no more than one school in connexion with a convent, however numerous the teaching nuns in it may be. The manager of a National school must build a convent, and place a separate community in it, if he desires to have this school taught by nuns. And this, whilst managers are not asked to provide residences for ordinary teachers, and whilst the Board's officers concur with all independent witnesses in declaring nuns to be amongst the most efficient of the National teachers, and the most exact in observing the Board's rules. Religious teachers, as a class, labour under but one disqualification in the religion which they share with the majority of their fellow-countrymen.

Exceptional grants to Religious explained

235. But the most grievous injury to schools taught by nuns springs from an arrangement which was probably intended by the Board to act as some compensation for the niggardly restrictions imposed upon their usefulness. In 1837, as we have seen, National schools under "religious" teachers received precisely the same aid and upon the same conditions as other schools, *i.e.*, a gratuity was paid to teachers at the rate of £1 per every ten children borne upon the roll, and teaching nuns signed receipts for this salary just like ordinary teachers. But in 1839, a change of a liberal character was introduced into the mode of paying ordinary teachers, to whom graduated class salaries were now offered, while the allowance to nuns was actually reduced being calculated no longer upon the number enrolled, but upon the average daily attendance of scholars.

and condemned.

236. Among all the modes of distributing public aid to schools scarcely one could be found open to more objection than payment upon average attendance; because, confounding the means with the end, it leads those who profit by it to seek the teacher's grand object in attracting and retaining the largest number of children at school, and not in preparing as many as possible solidly and quickly for the useful and conscientious discharge of the duties of life. Hence there may be seen in nuns' schools the youngest and the oldest scholars—babes, as yet quite incapable of learning, and young women who would have done well to enter upon some active employment three or four years earlier. Here, too, are seen striking specimens of overcrowded schools.

Inspection fails to counteract the mischief.

237. Nor can the Board's inspection be trusted, as we think, to counteract these harmful tendencies. Unhappily, the character and condition of nuns' schools have been made party questions, and the Inspectors, being persuaded that these schools are, as a class, substantially well conducted, may very naturally shrink from giving a handle to animosity by reporting defects even where improvement is required. Again, there is not, so far as we can learn, any direct connexion between the Inspector's report and payment of the allowance upon average attendance; so that the most candid report may be but a *brutum fulmen*, loud but innocuous. The want of thorough inspection deprives these schools of one great aid towards improvement.

Nuns ought not to be accepted as "managers."

238. Another of the Board's regulations which appears to us questionable, is that which allows the manager of a nuns' school to be one of the nuns. We are of opinion that the managers of all National schools ought to be men, and above all others in nuns' schools, because when any censure has to be

passed upon such schools the Board and its officers may fairly decline to communicate with a religious lady; and on the other hand if the Board should give cause of complaint the defence of the nuns will more fitly be undertaken by a male representative than by one of themselves. We think further, as a general rule, and without casting any reflections, that the returns upon which public money is granted ought in every case to be authenticated by the signature of a man of standing and character having no pecuniary interest in the Board's award.

Managers should be free to employ nuns in vested schools.

239. The Roman Catholic Bishop of Kerry, in the memorandum submitted to the Commission, complains that "no building grant can be obtained for a school to be conducted by nuns." Among the Rules and Regulations of the Board we do not find any such restriction expressed; but if the exclusion of religious teachers from schools which the Board has helped to build be implied in the regulation that "convent schools receive aid under the conditions applicable to non-vested schools," we think that such a permanent limitation of the freedom of school managers in selecting and appointing the most efficient teachers available for their purposes, whether secular or religious, is impolitic, wholly unjustifiable, and ought to be repealed.

Remedy suggested.

240. The fundamental change necessary in dealing with this class of schools is for the Board to revert to the decision of the Government and Commissioners of 1831–32, and, abolishing every distinction between conventual schools and ordinary schools to offer aid to all elementary schools for poor children upon equal conditions and at the same rates, which may well vary with the varying merit and success of the schools, but ought in no way to be modified by the shape and colour of the teacher's dress, and still less by his religious profession.

Religious teachers should be examined, and should give regular attendance in school.

241. Religious teachers, on their side, while receiving aid from the National exchequer should give the same guarantees to the public as are required from all other aided teachers. It would be preposterous to assume that the religious habit will convert an ignorant person into a good teacher or communicate to an untrained one the power of maintaining discipline in a large school. Ecclesiastics undergo a long course of preparation and are strictly examined before ordination, and what is found necessary in their case may not unreasonably be asked of religious teachers. The charity which devotes a life to the tedious employment of teaching poor children need not shrink from the sacrifice of personal feeling involved in affording proof of the possession of qualifications which are requisite in teaching poor children with advantage to themselves and the community. A nun in Ireland may without impropriety be invited to follow the example of her sisters in England or France. Again, religious teachers aided by the country should be required to give the same regular and punctual attendance at school which is demanded as an indispensable condition of aid from all other teachers. Multiplicity of mistresses beyond the number sufficient to provide an efficient teacher for every class of children is not a good in itself, and it becomes a positive evil when school duties are occasional only and interrupted by superintendence of a laundry and visitation of the sick. A sister varying the occupations of the day by taking a class in school for an hour may distract the minds of the children and interfere with the plans of the head mistress, but she can render no effective aid in imparting solid instruction or perfecting the discipline of a school. In the latter particular, Orders devoted to teaching as their sole work possess an incalculable advantage over such as have been induced by obedience or by charity to add teaching to the variety of duties prescribed by their Rule. In fine, we consider that the State in offering to religious teachers equal advantages with others, should in return demand of them equal qualifications and service of equal value in regularity and punctuality.

Contrast between treatment of meeting-house schools and Brothers' and nuns' schools.

242. The report of the Commissioners for 1839 contains the following passage:—"We are aware, of course, that schools in which the patrons themselves provide religious instruction for children only of a particular communion, leaving it to the parents or guardians to provide it for all others, bear, in some degree, a peculiar religious aspect; but schools of such a description, when connected with Presbyterian meeting-houses, appear to us to stand upon the same principle as schools connected with communities* of the Roman Catholic persuasion, and to those we have been from the commencement of our labours granting aid, having first communicated with his late Majesty's Government upon the subject and being sanctioned by it in doing so." In this train of reasoning the Commissioners justify the extension of aid to schools connected with Presbyterian meeting-houses by the analogy they see between such schools and the monks' and nuns' schools, which, with the sanction of the Government, they had all along been desirous of aiding. Such was the argument held conclusive in 1839. But thirty years later, while, to meet the views of a religious minority, schools connected with Presbyterian meeting-houses are still

* The above is one of several painful instances in which it is impossible to reconcile the conflicting statements of the Board's officers. The report for 1839 intimates that schools connected with Presbyterian meeting-houses have been admitted to aid upon the same terms as schools connected with Catholic communities. But the Synod of Ulster never consented to admit the priest into a meeting-house school to instruct the Roman Catholic scholars. The utmost they undertook was that Roman Catholic pupils might retire from the Presbyterian instruction. This was in 1833. But Mr. Carlile, Resident Commissioner, in his evidence before the Commons' committee of 1837, thus describes the relation of a conventual school towards the Board:—"993. Mr. *Gladstone*.—Do you think that in any case a religious body, having a school in connexion with the Board, would be disposed to afford the use of their school-house for the purposes of separate religious instruction to Protestant pupils?—They are bound to do so by the rules, and they must come under an engagement to do so if required. 994. Do you mean where the school was a part of the nunnery itself?—We require an engagement to that effect in all cases, without exception. 995. Therefore, supposing a Protestant clergyman, willing to give religious instruction to the Protestant children who might be in attendance on the school, should require the use of the school at a particular time for the purpose of giving Protestant instruction, you conceive the religious body would be bound to afford the use of the room?—They would be bound to do it, or we should strike off the school. 998. Lord *Stanley*.—You are of opinion that the Protestant clergyman would not put himself under any obligation to the religious body, as he would only claim that which was agreed to be done at the time of the school being established?—Certainly." But Dr. Cooke, explaining objections of the Presbyterians before the same committee, stated, 6458 sqq.: "We must, before getting the public money, acknowledge the right of a Roman Catholic priest officially to visit our school whenever he pleased, and that we could not do. The official visitor cannot be a Roman Catholic clergyman in a school established by Presbyterians. In his clerical capacity I cannot recognise his having anything to do with the education of our children. I object to His Majesty's Government investing the Roman Catholic priesthood, as such, with the power of visiting my school. Our object was to bring the Board to a modification, so far as regarded us, and to leave them as between God and themselves as regards the remainder." The object was accomplished.

Inequalities should be redressed,

freely admitted to aid, and properly so, as long as they conform to the rules of the Board, the analogous schools connected with communities of the Roman Catholic persuasion, which, from the beginning of this system, the highest authorities agreed in aiding, and which have never ceased to enjoy the esteem and confidence of the majority of the people, are now subjected to invidious restrictions and lower rates of aid, if taught by nuns, and if taught by brothers are excluded from aid altogether. The reversal of inequalities so flagrant, so likely to alienate the good will of the public, and to check the progress of National education, ought, in our opinion, to be distinctly recommended.

and penal clauses of Emancipation Act repealed.

243. We think further that the Royal Commission should recommend the repeal of those sections of the Emancipation Act which bring the Brothers of teaching communities within the danger of the law.

Conclusion.

244. It only remains that we indicate the course which we think should be taken with the model schools. We have stated our opinion that these schools are practically schools of intermediate instruction for the middle class and professional classes, and not schools for the poor; we think the Commissioners are not justified in maintaining them out of funds voted by Parliament for the Primary Education of the Poor in Ireland.

What should be done with Model schools.

Some might be National schools of an ordinary type.

245. We think they ought to be given up, that some (*e.g.*, Ballymoney, Bailieboro', Trim, Newtownstewart,) might be restored to the condition of ordinary elementary National schools—others may be assigned to the different religious bodies as places for denominational training of teachers, should the scheme contemplated in Mr. Fortescue's letter ever be carried out; and others, such as Belfast, Waterford, Cork, &c., in the principal towns, should be offered to some local committee elected by the parents of the children, if they would undertake the annual expense, and then such committee might provide the education which was in demand—the Government giving the building for nothing, and reserving right of inspection.

Denominational training schools, or middle schools locally supported and managed.

246. By such means the annual cost of these model schools would be saved; there is no doubt that in some places local support would be found for them; in other cases there is no reason why the State should be burdened with an annual expense, which is often superfluous, and for an object which the independent classes do not sufficiently value to care to pay for it.

It is hopeless to expect they will ever be useful for Roman Catholics.

247. If these views are not adopted by the Royal Commission, we think that our Report contains many suggestions for the improvement of the model schools, but we do not expect that any such improvements will make these schools acceptable to the Roman Catholics, and therefore we cannot convince ourselves of the policy of maintaining them. We have not been able in any quarter to gain from the Roman Catholic ecclesiastics even a hint as to the changes in the system which would conciliate their support. We therefore look upon it as hopeless to expect the removal of the opposition to them, and we are bound to say that we consider the objections to the management, and to the education of pupil teachers by masters of a different denomination to their own, as well founded. The money spent in buildings and land is gone; but the annual expense may be largely reduced, and we are of opinion that the sum saved should be diverted to more useful and necessary objects, viz., providing better premises in place of ruinous school-houses, and improving the condition of the more meritorious among National school-teachers.

Employ the money in improving school-houses and raising salaries.

We have the honour to be, my Lords and Gentlemen,

Your obedient servants,

Benjamin Morgan Cowie.

Scott Nasmyth Stokes.

March, 1869.

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APPENDIX.

I.

In answer to a demand from the Royal Commission for the "names and position of the local parties who applied for the establishment of each model school," and for "copies of correspondence and minutes in reference to the establishment of each of the model schools, including any communications from the Board's Inspectors," the Commissioners of National Education have made a return of documents which, with more or less completeness and accuracy, detail the origin of each model school. The following is an epitome of the information so supplied in each case:—

Origin of each of the Board's Model Schools.

Athy.

Athy.

November, 1848, Duke of Leinster offers land for a model school, and in following month the Board's *Agricultural* Inspector visits and approves the site of a model agricultural school. The Board then ask the Duke if he wishes to have a district model school with an agricultural department, or merely a model agricultural school, stating that "in the former case the Commissioners undertake the entire cost of the erection of buildings and support of schools, paying a fair rent for the land," but in the latter case there must be a local contribution. The Duke naturally preferred the district model school, which has been built furnished and extended accordingly at a cost to the public of £8,224 2*s.* 1*d.*

Bailieborough.

Bailieborough.

An ordinary non-vested National school already built by Mr. J. Young, M.P. was in March, 1846, offered by him for a model school. In July, 1846, a Presbyterian minister supported the claim of Bailieborough in preference to Virginia, selected by Commissioners as site for the district model school. The Board accordingly suspend their decision and direct Inspector to report. Mr. Butler reports in favour of Bailieborough, which he describes as "a small country town of about 12,000 inhabitants" (this is probably an error in the Board's return, as the Census of 1861 gives the population of the *town* at 1,139, and Mr. White states that in 1834 there were in the *parish* 1,000 Episcopalians, 2,060 Presbyterians, and nearly 5,000 Roman Catholics). Mr. Butler says that the interests of the school will be warmly promoted by the parish priest and Presbyterian minister, and perhaps even by the rector, who "has visited the National school on two or three occasions;" that Mr. Young's school, calculated for 400 children, has not been attended by more than 110; that no contributions could be expected from the inhabitants, but Mr. Young might contribute. In October, 1846, the Commissioners, after a report from Mr. Kavanagh, reject Mr. Young's application, pronouncing the school-house unsuitable and the land insufficient. In March, 1847, Mr. Young again applies. Again Mr. Kavanagh reports, this time favourably, and the Board then accepted Mr. Young's proposals, and proceeded to spend £5,643 5*s.* 5*d.* in converting the Bailieborough National school into a district model school.

Ballymena.

Ballymena.

In September, 1846, Mr. Robertson, Inspector, reports that "no better place could be chosen" for a district model school than Ballymena, though there are in the town three National schools (one "with a large endowment"), besides a parochial school, a Methodist school, about half-a-dozen private schools, and "very many small National schools within three miles around the town;" "there is also a diocesan school for those of a more respectable grade." In December, 1846, Mr. M'Creedy, superintendent, reports favourably of a site offered by Sir R. Adair at £5 per annum for half an acre unenclosed. He states that there are ten National schools within three miles of the site, besides other schools, that nothing in the way of local contribution could be looked for, though Sir R. Adair "might, perhaps, contribute some little to provide an ornamental design;" that an infants' school will not be required; that besides the landlord and his agent, the only other parties particularly interested are two Presbyterian ministers and the parish priest. In November, 1846, the Commissioners approved the site, and have spent on the school buildings and furniture £5,806 7*s.* 8*d.*

Ballymoney.

Ballymoney.

Professedly aided as a model farm under conditions set forth in Sixteenth Report (1849), page 26, but instead of £400 (*see* sec. 4) the Board has spent £1,878 13*s.* 9*d.* on the school buildings.

Belfast.

Belfast.

In February, 1853, the Board seems to reject a site offered by the "Harbour Commissioners for a district model school, with a maritime department in the town of Belfast." In June, 1853, Mr. Butler reports in favour of the Falls-road as the most suitable locality for the district model school, proposing that the maritime school should be a separate building near the quay. A plot of nearly two statute acres is offered at a rent of £94, but the Commissioners object to a higher rent than £40, and urge the proprietors of mills in the neighbourhood to subscribe for the purpose of fining down the rent. Upon this, seven firms, employing nearly 4,000 workers (who would chiefly gain by the school), being determined to have a school for their people, propose to raise such a sum (about £800) as would fine down the rent to £60. The Commissioners accept these terms "upon the understanding that the site consists of nearly two statute acres, as reported by their architect, and not of *one statute acre or thereabouts*," and proceed to spend upon the buildings, &c., £15,956 6*s.* 8*d.* Nevertheless the site is described to us as only one acre and eleven perches in extent, held on lives renewable for ever, at £60 per annum. Bishop Denvir, National Commissioner, in July, 1854, urged forward the building of this school.

Carrickfergus.

Carrickfergus.

Selected by Committee of the Board as the site of a minor model school, and approved, August, 1856, by Commissioners, who have spent £4,494 17*s.* 2*d.* on buildings, &c.

Clonmel.

Clonmel.

In March, 1846, Mr. Bagwell, proprietor of a large part of the town, after conversation with an Inspector, recommends Clonmel to the Commissioners, who in June send Mr. Robertson to examine the proposed site. He reports that one of the parish priests has erected a very large school for 500 boys (to be under Christian Brothers), and has begun a girls school (to be under Sisters of Mercy) in the vicinity, and that these schools for 1,000 children will be likely to interfere with attendance at the proposed model school. He adds that no local contribution will be made that the supporters of the National system will doubtless approve of it, but that the Rev. Mr. Burke opposes its establishment, "appears dissatisfied with the exclusive control to be exercised by the Board in the sole management of model schools, and expresses himself in strong terms against the principle of vesting schools in the Board." In the following month, July, 1846, Mr. Bagwell writes again to the Commissioners, who, in January, 1847, direct Mr. Quinlan to report. He recommends a site out of Dr. Burke's parish. In March Mr. Robertson is again desired to report. He, "upon the whole, can now recommend this case to the favourable consideration of the Commissioners," who thereupon lease two acres of land from Mr. Bagwell, at a rent of £16 per annum, and spend £7,865 2*s.* 3*d.* upon school buildings. In May, 1849, Mr. Kavanagh reports that "we have had the warmest assurances of the support and co-operation of all classes," but Dr. Patten adds that the rector will remain neutral.

Coleraine.

Coleraine.

In January, 1846, the District Inspector recommends Coleraine as the most suitable locality for a model school, as a site for which the Clothworkers' Company will grant half an acre of land. July, 1846, Mr. Robertson reports that the persons most interested are the Clothworkers' Company of London, who have "endowed with small sums annually a number of schools in and about Coleraine, many of which are National;" that the model school "will not affect the Coleraine National Schools much, but will naturally interfere with the attendance at the Killowen National schools, which are in the same portion of the town, much nearer;" and that the Irish Society of London maintains a large free school with liberal endowment. He recommends Coleraine, and the Commissioners approve the site and execute the lease. In July, 1847, however, the architect declared the leased site to be "very objectionable on several grounds," and the Commissioners surrender their lease, and obtain another lease of a smaller plot, where they expend £6,060 3*s.* 8*d.* on buildings, &c.

Cork.

Cork.

In January, 1857 (probably an error for 1858), the Mayor of Cork wishes to obtain for his city a model school, and is told that "the Commissioners would be happy to receive a memorial in favour of the project numerously and influentially signed by persons of different religious denominations." Accordingly, in May, 1859, a memorial praying for a model school comes from Lord Fermoy and seventy more. The gratified Commissioners entertain the application favourably, lease one and a half acres of ground at a rent of £105 per annum, and in spite of threatened remonstrance from the Treasury spend £9,841 14*s.* 11*d.* upon buildings, &c., for the Cork Model School.

Dunmanway.

Dunmanway.

June, 1846, Mr. Robertson reports on proposed site; parish priest gives his "unqualified approbation," and wishes to lease a farm to the Board. Parties differed about price—the Board offering £5 per acre for building land and £3 per acre for remainder; the priest asking £14 for less than two acres of building land and £3 5*s.* per acre for the rest; and when at length the priest acceded to the Commissioners' terms, they declined as being "in communication on the same subject with another party." The new plot is described by Mr. Robertson as adjoining last house on west side of the town, while the Rev. Mr. Doheny's site is in the centre. Nevertheless the Board took it; and though said in April, 1847, to contain five acres, it is returned to us at 2A. 0R. 9P. only, held at a rent of £17 per annum. The public money spent on model school buildings here amounts to £8,876 9*s.*

Enniscorthy.

Enniscorthy.

In January, 1856, the Board of Guardians of Wexford Union, instigated by Inspector H. P. Clarke, resolved that "it is very desirable that the Commissioners of National Education should establish for this district a model school for the purpose of training young persons as teachers," with land attached for an agricultural school, and "with a nautical department for the port of Wexford;" and they memorialized the Board. In February, 1856, the Commissioners decline to incur "so large an expenditure in establishing a school, the success of which appears so uncertain" since "the educational wants of the locality are already well supplied by the existing National and other schools." May, 1856, Mr. Clarke reports favourably of Enniscorthy. August 8th, the Commissioners "approve of the building of a district model literary school, consisting of male, female, and infants' departments," and instruct their architect to report on site proposed by Mr. Clarke. September 19th, 1856, the Board have before them a letter from Mr. Kavanagh, Head Inspector, stating, for reasons which he mentions, that the success of a model school at Enniscorthy is very doubtful, and suggesting that the matter should be reconsidered. The Board reply that "they cannot now recede from their engagement having accepted Lord Portsmouth's offer of a site." Nevertheless it is not until 26th June, 1857, that the Commissioners receive the architect's report on the site, which they then only approve conditionally. In September, 1857, the site is finally sanctioned. In December Inspector reports that the rector will not offer any opposition. In August, 1858, the lease is executed. In June, 1859, the plans are approved, and on 2nd, December, 1859, the contract is let. On 14th December the Roman Catholic bishop formally protested against the model school as long since repudiated by him. It is more than two years since he informed the Inspector that he was decidedly opposed to the establishment of a model school, and that he should exert all his authority and influence to prevent Catholic children from frequenting it. Ample provision is already made for the educational wants of the Catholic youth. He therefore objects to the establishment of a model school as a wanton waste of public money, and as an attempt to impose on the Catholic people a degrading and demoralizing intellectual servitude. In reply, the Commissioners, upon 21st January, 1860, plead the resolutions of the Wexford Guardians in 1856, and the strong recommendations of the Inspectors. They have erected such institutions in various towns, notwithstanding the want of concurrence of prelates and clergy of the Established Church, and they decline controversy. The Bishop rejoins, February 4th, 1860, that the Commissioners, as discharging a public trust and dispensing the public money, are bound to respect the wishes and feelings of the vast majority of its population; that the Wexford application had been declined in 1856 because the educational

want of the locality was already well supplied; that in Enniscorthy neither the Board of Guardians nor any individual guardian nor any Catholic inhabitant nor, as far as he knows, any Protestant had applied for the establishment of a model school, while he had repeatedly declared his decided opposition to it, and shown that the educational wants of the locality were abundantly supplied by existing schools. Yet the Commissioners persisted in spending £6,635 15*s.* 10*d.* on model school buildings, but have failed to secure a respectable attendance of children, and have never appointed pupil-teachers for training in the school. To recapitulate: In 1856 the Wexford Guardians ask for a model school in Wexford town for the purpose of training young teachers, with an agricultural school and a maritime department. The Commissioners, upon a report from Inspector, refuse, because existing schools in Wexford are sufficient. Enniscorthy is then recommended by District Inspector, but the Head Inspector at once gives warning that the success of a model school there is very doubtful. It is the middle of 1858 before a site is legally secured, and the end of 1859 before the contract is concluded with the builder. When the Roman Catholic Bishop protests that the model school is not wanted, and that if built he will oppose it to the utmost, the Commissioners rely upon the Wexford application (although they have not trained young teachers at Enniscorthy, or established agricultural and maritime departments) and upon the "strong recommendation of the Inspectors" (although the Head Inspector had reported against the scheme at Enniscorthy as of very doubtful success, and the District Inspector against the scheme at Wexford as unnecessary). After a large expenditure on buildings and on annual maintenance, the school is a complete failure.

Enniskillen.

Enniskillen.

In August, 1857, Mr. T. G. Porter presents a memorial from residents in Enniskillen asking for a model school. Inspector reports in December that the Portora Endowed school has opened a branch in the town. Board put off decision; and, in October, 1859, Mr. Porter again applies, and is again put off. December, 1859, some of the inhabitants again memorialize, but are told that the Commissioners have no funds at present. In September, 1860, Mr. Porter attacks Mr. Cardwell, and the Board then give way. In September, 1861, Mr. N. C. Magee warns the Board of the danger of "a great abuse of the money of the State—a *select* school for the children of the middle classes, and none, or hardly any, of the poorer classes (for whose benefit surely the State grant was mainly intended) able to avail themselves of it." The Board, however, proceeded to lease nearly seven acres of ground for ever, at £10 per acre, and to spend £9,451 9*s.* 3*d.* on school buildings.

Galway.

Galway.

In September, 1849, Sir T. Redington, National Commissioner, counselled Mr. O'Flaherty, M.P., to apply to the Board, through him, for a model school. The Commissioners assented, and laid out £5,241 18*s.* 1*d.* on buildings, &c.

Kilkenny.

Kilkenny.

In 1846, a deputation from Kilkenny appears to have applied for a model school; and in September, 1849, the town council draw up a memorial with a similar prayer, and offer a site. The Commissioners did not accept the proposed site; but in December, 1851, they agree to found a model school, upon the buildings of which they have spent £4,888 17*s.* 10*d.* It is erected on a site of one acre, held on lease for 500 years, at £25 per annum.

Limerick.

Limerick.

In February, 1851, the Commissioners, being desirous that a model school should be built in Limerick, invite the Protestant bishop to point out a suitable site, which he does in the next month. Mr. H. Clarke, District Inspector, at once reports to Board that "it is very doubtful whether model schools, if built there, will be attended by even a moderate number of pupils, the immediate neighbourhood being already supplied with well-endowed schools. Within five minutes' walk of proposed site there are Sisters of Mercy school (250 in attendance), Christian Brothers' school (214), Lemmy's Endowed Protestant school (60), two Villier's Endowed Protestant schools (87), and on the other side of the road, immediately opposite, the Sisters of Charity have paid £500 for a site, upon which they are about to build a very extensive new convent with an orphan asylum and four school-rooms. He quotes the opinion of the rector of St. Patrick's that, "the proposed site was most ineligible, if it be considered necessary to have a large attendance of pupils; sites of the most desirable character can be obtained at the opposite side of Limerick, where there are but two schools, and the population is of the humble classes, whilst that about the military-road is the most respectable part of the city." In April, 1851, the Board communicate the Inspector's unfavourable judgment to the bishop, who affords no explanation. In July, Messrs. Kavanagh and Clarke report jointly that the proposed site "is not central, or at all in the city, and the operative classes and humble traders, as well as the chief portion of the poor, live in the very opposite side of the town; nevertheless it is as central as Newry or Clonmel, and they think it probable "that all the National and other public schools will rather derive strength than decay from the opening of the model school;" religious relations are all satisfactory; Bishop Higgin, Established Church, Bishop Ryan, Roman Catholic, and Mr. Wilson, Presbyterian, are ready to co-operate, but the Protestant rector is not favourable; on the whole, they recommend the Board to adopt the site, "immediately between the military barrack and the road." The Commissioners did so, and have spent £6,463 11*s.* 4*d.* upon buildings, &c.

Londonderry.

Londonderry.

In December, 1854, persons of various denominations apply for a model school in Derry; the Commissioners approve of the application, and in May, 1855, lease a site for ever at a rent of £67 10*s.* per annum. In October, 1858, Bishop Higgin complains that no steps have yet been taken towards the erection of the building. The school was opened in 1862, and the buildings, &c., have cost £8,895 18*s.* 1*d.*

Lurgan.

Lurgan.

August, 1858, Lord Lurgan asks for a minor model school, and the application is favourably considered; in November, 1859, he fears that a minor model school will be hardly adequate, and applies for a "first-class model school;" same month inhabitants, including "the clergy of all denominations," petition for a district model school, instead of the minor one already determined on, and their request is supported by Bishop of Down, &c. December, 1859, the Commissioners give way, so far as to promise that the Lurgan minor model school

shall afford a much larger amount of accommodation than is usual in that class of schools, and shall be so built as to admit of the erection of a training department, &c., at some future period. The Board then leased a site from Lord Lurgan, at a rent of £34 per annum, and have spent £6,763 19*s.* 3*d.* upon the buildings, &c., of the Lurgan minor model school, which has thus already cost more than eight of the nineteen district model schools.

Monaghan.

Monaghan.

August, 1856, Committee of Board selects Monaghan as the site of a minor model school; and the Commissioners proceeded to spend £4,415 8*s.* 0*d.* upon buildings, &c.

Newry.

Newry.

September, 1845, "The clergymen and ministers and members of different religious denominations" request the Commissioners to erect and establish a model school in Newry, which is "a thoroughfare to every part of the north of Ireland;" and they offer to "assist in every way in the establishment and management of the school," and promise to "at once form a *local committee* for that purpose." To this memorial the name of the Roman Catholic bishop is the first attached, and the Protestant vicar of Newry presents it to the Board. In January, 1846, the Commissioners approve a site for the school upon certain conditions, and the vicar at once begins to collect money, and in five hours raises £190 towards the purchase of land for the model school. A site is selected, and after some hesitation from the large amount of rent demanded, viz.: £18 7*s.* 6*d.*, per annum, the Commissioners, on the recommendation of their Head Inspector, and "understanding that the school will be supported by persons of all denominations, and in such a populous town," agree "to pay the increased rent of £18 7*s.* 6*d.*, per annum, instead of the £12 10*s.* at first proposed," and proceed to lay out £6,671 8*s.* 0*d.* upon buildings, &c. The correspondence proves that the memorialists were unaware that the Board's model schools were to be built without local contribution, and conducted without local management.

Newtownards.

Newtownards.

January, 1857, Lord Londonderry offers to grant two acres of land, rent free, as site for a model school. In August the Commissioners accept this offer, but in October following they object to covenant by deed that the lands shall be held "for the purposes of said model school, and for no other use or purpose whatever," and that the "buildings to be erected shall be used only as a district model school;" and they propose that the land shall be held "for the purposes of a model or other National school under the control of the Commissioners of National Education;" and, having secured a site upon easy terms, they proceed, with even more than their usual prodigality, to lavish £10,394 16*s.* 3*d.* upon school buildings, &c., in a town of 9,000 inhabitants.

Newtownstewart.

Newtown-stewart.

In 1853 an undated memorial from all the clergy (excepting the priest), and other inhabitants, asks for a district model school at Newtownstewart, a small town with 1,232 in population. In reply, the Commissioners, July, 1853, offer to aid an ordinary National school; January, 1857, application is made for a minor model school, and granted; in June, 1857, a "site adjoining the parish church" is chosen, and, subsequently, a sum of £2,038 15*s.* 9*d.* has been spent on buildings, &c.

Omagh.

Omagh.

From Omagh, eight miles distant from Newtownstewart, two undated memorials reached the Board in 1855, asking for a "district model school, which would afford a useful, solid education to the sons of small farmers traders and artizans, and would also serve to train efficient teachers." Of these memorials, one proceeded from the Commissioners of the town of Omagh, and the other from the gentry clergy merchants and inhabitants; in January, 1856, the Board reply, that they do not approve of establishing at Omagh a district model school, but they "will be prepared to erect and maintain at their sole cost, and to be under their exclusive management, a literary school for the accommodation of such number of children as may probably attend;" in April, 1856, the Inspector reports, that an attendance of 100 boys, 100 girls, and about 80 infants may reasonably be expected; in January, 1857, the Commissioners secure a site of two acres, and build a school, which is opened in February, 1857; same month some of the inhabitants state that the school is found quite inadequate, and ask that the minor model school "should be at once altered into a district model school;" Commissioners reply, "that there is accommodation for some twenty or thirty boys in addition to the number already on the rolls;" December, 1860, the inhabitants again memorialize that "the accommodation provided will soon be wholly inadequate to the wants of the people," and demand "that it be raised to the rank of a district model school;" the Commissioners rejoin that they have, at present, no funds, but will reconsider the subject in the following year; and, after much further pressing, they undertake, in December, 1861, to provide increased accommodation at the minor model school, but decline to convert it into a district model school. They have spent £3,622 4*s.* 11*d.* upon buildings, &c.

Parsonstown.

Parsonstown.

The papers do not show that any application for a model school came from Birr, or that* it was selected for a minor school by the Board's committee. In September, 1857, Head Inspector Newell selects the site; in February, 1859, the lease is executed; in March the parish priest writes that the model school about to be established must meet with all the opposition he can bring to bear against it, and asks that the erection be suspended until modifications in the management of model schools be introduced—if not, the public money is very certain to be uselessly expended; the Commissioners reply in April that they had completed their arrangements. They have spent £3,499 11*s.* 6*d.* upon the buildings, &c., here.

Sligo.

Sligo.

Early in 1847, the Board's superintendent, by direction of the Commissioners, was applying for a site for model schools here; the town council, perceiving with pleasure the Board's intention, apply in January, 1847, for an "institution on the most complete plan and the most extensive scale," to consist of a normal school of

* See, however, Appendix B, *infra*.

two departments, one for elementary, and the other for scientific instruction, also a model farm with lectures on agricultural chemistry and other subjects, likewise a middle-class school with lectures on natural philosophy in all its departments. February, 1847, the Commissioners consider it "most desirable to establish a district model school in Sligo," but their plan does not embrace all the objects specified, "the Commissioners *not being authorized to include arrangements for the instruction of middle classes;*" upon this the Corporation offered a site, but not in the town; the Commissioners declined it, and the scheme was allowed to sleep for ten years; on 16th November, 1857, a memorial from the Town Council, reviving the memorial of January, 1847, and asking for a maritime school in addition to those then set forth, is adopted; another memorial from forty-five inhabitants, with the same prayer, is next day transmitted to the Commissioners by a Presbyterian minister, the first signature being "John M'Gowan, Mayor;" same day (17th November, 1857,) the Mayor and all the members of the Corporation (four Protestants excepted) "withdraw their request, having ascertained that model schools, being exempt from the control of local patrons and managers, by whom the ordinary National schools are governed, do not present sufficient safeguards for the faith and morals of the pupils who attend them, and are therefore disapproved of by the bishop and clergy; Mr. Rochfort, T.C., in forwarding this document, 20th November, 1857, tells the Commissioners that "the bishop and clergy are strongly opposed to the establishment of such a school, and they possess both the confidence and affection of the whole Catholic body, rich and poor, in town and in country;" another memorialist, in cancelling his signature, says, "I affixed my name, taking for granted that the model school would be conducted on the same principles as now adopted in the National schools throughout Ireland." December, 1857, the Commissioners postpone their decision for further information; same month Inspectors report in favour of the scheme; one Established Church clergyman, the priests of the town, and some of the gentry are opposed, the rector and curate are at least neutral, "the Presbyterians, through whose means principally the memorial was got up," some of the gentry, and a large number of people are friendly; the population numbers 1,800 of the Established Church, 9,550 Roman Catholics, 220 Presbyterians, and 430 others; they think an attendance of from 150 to 200 may be calculated on, and when the rivalry existing among the different religious bodies has been overcome, success will be certain. August 21st, 1858, the Roman Catholic bishop addresses the Commissioners; it was intimated to them some months ago that the Catholic clergy and laity were opposed to the establishment of a model school in Sligo; in despite of this opposition, and in compliance with the petition of a small section of dissenters, they still appear determined to erect it; he therefore declares formally that he is opposed to its erection, that (if it be erected) himself and clergy will use all legitimate influence and authority in preventing Catholic children from attending it, that Catholics have several National schools in operation in the parish and are erecting new schools, but they will never accept schools over the teachers and teaching of which they could exercise no immediate or efficacious control. In September, 1858, the Town and Harbour Commissioners vote thanks to Board for having determined to establish district model school; but at the same time the chairman of the meeting notifies his fear that the result of the school will not be such as all wish unless the objections of the Roman Catholic bishops are remedied; without that remedy the school will lead to discontent and disturbance, and he offers £50 towards the school if placed under approved management. The Commissioners reply to the bishop that they consider themselves pledged to erect the school, and to the layman that "this school will be built and maintained at the sole cost of the State, and be under the exclusive control of the Commissioners of National Education." They secure a site of 1½ acres at an annual rent of £48, and spend £8,321 19*s.* 10*d.* on the buildings, &c.

Trim.

Trim.

In January, 1846, the vicar of Trim addresses Mr. Corballis, one of the National Commissioners. In the following April the parish priest and the vicar write that they can secure from the Corporation a site of nearly two acres for a large National school, "or one of those model schools, which the National Education Board are anxious to establish throughout the country." "Our great object," they say, "in this case is the relief of our starving poor; the expenditure during the summer of £700 or £800 amongst labourers and tradesmen of various descriptions will contribute much to alleviate their distress." The Inspector, when asked to report, recommends Trim as the site of a model school, and states that should the Commissioners decide in favour of an ordinary school, a local contribution of £200 will be raised. January, 1846, the municipal authorities grant two acres of the Commons "for the purpose of having erected thereon an extensive public school in connexion with the National Education Board." September, 1847, "the Commissioners contemplate an expenditure of not less than £2,000 on the buildings," &c., of a model school. In November they accept a lease of seventy-five years, and they have expended on buildings, &c., £6,829 10*s.*

Waterford.

Waterford.

July, 1851, the clergy and laity of various denominations, "feeling an anxious desire to promote the general education of the poorer and middle classes on the principle of the National system," memorialize the Board for a model school in Waterford. The Commissioners at once resolve to comply. Before the end of 1851 the Roman Catholic bishop published his objections to the model school, and a counter memorial against its establishment was got up. But the Commissioners leased two acres of land at £40 per annum, and have spent £7,420 17*s.* 7*d.* on buildings, &c.

II.

The Cost of maintaining each of the Model Schools in the years 1867 and 1868, as given in Table G, upon page 34, was taken from the Reports of the National Board. Returns subsequently presented by the same Board to the Royal Commissioners, show that the figures of the Board's Reports err by defect, and represent the Cost of maintaining the National Model Schools in 1867 to have been below the Expense really incurred in supporting them. The Returns of the Board (section iv., paragraph 2), do not afford

means for checking the Expenditure returned by the Board in their Report for 1868; but the total Expense of each Model School in 1867, and each of four previous years, is returned at the following amounts.

Name of Model School.	Total Expense in 1867.	1866.	1865.	1864.	1863.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Athy,	857 10 9	853 7 8	737 17 0	891 4 3	858 18 3
Bailieborough,	1,001 2 3	699 11 0	747 18 7	623 7 8	745 2 5
Ballymena,	738 4 10	777 9 4	861 11 10	840 17 6	919 5 4
Ballymoney,	652 17 7	684 17 6	548 4 0	552 6 7	548 6 1
Belfast,	3,960 8 6	3,982 4 10	4,187 14 9	3,927 0 11	4,920 12 7
Carrickfergus,	685 13 11	705 9 10	789 18 6	769 3 1	977 10 11
Clonmel,	873 1 8	779 11 11	947 15 5	908 10 3	841 9 6
Coleraine,	848 10 3	728 0 5	752 9 7	864 17 9	1,122 18 0
Cork,	1,901 10 3	1,611 18 7	1,885 9 9	—	—
Dublin, West,			No return.		
Dunmanway,	780 8 5	840 14 8	883 1 4	867 7 7	1,027 6 2
Enniscorthy,	474 7 0	531 8 1	621 10 11	475 5 0	461 10 0
Enniskillen,	2,864 6 5	—	—	—	—
Galway,	927 8 2	992 15 4	988 18 0	1,028 4 1	1,287 11 7
Inchicore,			No return.		
Kilkenny,	776 6 10	991 18 5	737 7 5	816 2 7	807 14 7
Limerick,	1,311 19 2	1,454 19 3	1,784 7 6	1,292 8 3	1,296 14 9
Londonderry,	1,616 9 2	1,481 12 3	1,561 15 1	1,642 3 5	2,205 7 4
Lurgan (Minor),	1,192 4 2	1,279 10 3	1,207 12 9	1,015 5 9	776 15 3
Monaghan (Minor),	719 9 4	812 14 2	703 5 10	588 17 10	967 18 10
Newry,	814 12 7	780 6 2	949 4 1	830 5 2	1,008 0 2
Newtownards,	1,621 16 2	1,423 12 11	1,397 15 9	1,398 18 5	1,538 11 2
Newtownstewart (Minor),	540 8 2	402 6 1	372 2 4	553 13 9	446 11 8
Omagh (Minor),	863 19 11	830 4 2	801 11 10	782 18 0	1,541 10 9
Parsonstown (Minor),	846 5 3	624 19 6	634 0 7	688 17 9	1,196 19 0
Sligo,	877 0 5	877 14 3	798 10 2	836 4 9	2,521 10 5
Trim,	903 16 6	921 2 11	856 12 10	940 17 9	1,494 7 0
Waterford,	1,096 8 4	984 8 3	995 17 8	1,041 12 10	944 10 3

Comparison will show that the total Expense of each Model School for 1867, as returned by the Board to the Royal Commission, is in every case larger than the Cost reported by the Board to Parliament. In some cases the excess of Expenditure is considerable.

Cost for 1867.	Board's Report.	Board's Returns.	Difference.
	£ s. d.	£ s. d.	£ s. d.
Bailieborough,	711 3 0	1,001 2 3	289 19 3
Belfast,	3,527 15 10	3,960 8 6	432 12 8
Enniskillen,	513 1 0	2,864 6 5	2,351 5 5
Newtownards,	1,307 6 4	1,621 16 2	314 9 10

In all cases the Returns disclose an excess above the Expenditure charged against the Model Schools in the Board's Reports; but the excess is greatest in the four Model Schools named, and these four are all in Ulster. The following explanation of the difference is given by the Board under date 25th February, 1870:—

"The cost of these schools as set out in the Commissioners' Report for 1867, includes salaries and allowances to Teachers and Monitors, and the maintenance of resident pupil-teachers for that year, while the information supplied, under Section IV. paragraph 1, of the Returns furnished to the Royal Commission of Primary Education, includes the expenditure under various 'other' heads."

III.

RETURN of the AMOUNTS (Totals) spent upon each of the DISTRICT and MINOR MODEL SCHOOLS, in the year ended 31st December, 1868, made by Board, 27th February, 1869.

Name of School.	Amount. £ s. d.	Name of School.	Amount. £ s. d.
Athy District Model School,	663 5 9	Newtownards District Model School,	1,244 2 7
Bailieborough " "	690 5 10	Sligo " "	793 16 4
Ballymena " "	718 4 10	Trim " "	704 15 0
Belfast " "	3,147 7 11	Waterford " "	811 0 3
Clonmel " "	801 15 10		
Coleraine " "	734 16 7		
Cork " "	1,653 17 10	Ballymoney Minor Model School,	592 11 9
Dunmanway " "	824 13 9	Carrickfergus " "	734 14 4
Enniscorthy " "	472 1 0	Lurgan " "	1,011 19 4
Enniskillen " "	869 17 2	Monaghan " "	549 9 5
Galway " "	749 10 8	Newtownstewart " "	434 17 6
Kilkenny " "	767 2 9	Omagh " "	778 2 6
Limerick " "	857 2 5	Parsonstown " "	637 18 9
Londonderry " "	1,403 17 6	General Expenditure in connexion with above Model Schools,	226 0 11
Newry " "	621 3 9		

IV.

Expenditure by Board of Works upon each Model School, 1857–68.

District Model Schools.

Year.	Athy.	Bailieborough.	Ballymena.	Belfast.	Clonmel.	Coleraine.
	Additions and Repairs.	Additions and Repairs.	Additions and Repairs.	Additions and Repairs.	Additions and Repairs.	Additions and Repairs.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1857–8,	—	1 19 7	—	—	2 12 3	—
1858–9,	36 12 0	17 1 4	—	67 3 4	2 12 0	0 16 2
1859–60,	3 18 0	139 8 5	31 3 8	248 5 10	1,594 18 2	—
1860–61,	829 9 11	555 13 8	15 7 7	338 17 1	778 10 11	132 19 5
1861–2,	184 15 2	33 11 6	548 8 1	205 1 11	385 12 5	142 15 3
1862–3,	146 15 10	111 5 11	47 14 11	433 9 0	68 19 4	544 9 0
1863–4,	21 11 0	55 3 8	132 7 1	589 11 9	5 11 3	341 13 11
1864–5,	135 3 11	7 7 3	51 13 0	128 0 0	169 0 1	99 11 6
1865–6,	14 14 1	103 5 10	62 9 6	436 17 4	172 0 5	35 2 4
1866–7,	165 10 4	5 0 1	34 16 7	411 0 10	35 12 4	16 17 10
1867–8,	108 5 1	289 19 3	32 5 3	432 12 8	95 12 6	101 3 8
Total,	1,646 15 4	1,319 16 6	956 5 8	3,290 19 9	3,311 1 8	1,415 9 1

Year.	Cork.			Dunmanway.	Enniscorthy.		
	Erection.	Furnishing, &c.	Additions and Repairs.	Additions and Repairs.	Erection.	Furniture, &c.	Additions and Repairs.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1857–8,	—	—	—	—	—	—	—
1858–9,	—	—	—	27 6 5	—	—	—
1859–60,	—	—	1 11 0	—	24 13 5	—	—
1860–1,	—	—	—	153 5 11	4,679 6 11	11 16 6	—
1861–2,	—	—	—	1,594 19 2	1,690 1 3	49 11 7	—
1862–3,	—	—	—	479 15 7	27 9 11	7 9 11	—
1863–4,	1,535 1 11	—	—	297 9 11	—	—	36 18 1
1864–5,	7,046 17 7	—	—	238 15 0	—	—	16 14 0
1865–6,	913 9 11	266 10 11	0 14 1	187 9 5	—	—	76 1 2
1866–7,	—	—	39 15 8	86 15 6	—	—	10 18 0
1867–8,	—	—	37 13 10	21 5 6	—	—	4 15 1
Total,	9,495 9 5	266 10 11	79 14 7	3,087 2 5	6,421 11 6	68 18 0	145 6 4

Year.	Enniskillen.		Galway.	Kilkenny.	Limerick.
	Erection.	Furniture, &c.	Additions and Repairs.	Additions and Repairs.	Additions and Repairs.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1857–8,	—	—	1 5 1	11 14 3	—
1858–9,	—	—	253 2 1	51 1 1	46 0 7
1859–60,	—	—	21 11 5	33 16 6	235 12 6
1860–1,	—	—	127 18 1	88 18 7	17 5 5
1861–2,	—	—	364 18 10	28 18 10	254 15 1
1862–3,	—	—	81 18 7	26 11 11	304 8 0
1863–4,	—	—	112 3 0	40 5 2	91 6 2
1864–5,	15 19 9	—	154 16 2	28 3 11	189 5 1
1865–6,	1,724 7 5	—	76 15 10	21 13 0	48 10 6
1866–7,	5,359 16 8	—	117 15 4	163 19 4	280 7 3
1867–8,	2,257 7 1	93 18 4	90 14 4	7 7 10	135 0 6
Total,	9,357 10 11	93 18 4	1,402 18 9	502 10 5	1,602 11 1

DISTRICT MODEL SCHOOLS—*continued.*

YEAR.	LONDONDERRY.			NEWTOWNARDS.		
	Erection.	Furniture, &c.	Additions and Repairs.	Erection.	Furniture, &c.	Additions and Repairs.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1857–8,	—	—	—	—	—	—
1858–9,	5 18 2	—	—	—	—	—
1859–60,	2,563 5 7	—	—	9 8 0	—	—
1860–1,	3,225 5 10	50 0 0	—	5,213 4 11	—	—
1861–2,	1,335 9 5	130 19 0	89 2 6	1,463 1 1	14 19 11	—
1862–3,	342 4 9	330 12 7	50 18 9	2,845 11 4	117 18 0	74 19 3
1863–4,	—	—	432 11 0	—	—	91 9 11
1864–5,	—	—	143 17 7	—	—	92 2 10
1865–6,	—	—	92 10 7	—	—	38 4 6
1866–7,	—	—	3 5 0	—	—	119 6 8
1867–8,	—	—	99 17 4	—	—	314 9 10
Total,	7,472 3 9	511 11 7	912 2 9	9,531 5 4	132 17 11	730 13 0

YEAR.	NEWRY.	SLIGO.			TRIM.	WATERFORD.
	Additions and Repairs.	Erection.	Furnishing, &c.	Additions and Repairs.	Additions and Repairs.	Additions and Repairs.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1857–8,	19 2 8	—	—	—	—	53 10 11
1858–9,	2 4 10	—	—	—	1 2 11	47 5 10
1859–60,	339 2 8	5 11 6	—	—	56 0 0	7 19 5
1860–1,	9 11 2	1,008 15 8	—	—	13 10 4	154 3 2
1861–2,	432 12 10	2,428 17 2	—	—	—	13 12 5
1862–3,	99 10 3	2,501 0 0	—	—	70 1 7	95 5 1
1863–4,	218 5 3	1,880 12 1	108 5 5	—	648 15 4	5 2 10
1864–5,	56 18 11	—	—	136 13 7	123 1 5	115 7 3
1865–6,	230 5 5	—	—	86 1 4	—	100 13 1
1866–7,	90 19 5	—	—	82 10 11	50 12 10	4 17 1
1867–8,	58 18 1	—	—	83 12 2	44 8 6	222 15 1
Total,	1,557 11 6	7,824 16 5	108 5 5	388 18 0	1,007 12 11	820 12 2

ABSTRACT of Expenditure from 1857 to 31st March, 1868.

—	Erection.	Furnishing, &c.	Additions and Repairs.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Athy,	—	—	1,646 15 4	1,646 15 4
Bailieborough,	—	—	1,319 16 6	1,319 16 6
Ballymena,	—	—	956 5 8	956 5 8
Belfast,	—	—	3,290 19 9	3,290 19 9
Clonmel,	—	—	3,311 1 8	3,311 1 8
Coleraine,	—	—	1,415 9 1	1,415 9 1
Cork,	9,495 9 5	266 10 11	79 14 7	9,841 14 11
Dunmanway,	—	—	3,087 2 5	3,087 2 5
Enniscorthy,	6,421 11 6	68 18 0	145 6 4	6,635 15 10
Enniskillen,	9,357 10 11	93 18 4	—	9,451 9 3
Galway,	—	—	1,402 18 9	1,402 18 9
Kilkenny,	—	—	502 10 5	502 10 5
Limerick,	—	—	1,602 11 1	1,602 11 1
Londonderry,	7,472 3 9	511 11 7	912 2 9	8,895 18 1
Newtownards,	9,531 5 4	132 17 11	730 13 0	10,394 16 3
Newry,	—	—	1,557 11 6	1,557 11 6
Sligo,	7,824 16 5	108 5 5	388 18 0	8,321 19 10
Trim,	—	—	1,007 12 11	1,007 12 11
Waterford,	—	—	820 12 2	820 12 2
Total,	50,102 17 4	1,182 2 2	24,178 1 11	75,463 1 5

Office Public Works, Dublin, 23rd July, 1868.

(Signed), W. B. SOADY, *Accountant.*

MINOR MODEL SCHOOLS.

YEAR.	CARRICKFERGUS.			LURGAN.		
	Erection.	Furnishing, &c.	Additions and Repairs.	Erection.	Furnishing, &c.	Additions and Repairs.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1857–8,	—	—	—	—	—	—
1858–9,	2 17 2	—	—	—	—	—
1859–60,	1,774 13 3	—	—	—	—	—
1860–1,	1,512 10 10	27 1 11	—	—	—	—
1861–2,	578 16 0	—	103 1 6	1,634 9 6	—	—
1862–3,	—	47 0 11	116 3 5	4,288 9 11	372 1 11	—
1863–4,	—	—	197 15 3	—	—	86 1 7
1864–5,	—	—	38 5 11	—	—	86 1 10
1865–6,	—	—	50 0 0	—	—	97 12 3
1866–7,	—	—	7 5 4	—	—	165 9 4
1867–8,	—	—	39 5 8	—	—	33 12 11
Total,	3,868 17 3	74 2 10	551 17 1	5,922 19 5	372 1 11	468 17 11

YEAR.	MONAGHAN.			NEWTOWNSTEWART.		
	Erection.	Furnishing, &c.	Additions and Repairs.	Erection.	Furnishing, &c.	Additions and Repairs.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1857–8,	—	—	—	—	—	—
1858–9,	—	—	—	4 6 2	—	—
1859–60,	3 12 6	—	—	990 3 7	14 19 11	—
1860–1,	1,708 0 9	0 7 9	—	359 6 9	—	—
1861–2,	1,964 16 2	62 11 5	—	338 14 10	7 0 6	16 2 8
1862–3,	—	—	32 11 8	—	—	50 17 2
1863–4,	—	—	274 0 11	—	—	27 19 4
1864–5,	—	—	13 0 0	—	—	172 7 1
1865–6,	—	—	82 16 9	—	—	0 11 6
1866–7,	—	—	198 0 2	—	—	0 3 3
1867–8,	—	—	75 9 11	—	—	56 3 0
Total,	3,676 9 5	62 19 2	675 19 5	1,692 11 4	22 0 5	324 4 0

YEAR.	OMAGH.			PARSONSTOWN.		
	Erection.	Furnishing, &c.	Additions and Repairs.	Erection.	Furnishing, &c.	Additions and Repairs.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1857–8,	7 16 3	—	—	—	—	—
1858–9,	1,441 18 10	—	—	4 6 2	—	—
1859–60,	1,111 17 10	10 17 3	—	1,129 11 10	—	—
1860–1,	—	86 5 6	—	1,228 13 5	6 15 6	—
1861–2,	—	—	6 7 9	—	16 11 5	1 19 6
1862–3,	—	—	5 17 4	—	—	57 15 6
1863–4,	—	—	712 7 9	—	—	609 4 0
1864–5,	—	—	18 12 1	—	—	115 12 4
1865–6,	—	—	67 3 5	—	—	116 19 7
1866–7,	—	—	91 18 7	—	—	56 0 0
1867–8,	—	—	61 2 4	—	—	156 2 3
Total,	2,561 12 11	97 2 9	963 9 3	2,362 11 5	23 6 11	1,113 13 2

ABSTRACT of Expenditure from 1857 to 31st March, 1868.

—	Erection.	Furnishing, &c.	Additions and Repairs.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Carrickfergus,	3,868 17 3	74 2 10	551 17 1	4,494 17 2
Lurgan,	5,922 19 5	372 1 11	468 17 11	6,763 19 3
Monaghan,	3,676 9 5	62 19 2	675 19 5	4,415 8 0
Newtownstewart,	1,692 11 4	22 0 5	324 4 0	2,038 15 9
Omagh,	2,561 12 11	97 2 9	963 9 3	3,622 4 11
Parsonstown,	2,362 11 5	23 6 11	1,113 13 2	3,499 11 6
Total,	20,085 1 9	651 14 0	4,098 0 10	24,834 16 7

Office Public Works, Dublin, 23rd July, 1868.

(Signed), W. B. SOADY, *Accountant.*

V.

Choice of Sites for Minor Model Schools.

Extract from Board's Minutes, Dated 8th August, 1856.

The Secretary submits the Report of the Committee appointed by minute of Board, of the 18th April last, to select the localities in which a limited number of ordinary National schools should be erected at the sole expense and be conducted under the exclusive control of the Commissioners. The sites recommended by the Committee, are the following:—Carrickfergus, Ballycastle, Ballyclare, county Antrim; Omagh, county Tyrone (previously selected); Monaghan, county Monaghan; Bandon, county Cork; Parsonstown, King's County.

Ordered—That the Commissioners approve of the above, with the exception of Ballyclare, and that instructions be given to the Head Inspectors in whose districts the towns are situate, to institute immediate inquiries as to eligible sites, &c., and to report full particulars for the information of the Board. This order does not apply to Carrickfergus or Omagh, sites having been already recommended in these towns.

VI.

Return showing the extent of Site, the Tenure, Rent, and Trusts of Model Schools, abstracted from the Original Deeds by John Behan, Esq., Barrister-at-Law.

School.	Quantity of Land.	Tenure.	Rent.	Covenants, &c.
1. Athy,	5A. Irish Plantation measure.	99 years,	£10 per annum, if demanded.	The witnessing part of this lease concludes as follows:—"Provided always, and this demise is upon the express condition that said premises shall be used only as a District Model school, and for the uses and purposes thereof, under the control of the Commissioners of National Education in Ireland for the time being." Commissioners covenant to keep said premises and all buildings then or thereafter to be erected thereon in good repair, and quietly yield them up to lessor, &c., at the end of term. Clause of surrender at any time on giving six months' notice.
Ditto,	Further grant of 150 feet frontage.	Same,	3*s.* 9*d.* per annum, if demanded.	This grant is made by indorsement on last referred-to deed, and is subject to the covenants and conditions contained in it.
2. Bailieborough	8A. 1R. 27P.	Lives renewable for ever.	£16 per annum, and a peppercorn on renewal.	"All that and those that part of the said manor of Bailieborough, &c., allotted and intended as a site for a District Model schoolhouse." Commissioners covenant to keep all buildings and improvements in good and tenantable repair, and to insure school in the sum of £1,600. Provides that in case the buildings to be erected shall cease to be used by the said Commissioners, their successors or assigns, as a District Model school for a period of three years successively, the said Commissioners, &c., shall, at the request and cost of the grantors, their heirs or assigns, or of the trustees therein mentioned, execute such deed for conveying to the said grantors, &c., the said piece of land, with the buildings and improvements thereon as shall be approved of on their behalf, and by and on behalf of said Commissioners, upon the said grantors, &c., paying to the said Commissioners the full value at the time of all buildings and improvements then standing on said land, but so as the value of the said parcel of land shall not be taken into account, or any sum required to be paid in respect thereof: Provides that in case of disagreement as to value of improvements, arbitrators shall be appointed as therein; and further, that the sum by them awarded as the price of said buildings shall be paid to the said Commissioners, &c., within six months after the same shall be awarded, and notice thereof given to the said grantors, &c., otherwise said Commissioners shall not be bound by said award, but shall be at liberty to dispose of said parcel of land and building as they shall deem fit.
3. Ballymena,	2 roods.	99 years from 24th May, 1847.	£5 per annum,	"All that and those that parcel of land, &c., allotted and intended as a site for District Model schoolhouse." Commissioners covenant to keep in repair the said premises and all buildings and improvements to be erected or made thereon, and at end of term quietly give up same to lessor in like good repair, and not to use said land or any part thereof, or any building to be erected thereon, for any shop or warehouse or other place for carrying on any noisy, obnoxious, or offensive trade, nor for the sale of spirituous liquors, without the consent of lessor, &c.
4. Ballymoney,	2A. 1R. 2P.	61 years from 1st Nov., 1852.	£5 1*s.* 9*d.* yearly,	To have and to hold all and singular the said lands, tenements, and premises hereby demised, or intended so to be with their appurtenances, from the 1st day of November last, for and during the term, time, and space of sixty-one years, to be used as a site for farm or other buildings for the said Model Agricultural School, or for general educational purposes, but for no other use or purpose. Commissioners covenant to preserve, uphold, support, maintain, and keep the demised premises, and every part thereof, and all improvements made or thereafter to be made thereon, in good and sufficient tenantable order, and at the end or sooner determination of the demise, to yield up the same in like good tenantable order. Clause of surrender at the end of the first year, and of any subsequent year, on giving six calendar months' notice in writing.
5. Belfast,	1A. 0R. 11P.	For three lives renewable for ever.	£60 per annum, and a peppercorn on renewal.	Clause of surrender every year on giving six months' notice. Commissioners covenant to keep all buildings and improvements of a permanent character then or thereafter to be made on said premises in good repair, provided that due allowance be made in respect thereof in consequence of said premises being used for school purposes; and at the end or sooner determination of the demise to yield up same to the lessor, &c., and also to observe all the covenants and stipulations in the original lease from the Marquis of Donegal to the lessor on the tenant's part to be kept, except the covenants therein for payment of rent, renewal fines, fees, heriot, and duties.

RETURN showing the extent of SITE, the TENURE, RENT, and TRUSTS of Model Schools, abstracted from the Original Deeds by John Behan, Esq., Barrister-at-Law—*continued.*

School.	Quantity of Land.	Tenure.	Rent.	Covenants, &c.
6. CARRICKFERGUS	1A. 2R. 0P.	For ever, . .	£24 per annum, .	Commissioners covenant to keep the premises and any improvements of a permanent character then or thereafter to be made thereon in good repair: "Provided, however, that due consideration shall at all times be taken to all allowances made in respect thereof," in consequence of said premises being used for educational purposes; and at the end of the grant to yield up same in good condition, due allowance being made as aforesaid. Clause of surrender at the end of the first year, or at any subsequent period, on giving six months' notice or paying six months' rent in advance.
7. CLONMEL, .	2A. 1R. 30P.	99 years, . .	£16 per annum,	Commissioners covenant to keep premises and all improvements to be made thereon in good tenantable order, and at the end of the term to yield up the same in good order. Clause of surrender at the end of the first and every subsequent three years on giving six months' notice.
8. COLERAINE, .	A piece of ground measuring N. 185 feet, W. 395 feet, S. 175 feet, E. 345 feet.	1,000 years from 1st November, 1847.	A peppercorn if demanded.	Commissioners covenant to pay tithes, or rent in lieu of tithes, sewer rate (if any), land tax, and all other rates, taxes, assessments, and impositions. Also that it shall be lawful for the lessors, their successors and assigns, at any time during said term, to affix their armorial bearings or other marks of proprietorship in, upon, or against the buildings erected on the said premises, and to renew, change, or remove the same at their discretion, and which armorial bearings the said lessees shall preserve and maintain during said term. And further that the schoolhouse buildings erected on said premises shall be used for a school only during the whole of said term. Provided that, if the said lessees shall assign all or any part of said premises, or underlease all or any part of it, or in any manner whatsoever part with the possession of said premises or any part thereof without the license or consent of the lessors (to be given as therein), or if any of the covenants therein on the part of the said lessees be broken or not fully performed, it shall be lawful for the lessors to re-enter.
9. CORK, . . .	1A. 3R. 14½P.	200 years from 25th March, 1862.	£105 per annum, .	Commissioners covenant to keep premises and all buildings to be erected thereon in good and tenantable repair, and at the end of the term so yield up the same.
10. DUBLIN, WEST,	The north side of Crilly's yard and premises thereon, save the piece of ground enclosed with walls at the upper end of said yard, next to Belview.	Lives renewable for ever.	£21 4*s.* 7½*d.* per ann. with a penal rent in case of noisome trade being carried on, and a covenant for abatement of said rent, and a sum of £10 3*s.* 1*d.* on renewal.	It is declared that the premises are assigned to the said Commissioners for the purpose of a school or schools to be conducted according to the principles of the National system of education in Ireland.
11. DUNMANWAY,	5A. 0R. 0P.	999 years, . .	£17 per annum, .	Commissioners covenant well and sufficiently to preserve, uphold, support, maintain, repair, and keep premises and all improvements made or to be made thereon in good and tenantable repair, and at the end of the term to yield up the same in like good repair.
12. ENNISCORTHY,	3A. 0R. 38P.	99 years, . .	£8 per annum, .	Commissioners covenant to keep premises and all buildings and improvements of a permanent character then or thereafter to be made thereon in good and sufficient order, provided that due allowance shall be made in respect thereof in consequence of said premises being used for educational purposes, and at the end or sooner determination of the demise yield up the same in good order, due allowance being made as aforesaid. Clause of surrender at any time on giving six months' notice, or paying six months' rent in advance.
13. ENNISKILLEN,	6A. 3R. 23P.	For ever, . .	£68 18*s.* 9*d.*, . .	Commissioners covenant to keep said premises and all buildings to be erected thereon in good repair, and at the end or sooner determination of the demise so yield up same, and that they shall repair and maintain in good working order all drains and culverts then existing upon the demised premises for carrying off the water of that portion of the lands remaining, belonging to grantor; and that they shall use all proper precautions, so far as was then effected by the drains and culverts then existing, that the drainage of said lands and that of the adjoining lands of the Earl of Belmore should be no way injured by the buildings or works to be erected on the said demised premises.
14. GALWAY, .	3A. 3R. 21P.	For three lives renewable for ever.	£21 10*s.* 10*d.* per annum.	Commissioners covenant before the expiration of the first three years of the demise to expend not less than £3,000 in building, and to keep said premises and all improvements made or thereafter to be made thereon in good repair, and at the end or sooner determination of the demise to yield up same in good repair. Clause of surrender every three years on giving six months' notice as therein.
15. INCHICORE, .	1A. 0R. 0P.	For ever, . .	1*d.* per annum, if demanded.	Commissioners covenant to keep the premises and all improvements made or thereafter to be made thereon in good repair, and at the end or sooner determination of the term to deliver up same in good repair. Clause of surrender every year. Proviso that if the Commissioners shall use the lands and premises for any other purpose than a National School, the lease shall be void.
16. KILKENNY, .	1A. 0R. 32P.	500 years, . .	£25 per annum,	Provides that if the Commissioners, their successors or assigns, shall not build on the premises demised, a District Model National School within five years from the date of these presents, then the present lease shall be void, and it shall be lawful for the lessor, his executors, administrators, or assigns, to re-enter, it being the true intent and meaning of these presents that the said premises are hereby demised for the purpose of the erection thereon by the said Commissioners, their successors or assigns, of a District Model National School. Commissioners covenant to uphold and keep said premises, and all improvements made or to be made thereon in good order and repair, and at the end or sooner determination of the demise to yield up same in good order and repair. Clause of surrender at the end of every three years on giving six calendar months' notice.
17. LIMERICK,	1A. 0R. 22P.	For lives renewable for ever.	£12 per annum, .	Commissioners covenant to keep said premises and all improvements to be made thereon in good repair, and at the end of the demise to yield up same in good repair. Clause of surrender at the end of every three years on giving six months' notice.
Ditto, . .	0A. 3R. 1P.	Same, . .	Same, . .	Same.

RETURN showing the extent of SITE, the TENURE, RENT, and TRUSTS of Model Schools, abstracted from the Original Deeds by John Behan, Esq., Barrister-at-Law—*continued.*

School.	Quantity of Land.	Tenure.	Rent.	Covenants, &c.
18. LONDONDERRY,	3A. 2R. 0P.	For ever, . .	£60 per annum, .	Commissioners covenant to keep said premises and all improvements of a permanent character made or thereafter to be made thereon in good repair, and at the determination of the demise to give up same in good repair. Clause of surrender at the end of the first five years, or of any subsequent year, on giving six months' notice or paying six months' rent in advance.
19. LURGAN, .	2A. 1R. 16P.	100 years from 1st May, 1860.	£34 per ann., "which rent is the full value of the said lands, and more than said premises produced at the time of filing the rental in the Court of Chancery, on 26th April, 1852."	Commissioners covenant to keep the said premises and all improvements made or thereafter to be made thereon in good repair, and at the end or sooner determination of the demise leave the same in like good repair. Clause of surrender every three years, on giving six months' notice. "Provided always, and it is hereby declared and agreed upon between the parties to these presents, that if the hereby demised premises, and the buildings which are to be erected thereon, shall not for the space of any three consecutive years be used and applied by the said Commissioners, their successors and assigns, for the education of young persons, either as a Minor Model school, with or without residences for the teachers and other persons employed therein, or for some other institution, with or without like residences, for education on principles that shall admit all the inhabitants of Lurgan, and of the estates of [the lessor], or his assigns, or other the person or persons entitled as aforesaid, who may desire to avail themselves of the benefits thereof without religious distinction," then the present lease shall be void.
20. MONAGHAN, .	1A. 2R. 2P.	99 years from 1st Nov., 1857.	£12 per annum, .	Commissioners covenant to keep the said demised premises and any improvements of a permanent character made or thereafter to be made thereon in good order and condition, and at the end or sooner determination of the demise, to leave the same in good and sufficient order and condition. Clause of surrender at the end of the first year, or at any subsequent period, on giving six months' notice, or paying six months' rent in advance.
21. NEWRY, .	Plot of ground measuring N., 272ft.; S., 219ft.; W., 177ft.; E., 214ft.	Fee-farm grant,	£18 11*s.* 2*d.* per annum.	Yielding and paying, &c., said rent over and above all Ministers' money, and all Church and Ministers' dues as paid in the adjacent diocese, and over and above all taxes and county charges whatsoever, ordinary or extraordinary, which then were or thereafter should be imposed on said premises by Act of Parliament or otherwise, and also rendering service at the Courts Leet and Courts Baron to be held within the manor and lordship of Newry, as often as they (the Commissioners, &c.), shall be summoned to attend the same, and also yielding and paying for every head-tenant of the premises 4*d.* sterling, and for every under-tenant and cottier 2*d.* head-money or leet-silver, at each of the two Leet Courts to be held in the year in the manor aforesaid, and grinding their and their under-tenants of the premises' corn and grain that shall be expended on the premises, as shall be by them ground for sale, at such of the mills of the said lordship as the grantor, his heirs or assigns shall appoint, and pay the accustomed mulcture or grist for grinding the same. Commissioners covenant to render the above services.
22. NEWTOWNARDS	2A.	For ever, . . .	No rent, . . .	To hold the said lands, &c., to the use of the Commissioners of National Education in Ireland and their successors for ever, for the purpose of said Model or other National school under the control of the said Commissioners, and for no other use, intent, or purpose whatever. Commissioners covenant that the buildings to be erected on the ground granted, shall be used only as a District Model or other National School, under the control of said Commissioners; and in case of their conversion to any other purpose without the consent in writing of the grantor, the grant shall become void: also not to let, underlet, or assign the said premises without such consent.
23. NEWTOWN-STEWART.	1R. 23P.	99 years from 1st Nov., 1857.	£3 per annum, .	Commissioners covenant to keep the premises and any improvements of a permanent character to be made thereon, in good and sufficient condition, provided that due allowance shall be made in respect thereof, in consequence of the said premises being used for educational purposes, and at the end or sooner determination of the term, to yield up the same, due allowance being made as aforesaid, and that said premises shall not be used for any other purpose than for a Model or other National school, under the control of the said Commissioners. Clause of surrender at the end of the first, or any subsequent year, on giving six months' notice, or paying six months' rent in advance.
24. OMAGH, . .	Plot of ground, 400ft. by 218ft.	999 years, . .	£21 per annum, .	Commissioners covenant to keep the said premises and any improvements of a permanent character, made or thereafter to be made thereon, in good order and condition, provided that due allowance shall be made in respect thereof, in consequence of said premises being used for educational purposes, and at the end or sooner determination of the term, yield up the same, in good order and condition, due allowance being made as aforesaid. Clause of surrender at the end of the first year, or at any subsequent period, on giving six months' notice, or paying six months' rent in advance.
25. PARSONSTOWN,	1R. 19P.	For lives renewable for ever.	£2 per annum, . .	Commissioners covenant to keep the said premises and all improvements of a permanent kind made or thereafter to be made thereon, in good tenantable repair, and at the end or sooner determination of the demise, yield up the same in like good tenantable repair. Clause of surrender every three years, on giving six months' notice.
Ditto, . . .	A piece of ground, containing in front, 51ft.; in rere, 46ft. 6in.; and in depth, 72 yards.	99 years, . .	£7 per annum, . .	Commissioners covenant to keep the said premises and all improvements made and to be made thereon, in good repair, and at the end or other determination of the demise, so yield up the same. Clause of surrender at any time on giving six months' notice, or paying six months' rent in advance.
26. SLIGO, . .	1A. 2R. 10P.	500 years, .	£48 per annum, .	Commissioners covenant to keep said premises and all improvements made or thereafter to be made thereon, in good order and condition, and at the end or sooner determination of the demise to yield up same in good order and condition.

RETURN showing the extent of SITE, the TENURE, RENT, and TRUSTS of Model Schools, abstracted from the Original Deeds by John Behan, Esq., Barrister-at-Law.—*continued.*

School.	Quantity of Land.	Tenure.	Rent.	Covenants, &c.
27. TRIM, . .	2A.	75 years from 1st May, 1848.	4*s.* 6*d.* if demanded,	Commissioners covenant to build at their cost on said land a District Model school of greater yearly value than said premises, and keep the same and all improvements made thereon in good and sufficient tenantable order. Provides that at the expiration of the term the Commissioners, at the request and cost of the grantors, shall convey to them the said ground, with the buildings and improvements then erected thereon, upon the said grantors paying the said Commissioners the full value at the time of all buildings and improvements, but so that the value of the said land shall not be taken into account nor any sum required to be paid in respect thereof: Provides in case of disagreement that price of improvements shall be awarded by arbitrators appointed as therein, and that the sum so awarded shall be paid to the said Commissioners by the said grantors within three months after the same shall be awarded, and notice thereof given to the said grantors, otherwise the said Commissioners shall not be bound by the award, but shall be at liberty to sell said piece of ground, with the buildings and improvements thereon, as they shall think fit.
Ditto, . .	15P. statute measure, of the Maudlins or South Commons of Trim.	75 years from 30th Nov., 1849.	1*s.* if demanded, .	Commissioners covenant well and sufficiently to keep the demised premises, and all buildings and improvements made or to be erected or made thereon, in good and sufficient tenantable order. Provision to reconvey the premises at expiration of the term as above, save that the sum to be awarded in case of disagreement is to be paid to the Commissioners by the grantors within two months.
28. WATERFORD, .	2A. 1R. 16P., late Irish Plantation measure.	99 years from 25th March, 1852.	£40 per annum, .	Commissioners covenant to keep the demised premises and all improvements made or thereafter to be made thereon, in good and sufficient tenantable order, and at the end or sooner determination of the demise, yield up same in like good tenantable order.

VII.

RETURN showing the "NUMBERS and DIMENSIONS of all ROOMS used for INSTRUCTION in each of the DISTRICT and MINOR MODEL SCHOOLS, distinguishing Boys' Schools and Class-rooms; Girls' Schools and Class-rooms; Infants' Schools and Class-rooms."

Department.	School and Class-rooms.	Dimensions. Length. ft. in.	Breadth. ft. in.	Height. ft. in.
	DISTRICT 44.			
	ATHY.			
Boys', 2,	School-room, . .	42	0 × 28	0 × 17 0
	Lecture-room, . .	28	0 × 20	0 × 16 0
Girls', 1,	School-room, . .	47	5 × 27	7 × 17 0
Infants', 2.	School-room, . .	36	0 × 22	0 × 17 0
	Class-room, . . .	22	0 × 16	0 × 17 0
	BAILIEBOROUGH.			
Boys', 2,	School-room, . .	30	4 × 17	11 × 13 2
	Class-room, . . .	16	4 × 17	11 × 13 0
Girls', 2,	School-room, . .	30	4 × 17	11 × 13 2
	Class-room, . . .	16	4 × 17	11 × 13 0
Infants', 1.	School-room, . .	28	2 × 16	2 × 13 3
	BALLYMENA.			
Boys', 3,	School-room, . .	35	3 × 19	10 –
	Class-room (1), . .	19	10 × 19	10 –
	Do. (2), . .	20	2 × 16	4 –
	This room (2) is used both by boys and girls.			
Girls', 1,	School-room, . .	32	1 × 19	10 –
Infants', 1.	School-room, . . .	27	8 × 19	10 –

Department.	School and Class-rooms.	Dimensions. Length. ft. in.	Breadth. ft. in.	Height. ft. in.
	DISTRICT 44—*con.*			
	BALLYMONEY.			
Boys', 2,	School-room, . .	40	8 × 18	0 × 12 0
	Class-room, common to boys' and girls' schools,	23	0 × 18	0 × 10 0
Girls', 1,	School-room, . .	33	10 × 18	0 × 12 0
Infants', 1.	School-room, . .	33	10 × 18	0 × 10 0
	BELFAST.			
Boys', 7,	Principal school-room, .	81	0 × 29	6 × 17 8
	Gallery, No. 1, . .	28	6 × 17	4 × 17 8
	Do. No. 2, . .	26	4 × 22	6 × 17 8
	Preparatory school-room,	50	0 × 29	6 × 17 0
	Do. class-room, .	29	0 × 18	6 × 14 0
	Lecture-room, . .	30	0 × 28	9 × 17 0
	Navigation class-room, .	24	0 × 14	10 × 14 0
Girls', 6,	Principal school-room, .	61	0 × 29	6 × 17 0
	Class-room, No. 1, .	29	7 × 19	8 × 14 0
	Do. No. 2, .	21	5 × 14	6 × 14 0
	Do. No. 3, .	20	7 × 13	0 × 10 0
	Preparatory school-room,	32	0 × 27	0 × 17 0
	Work-room, . . .	29	8 × 14	0 × 14 0
Infants', 3.	Principal school-room, .	59	9 × 29	6 × 17 8
	Class-room, No. 1, .	29	7 × 17	8 × 17 8
	Do. No. 2, .	21	6 × 12	8 × 17 8

RETURN showing the "NUMBERS and DIMENSIONS of all ROOMS used for INSTRUCTION in each of the DISTRICT and MINOR MODEL SCHOOLS"—*continued.*

Department.	School and Class-rooms.	Dimensions. Length. ft. in.	Breadth. ft. in.	Height. ft. in.
	DISTRICT 44—*con.*			
	CARRICKFERGUS.			
Boys', 3,	School-room,	45	0 × 22	0 –
	Gallery,	13	9 × 18	3 –
	Maritime-room,	15	6 × 18	9 –
Girls', 2,	School-room,	36	0 × 22	0 –
	Gallery,	19	6 × 11	9 –
Infants', 1.	School-room,	48	0 × 18	6 –
	DISTRICT 53.			
	CLONMEL.			
Boys', 5,	School-room,	35	6 × 19	9 –
	Class-room,	21	9 × 15	0 –
	Do.	19	6 × 14	6 –
	Do.	19	6 × 14	6 –
	Drawing school-room,	30	0 × 19	9 –
Girls', 3,	School-room,	43	9 × 21	6 –
	Class-room,	18	9 × 14	9 –
	Do.	18	9 × 14	9 –
Infants', 1.	School-room, (No class-room.)	25	9 × 19	9 –
	COLERAINE.			
Boys', 3,	School-room,	48	0 × 20	0 } Height,
	Gallery, No. 1,	20	0 × 16	0 } 20 feet
	Do. No. 2,	20	0 × 15	0 } to wall-plate.
Girls', 3,	School-room,	45	0 × 20	0 } Height,
	Gallery, No. 1,	16	0 × 11	0 } 20 feet
	Do. No. 2,	16	0 × 11	0 } to wall-plate.
Infants', 1.	School-room,	28	0 × 20	0 × 20 0 to wall-plate.
	DISTRICT 60.			
	CORK.			
Boys', 7,	School-room,	66	0 × 30	0 × 22 6
	Class-room, No. 1,	16	0 × 16	0 × 15 3
	Do. No. 2,	25	0 × 17	0 × 15 3
	Do. No. 3,	17	0 × 16	0 × 15 3
	Preparatory school-room,	39	0 × 30	0 × 22 6
	Physical Science room,	40	0 × 25	0 × 13 6
	Class-room, No. 4,	17	9 × 16	0 × 11 3
Girls', 3,	School-room,	66	0 × 30	0 × 22 6
	Class-room, No. 1,	24	6 × 17	6 × 14 0
	Do. No. 2,	25	0 × 16	0 × 14 0
Infants', 2.	School-room,	46	0 × 26	0 × 22 6
	Class-room,	26	0 × 20	0 × 13 0
	DUNMANWAY.			
Boys', 3,	School-room,	39	8 × 25	0 –
	Class-room, No. 1,	20	4 × 25	0 –
	Do. No. 2,	20	0 × 16	6 –
Girls', 3,	School-room,	40	0 × 25	0 –
	Class-room, No. 1,	19	1 × 14	8 –
	Do. No. 2,	18	1 × 14	8 –
Infants', 2.	School-room,	30	4 × 19	9 –
	Room at present used as class-room,	15	0 × 11	9 –

Department.	School and Class-rooms.	Dimensions. Length. ft. in.	Breadth. ft. in.	Height. ft. in.
	DISTRICT 50.			
	ENNISCORTHY.			
Boys', 3,	School-room,	40	0 × 30	0 –
	Class-room,	25	0 × 21	0 –
Girls', 2,	School-room,	31	0 × 26	0 –
	Class-room,	24	0 × 22	0 –
Infants', 2.	School-room,	31	0 × 20	0 –
	Class-room,	15	0 × 15	0 –
	ENNISKILLEN.			
Boys', 3,	School-room,	67	0 × 30	6 × 20 6
	Gallery, No. 1,	22	0 × 18	0 × 13 0
	Do. No. 2,	22	0 × 18	0 × 13 0
Girls', 3,	School-room,	54	6 × 30	0 × 20 6
	Gallery, No. 1,	19	6 × 18	0 × 13 0
	Do. No. 2,	19	6 × 18	0 × 13 0
Infants', 3.	School-room,	45	0 × 30	0 × 20 6
	Gallery, No. 1,	20	0 × 18	0 × 13 0
	Do. No. 2,	20	0 × 18	0 × 13 0
1.	Drawing School,	40	0 × 24	0 × 19 0
	GALWAY.			
Boys', 3,	School-room,	44	6 × 24	8 –
	Class-room, No. 1,	19	0 × 19	0 –
	Do. No. 2,	27	8 × 17	8 –
Girls', 2,	School-room,	30	6 × 24	8 –
	Class-room (gallery),	24	8 × 11	9 –
Infants', 1.	School-room,	27	9 × 24	8 –
	DISTRICT 47.			
	KILKENNY.			
Boys', 4,	Principal room,	42	0 × 28	0 × 17 0
	Class-room, No. 1,	22	0 × 20	6 × 12 0
	Do. No. 2,	25	6 × 18	0 × 23 0
	Do. No. 3,	24	0 × 18	0 × 16 0
Girls', 3,	Principal room,	40	0 × 28	0 × 17 0
	Class-room, No. 1,	24	0 × 18	0 × 17 0
	Do. No. 2,	24	0 × 18	0 × 17 0
Infants', 1.	One room only,	30	0 × 28	0 × 17 0
	DISTRICT 51.			
	LIMERICK.			
Boys', 5,	Principal school-room,	41	0 × 27	9 –
	Do. class-room,	22	0 × 20	6 –
	Second class-room,	20	0 × 14	0 –
	Physical Science room,	25	0 × 17	9 –
	Drawing-school,	30	0 × 20	0 –
Girls', 3,	Principal school-room,	38	6 × 27	9 –
	Class-room,	23	9 × 18	0 –
	Do.	23	9 × 18	0 –
Infants', 2.	Principal school-room,	30	0 × 27	9 –
	Class-room,	23	9 × 18	0 –

RETURN showing the "NUMBERS and DIMENSIONS of all ROOMS used for INSTRUCTION in each of the DISTRICT and MINOR MODEL SCHOOLS"—*continued.*

Department.	School and Class-rooms.	Dimensions. Length. ft.	in.	Breadth. ft.	in.	Height. ft.	in.
	DISTRICT 51—*con.*						
	LONDONDERRY.						
Boys', 4,	School-room,	50	0 × 40	0	–		
	Gallery,	19	0 × 18	0	–		
	Drawing school-room,	25	0 × 18	0	–		
	Physical Science,	18	0 × 18	0	–		
Girls', 2,	School-room,	48	0 × 25	0	–		
	Gallery,	19	0 × 18	0	–		
Infants', 2.	School-room,	48	0 × 25	0	–		
	Gallery,	19	0 × 18	0	–		
	LURGAN.						
Boys', 4,	School-room,	54	0 × 30	0 × 30	0		
	Physical Science room,	20	0 × 12	0 × 13	0		
	Large gallery,	25	0 × 30	0 × 30	0		
	Small do.	16	9 × 16	0 × 11	0		
Girls', 2,	School-room,	38	9 × 30	0 × 30	0		
	Gallery,	24	0 × 18	0 × 30	0		
Infants', 2.	School-room,	28	6 × 24	0 × 30	0		
	Gallery,	24	0 × 14	9 × 30	0		
	MONAGHAN.						
Boys', 2,	School-room,	48	0 × 25	0	–		
	Class-room,	24	8 × 18	5	–		
Girls', 2,	School-room,	40	0 × 20	0	–		
	Class-room,	20	0 × 16	0	–		
Infants', 1.	School,	30	0 × 24	9	–		
	NEWRY.						
Boys', 3,	School-room,	35	0 × 20	0 × 16	6		
	Class-room, No. 1,	20	0 × 18	0 × 16	6		
	Do. No. 2,	20	0 × 15	0 × 14	0		
Girls', 2,	School-room,	32	0 × 20	0 × 16	6		
	Class-room,	25	0 × 18	0 × 16	6		
Infants', 1.	School-room,	27	6 × 20	0 × 16	6		
	NEWTOWNARDS.						
Boys', 3,	Principal room,	42	0 × 28	0	–		
	Class-room, No. 1,	19	5 × 19	2	–		
	Do. No. 2,	19	5 × 19	2	–		
Girls', 3,	Principal room,	40	0 × 28	0	–		
	Class-room, No. 1,	20	2 × 19	2	–		
	Do. No. 2,	20	2 × 19	2	–		
Infants', 1.	Principal room,	34	6 × 24	6	–		
	Infants use one of the girls' class-rooms occasionally.						
	NEWTOWNSTEWART.						
Boys', 2,	School-room,	30	0 × 25	0 × 13	0		
	Class-room,	18	0 × 25	0 × 13	0		
Girls', 1,	School-room,	30	0 × 25	0 × 13	0		
Infants', 1.	School-room,	20	0 × 25	0 × 13	0		

Department.	School and Class-rooms.	Dimensions. Length. ft.	in.	Breadth. ft.	in.	Height. ft.	in.
	DISTRICT 51—*con.*						
	OMAGH.						
Boys', 3,	School-room,	40	0 × 20	0 × 16	0		
	Class-room, No. 1,	24	6 × 19	0 × 16	0		
	Do. No. 2,	20	0 × 20	0 × 13	0		
Girls', 3,	School-room,	40	0 × 20	0 × 16	0		
	Class-room, No. 1,	20	0 × 18	0 × 12	6		
	Do. No. 2,	20	0 × 15	0 × 13	0		
Infants', 1.	School-room,	30	0 × 20	0 × 16	0		
	DISTRICT 36.						
	PARSONSTOWN.						
Boys', 2,	School-room,	40	0 × 19	8	–		
	Class-room,	19	8 × 14	10	–		
Girls', 2,	School-room,	40	0 × 19	8	–		
	Class-room,	19	8 × 14	10	–		
Infants', 1.	School-room, (No class-room.)	45	0 × 19	8	–		
	SLIGO.						
Boys', 2,	Principal school, including gallery, which can be shut off by folding doors.	64	6 × 30	0 × 20	0		
	Gallery (west),	25	0 × 20	0 × 12	0		
Girls', 3,	Principal school,	35	0 × 21	0 × 20	0		
	North class-room,	18	0 × 16	0 × 11	0		
	South do.	17	0 × 15	0 × 12	0		
Infants', 2.	Principal room,	30	0 × 20	0 × 25	0		
	Gallery,	21	6 × 16	0 × 12	0		
	TRIM.						
Boys', 3,	School-room,	45	0 × 25	0	–		
	Class-room, No. 1,	25	0 × 18	0	–		
	Do. No. 2,	18	0 × 18	0	–		
Girls', 2,	School-room,	30	0 × 25	0	–		
	Class-room,	25	0 × 12	0	–		
Infants', 1.	School-room,	28	0 × 25	0	–		
	DISTRICT 49.						
	WATERFORD.						
Boys', 5,	School-room,	49	6 × 26	0 × 16	8		
	Class-room, No. 1,	22	4 × 18	0 × 13	2		
	Do. No. 2,	22	7 × 18	0 × 13	2		
	Physical Science room,	24	0 × 18	0 × 16	8		
	Drawing-room,	34	2 × 26	0 × 16	8		
Girls', 3,	School-room,	40	0 × 26	0 × 16	3		
	Class-room, No. 1,	24	0 × 18	0 × 16	8		
	Do. No. 2,	24	0 × 18	0 × 16	8		
Infants', 1.	School-room,	35	3 × 26	0 × 16	3		

VIII.

Board's Explanation of Money Premiums to Model School Children.

Office of National Education,
22nd June, 1868.

Sir,—In answer to your letter requesting to know the conditions under which gratuities are awarded after examination to pupils in the National Model Schools, we are to state that in 1850, the Commissioners decided that premiums should be awarded at the annual public examinations to the most deserving pupils in attendance at the Model Schools. These premiums they ruled should be paid in money only.

The Commissioners ordered that the amount should be limited to the sum awarded by the Commissioners; and that the Head-Inspectors were in no instance to exceed this amount.

It was further ordered that receipts should be taken from the pupils on a form supplied to the Inspector, a copy of which we enclose; and that, in cases of young children unable to sign their names, the signature of the Inspectors should be deemed sufficient.

The Inspector was required to transmit the account to this office within one week after the examinations.

We beg to transmit a copy of the form of certificate awarded to each successful pupil.

We are, sir, your obedient servants,

James Kelly.
William H. Newell. } *Secretaries.*

IX.

Contrast in the Board's Treatment of Model Schools and Ordinary Schools.

Model Schools.	Ordinary Schools.
Site.	
Provided at the exclusive cost of the Board, without local aid.	Provided by local promoters, without aid from the Board in any case.
Buildings.	
Erected by the Board, wholly at the public charge, up to £16,000 (Belfast Model School).	If conveyed to the Commissioners or to trustees *for them*, the Board may give two-thirds of the cost, up to a maximum of £325.
Conditions of Building Grant.	
May be in the midst of other schools, *e.g.* Ballymena, Coleraine, Limerick, &c.; Site may contain seven acres, *e.g.* Enniskillen; Rent may be heavy, *e.g.* Cork, £105; Enniskillen, £68 18*s.* 9*d.*, &c.; Room provided regardless of local wants and wishes (see Table L); Buildings "ambitious and needlessly expensive;" Existing buildings converted at pleasure (West Dublin and Bailieborough); Teachers' residences generally erected.	Must not be within three miles of another vested school; Site should contain one rood; Rent must be nominal; Accommodation must be adapted to local wants; No ornamentation sanctioned, but only "plain, substantial buildings;" Conversion of existing buildings not permitted; Residences for teachers not erected. If the school property is not vested in the Commissioners, they contribute nothing towards the building. Thus, 5,000 schools have been built without the Board's aid.
Repairs.	
Executed invariably at the public cost.	Executed at the public cost in the (365) schools vested in the Board; but in schools vested in trustees for them, and in all non-vested schools, the Board gives nothing towards repairs; 1,258 schools are kept in repair by the teachers.
Management.	
The Board sitting in Dublin has exclusive control.	Local patrons manage by themselves or their nominees.
Patronage.	
The Commissioners appoint and dismiss of their own authority the teachers and other officers, and regulate the course of instruction.	Local patrons appoint and remove teachers, as the Commissioners do not take the control or regulation of any school into their own hands.
Inspection.	
The district inspector, who acts as resident manager of a Model school, also inspects and reports on it.	Ordinary schools are inspected by an officer unconnected with the management.

Model Schools.	Ordinary Schools.
Principal Teachers.	
Teachers provided with furnished residence, fuel, light, and service. Salaries independent of examination or classification or attendance. Masters begin at £60, and rise by £5 a year to £100. Mistresses begin at £55, and rise by £2 10*s.* a year to £75. They take one-half the school fees, and may obtain from the Board an extra £10 for teaching drawing, singing, &c. They claim pensions as civil servants.	Free residences are attached to 1,430 schools; but in 633 cases the teachers find school-houses, and in no case does the Board provide residence. Salaries depend on examination and attendance. Advance in classification requires re-examination. In the eight grades masters get from £15 to £52, and mistresses from £14 to £42, with the chance of a retiring allowance.
Assistants.	
Whether male or female, are allowed full class salary, and one-fourth of school fees, together with a "supplemental salary" of £16 to a male and £12 to a female, and the chance of earning £8 or £12 more for singing, drawing, &c. Like the principals, they are paid monthly by the Board, and are independent of attendance.	Only allowed in the larger schools, and never receive more than second-class salary; paid quarterly.
Pupil-teachers.	
Get free board and lodging, or £20 a year, together with gratuities.	Not employed.
Monitors.	
Largely employed, and paid monthly by the Board at the rate of £6 for first year; £8 second year; £10 third year; £12 fourth year, with an annual gratuity of £1 10*s.* extra.	Employed under restrictions, and paid quarterly at various rates:—Junior, £2; senior, £5; first-class, £15, first year. Junior, £3; senior, £6; first-class, £17, second year. Junior, £4; senior, £8, third year. Senior, £10, fourth year, without any extra gratuity.
School-children.	
Get parchment certificates and gifts of public money from the Board. In the boys' and girls' schools no First-Book children are received; separate infants' schools are provided where young and backward children acquire the first elements.	Get no rewards from the Board; are for the most part taught together, young and old, backward and forward, without separate infants' rooms; nearly one-half are in letters and First Book.
Books and Apparatus.	
Freely and abundantly supplied with every requisite without any charge to the teachers.	Partial grant of "first stock" made by Board, to be met by proportionate expenditure on the part of the school; everything further must be bought, but prices are reduced. In 5,906 schools the teachers provide books and requisites.

The above features of contrast between the treatment of the Board's Model Schools and Ordinary National Schools show that it can only be a spirit of mockery which leads the Commissioners to propose their Model Schools as models for the imitation of the ordinary National teacher.

X.

Life in a Model School Boarding-house.

The following description of life in a Model School boarding-house is given in a paper sent to Mr. Stokes from Mr. Denis M'Curdy, formerly a pupil-teacher in the Ballymena Model School, and now the certificated master of St. Mary's Roman Catholic school, Wigan, Lancashire (Evidence, p. 989):—

"I think it necessary to state for the better understanding of the position of 'a Catholic P. T. while in a Model School, that in the elementary National schools of Ireland,' the pupils scarcely ever get any positive instruction in religion—in explanation of prayer, commandments, sacraments, &c., neither Catholic nor Protestant clergyman taking so much interest in the religious instruction of the pupils as I find they do in England, when they have the sole charge of their own schools. In fact, religion comes to be a very secondary matter in the minds of the pupils, when they see so little notice taken of it by their teacher or clergyman. This instead of making Catholics and Protestants more charitably disposed towards each other, makes them more inclined to religious controversy, endeavouring to find out the weak points in each other's creed, neither party knowing in what true religion consists—making it more a polemical study than a motive for the guidance of their actions.

"This will account for the fact that when I entered Ballymena model school in 1850, at the age of eighteen years, I was unable to explain the Lord's Prayer.

"Ballymena Model School.

"The teaching staff consisted of the master, Mr. John Given, three Catholic, four Presbyterian, and one Protestant pupil-teacher. The master never interfered in our religious belief. No instruction in religion whatever of any sort given to the pupil-teachers—might pray or not as we liked. The Protestant joined with the Presbyterians in the master's room at night prayers. No morning prayers whatever. Two or three times I took the Catholic pupil-teachers into the dining room at night to say our prayers, but were interrupted by the others when their prayers were over, so gave it up.

"For the Catholic pupil-teachers there was worse than a negation of religious instruction, for though the master never interfered, the whole air of the place was non-Catholic. Craig * said to me shortly after entering, that I was admitted because I was a 'Romanist.' First time I heard the term applied to a Catholic. Had many polemical debates with the Protestant pupil-teachers, such as the 'Celibacy of the Clergy,' with Beatty;* 'the Infallibility of the Pope'; 'the

Inspiration of the Bible,' with Hewston;* about 'Holy Water,' with Lamont.* Brought to task by Craig* for studying zoology on Sunday—he saying the Bible was the only book for that day. Protestant pupil-teachers often whistled party tunes. On Ash-Wednesday, after coming from church, was asked by the school children did I get a rub with the burnt stick, meaning the ashes. The evil influence exerted on Catholic pupil-teachers is heightened by the bigotry and prejudice of the townspeople. An instance of their feelings may be gathered from a copy of a placard announcing a sermon in one of the Presbyterian chapels:—

'Popery,
A Modern Invention;
The
Anti-Christ of Scripture.
A Lecture by
The Rev. Dr. Stewart,
In Wellington-street Church,
On Sabbath evening, 23rd March, 1851.'

From the above it may be easily understood that when I left after the expiration of my year's pupil-teachership, I cared less for religion than when I entered."

XI.

Central Model School—Infants' Department.

Names and ages of Children examined in Third Book Class.

John P. M'Henry, . aged 12	William E. Corbett, . aged 9	Thomas A. Byrne, . aged 9¼
Edward J. O'Farrell, . „ 12	William Hyland, . . „ 12	John Hope, . . . „ 10
John S. J. O'Neill, . „ 13	Robert Traynor, . . „ 11	Terence May, . . „ 11
William Gore, . . „ 13	John T. Fitzpatrick, . „ 15	Richard John Power, . „ 9
James Goggin, . . „ 11	Joseph Atkinson, . . „ 13	Loftus Nazam, . . „ 13
Henry W. Deverell, . „ 11	John Garvey, . . „ 11	George W. Bond, . . „ 10
William Barrett, . . „ 11¼	William Coulter, . . „ 10	James Richardson, . . „ 13
Thomas Monaghan, . „ 10¼	Patrick Murray, . . „ 13	Charles Dyas, . . „ 13
Patrick J. Kelly, . . „ 11	Joseph Hyland, . . „ 11	John Molony, . . „ 10
Alfred Burton, . . „ 11	James Breslin, . . „ 12	George C. Rainsford, . „ 10½
Patrick F. Murphy, . „ 11	Gerald White, . . „ 14	Denis Byrne, . . . „ 11
Donald Turnbull, . . „ 11	Francis J. Meares, . „ 11	Edward Armstrong, . „ 10½
John C. Smith, . . „ 8½	Peter D. Reardon, . „ 11¼	
Arthur Bright, . . „ 12	Matthew W. Lawless, . „ 12½	

Thus of 40 boys in the Third Class of the Model Infant School there were aged—

Between 8 and 9, ...	1	Between 12 and 13, ...	6
„ 9 „ 10, ...	2	„ 13 „ 14, ...	7
„ 10 „ 11, ...	8	„ 14 „ 15, ...	1
„ 11 „ 12, ...	14	„ 15 „ 16, ...	1

These boys read in the Third Book—they wrote on paper, from dictation, the following passage:—"Some years ago I kept a sloth in my room for several months. I often took him out of the house and placed him upon the ground in order to have an opportunity of observing his motions." They also worked upon paper the following sums:—(1). £17,035 4*s.* 6*d.* – £9,608 17*s.* 10½*d.*; (2). £837 15*s.* 9½*d.* × 21; (3). £711 12*s.* 4*d.* ÷ 6. Thirteen of them passed in all three subjects; twelve in Reading and Writing; one in Reading and Arithmetic; three in Writing and Arithmetic; two in Reading only; three in Writing only; four in Arithmetic only; and two (both aged eleven) failed in all the subjects. The exercises are preserved.

In two divisions of Second Class there were examined 37 children. Of these there were aged—

Between 6 and 7, ...	3
„ 7 „ 8, ...	16
„ 8 „ 9, ...	12
„ 9 „ 10, ...	6

Three of them passed in all these subjects; three in Reading and Writing; two in Reading and Arithmetic; four in Writing and Arithmetic; eleven in Reading only; three in Writing only; one in Arithmetic only; and ten failed in all the subjects.

PRIMARY EDUCATION COMMISSION_IRELAND.

MAP

SHOWING THE POSITION OF THE

MODEL SCHOOLS

under the

NATIONAL BOARD.

1868.

N.B. *The names in red indicate the Towns having Model Schools, Thus* ● CORK

Prepared at the Ordnance Survey Office Phœnix Park under the direction of Captain Wilkinson R.E.

Colonel Sir Henry James R.E. F.R.S. Director of the Ordnance Surveys.

B.

REPORT

ON

THE TRAINING INSTITUTION AND MODEL SCHOOLS

IN

MARLBOROUGH-STREET,

CERTAIN CONVENT SCHOOLS IN DUBLIN, KILDARE-PLACE TRAINING INSTITUTION, AND THE ROYAL HIBERNIAN MILITARY SCHOOL.

BY

THE REV. BENJAMIN MORGAN COWIE, B.D.,

AND

SCOTT NASMYTH STOKES, ESQ., B.A.,

ROYAL COMMISSIONERS OF INQUIRY, PRIMARY EDUCATION, IRELAND

1870.

ANALYSIS OF REPORT ON MARLBOROUGH-STREET INSTITUTION AND CERTAIN SCHOOLS IN DUBLIN BY TWO OF THE ROYAL COMMISSIONERS.

Outline of first scheme to train teachers, 1–3
Plans adopted, 5 and 6.
Difference between first scheme and actual plans, 7.
Description of training institution, 8–12.
Distribution of duties, 13–17.
Statements by teachers in training, 18 and 19.
Professor's lectures and work, 20–31.
Reported results of training, 32–41.
Cost of training, 42–48.
Recommendations, 49–59.
Improvement in training of teachers suggested by the Board's own officers, and Commissioners' replies thereto, 60–63.
Boys' model school, 64–69.
Girls' model school, 70–72.
Infants' model school, 73.
Convent National schools in King's Inns-street, 74 and 75.
" " Baggot-street, 76 and 77.
" " George's-hill, 78.
" " Golden Bridge, 79.
Schools of Christian Brothers, 80 and 81.
Kildare-place Training Institution, 82–87.
Santry Training School, 88 and 89.
Royal Hibernian Military School, 90–104.

REPORT

ON

THE TRAINING INSTITUTION AND MODEL SCHOOLS

IN

MARLBOROUGH-STREET.

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1. The second Report of the Commissioners of National Education in Ireland, for the year ended 31st March, 1835, consists of answers to several queries transmitted to the Board by the Lord Lieutenant. The fourth question proposed to them by the Government was—"Is it the expectation of the Board that a new class of schoolmasters may be trained, whose conduct and influence may be beneficial in promoting morality, harmony, and good order in the country parts of Ireland?" To this question the Commissioners replied—"If we are furnished with adequate means by the State, not only for training schoolmasters, but for inducing competent persons to become candidates for teacherships, through a fair prospect of remuneration and advancement, we have no doubt whatever that a new class of schoolmasters may be trained, whose conduct and influence must be highly beneficial in promoting morality, harmony, and good order in the country parts of Ireland. It is only through such persons that we can hope to render the National schools successful in improving the general condition of the people." The next query is—"What extension can be given to the new system of education consistently with due regard to the preparation necessary for training schoolmasters upon whom reliance can be placed in respect to competency, character, and discretion?" and the Commissioners are desired in answering it to have regard to the recommendations of the Commissioners of 1812 and 1825, and of the Committees of the House of Commons of 1828 and 1830 that reported upon the subject, as well as to their own experience. Under this direction the Commissioners develop their plan of training. "We think," they say, "that the new system may be gradually extended through the agency of such teachers as we have contemplated until its benefits are enjoyed by the great mass of the population. To secure the services of such persons it is material that suitable means of instruction should be provided for those who desire to prepare themselves for the office of teaching, and that persons of character and ability should be induced to seek it by the prospect of adequate advantages." They then suggest the establishment of five professorships in the training institution—I., of School Management, to be the head of the institution; II., of English; III., of Natural History; IV., of Mathematics; V., of Mental Philosophy—and they continue: "We propose that no person shall be admitted to the training institution who does not previously undergo a satisfactory examination in an entrance course to be appointed for that purpose; and that each person who may be admitted shall study in it for at least two years before he be declared fit to undertake the charge of a school; that during this time he shall receive instruction in the different branches of knowledge already specified, and be practised in teaching in the model school under the direction of the professor of teaching." They then recommend the establishment of thirty-two district model schools—one in each county of Ireland—and add, "that hereafter each candidate for admission to the training institution should undergo a preparatory training in one of them." The prospect of remuneration and advancement which they regard as adequate inducement is then set out: "We consider that the teacher of each primary school should have a certain salary of £25 a year; and that the Commissioners for the time being should be authorized to award annually to each a further sum, not exceeding £5, provided they shall see cause for doing so in the Inspector's report of his general conduct, and the character of the school committed to him. We are also of opinion that each teacher should be furnished with apartments adjoining the school."

Original scheme of training.

Professors proposed

Scale of teachers' salaries.

Residences.

2. The report presented in 1812 by the Commissioners for inquiring into the state of all schools on public or charitable foundations in Ireland similarly estimates the annual salary of a qualified schoolmaster at £30. This report, to which the Government specially referred the National Board in 1835, declared "that a more essential service could not be rendered to the State than by carrying into effect a practicable mode of supplying a succession of well qualified instructors for the children of the lower classes." It is very remarkable that these Commissioners of Inquiry, being eight eminent personages, all Protestants, and including three bishops, regard the easy adaptation of denominational training schools as a happy circumstance, adding, "It fortunately happens that there are in this country existing establishments, as well Roman Catholic as Protestant, which we are persuaded might, with little difficulty, give effectual assistance towards this great national purpose. This the Commissioners would find no difficulty in arranging with the governors of the several institutions. In such arrangements, and indeed in the whole of this part of the scheme, much will of course depend upon the discretion of the Commissioners."

Denominational training schools.

3. The National Board, in the exercise of its discretion, set aside the Commissioners' recommendation of denominational training institutions, and never carried out its own scheme for providing a new class of teachers trained for two years and thoroughly qualified before appointment. At one time indeed the Board appears to have contemplated the elevation into model schools of all schools in Dublin, with the prospect of training in them as many as two thousand masters simultaneously; and the

Dublin schools to be Model Schools.

central school of the Christian Brothers in North Richmond-street, while in connexion with the Education Department, actually bore over the public entrance the inscription, "National Model School."

4. In those early days the Commissioners were "anxious that all schools in Dublin and its immediate vicinity may be such as will fit them for becoming model schools for the rest of the kingdom." But the Christian Brothers withdrew from connexion, and the ordinary national schools in Dublin remain, as they were described by Dr. Sullivan in 1837, "with few exceptions, the worst schools," inferior in every respect to schools in the country. Meanwhile, the attention of the Board has been concentrated upon its own central establishment.

Their actual condition.

5. Its gradual development we will now trace. Among the purposes to which the proposed Board were to apply the funds annually voted by Parliament for the education of the poor in Ireland, Mr. Stanley's letter of October, 1831, included "establishing and maintaining a model school in Dublin, and training teachers for country schools."

School in Merrion-street.

6. Soon after the establishment of the Board a house was assigned to it in Merrion-street, Dublin, with a range of offices and lofts, which the Commissioners converted into model schools for boys and girls. They then brought up from the country schools as many young masters as they could accommodate, and kept them for three months in attendance at the model schools for the purpose of acquiring a knowledge of the methods there pursued. These masters while in Dublin received an allowance of 12*s.* a week, and provided themselves with board and lodging. Towards the close of 1835 the Commissioners removed to Tyrone House in Marlborough-street, and proceeded to build, in 1836 and 1837, the existing model schools and training establishment, at a cost of £29,000. In April of 1837 Mr. Carlile, the Resident Commissioner, returned the number of masters who had thus been brought to Dublin and had spent three months in the model schools at about 250. This system was regarded as purely provisional.

Marlborough-street

Mr. Stanley's letter prescribed as a condition antecedent to the appointment of every National schoolmaster, that "he shall have received previous instruction in a model school, to be established in Dublin." Temporary exception was indeed made in favour of "masters and mistresses of schools already established who may be approved of by the Commissioners, and of such as the Board may think fit to appoint before the proposed model school may come into full operation;" but the ultimate view of the Commissioners was that all masters should be examined and trained previous to appointment, and this regulation was contemplated even with respect to teachers in the schools of religious societies, some of whom had been brought up for training before 1837. At that time it was not proposed to train schoolmistresses, either religious or seculars, nor indeed to employ any female teachers except for sewing and the like. In 1840, however, the Board allocated £1,000 towards the erection of a suitable building for the training of female teachers, and Mrs. Drummond, widow of the lamented secretary, contributed an equal sum upon condition that the name of Mr. Drummond was connected with the proposed building. Hence the boarding-house assigned to female teachers in training is known as the Drummond Institution.

7. Had the main features of the original scheme been adhered to, all young masters would have been completely trained before appointment to schools, and no teachers would now be recognized who had not been either trained, or at the least approved after examination by the Commissioners. In other words, the injury to the education of the poor, springing from the employment of unqualified "probationers" as masters, would have been obviated, and a different class of students would in 1869 occupy the training institution in Marlborough-street. These latter, instead of being, as now, actual teachers inconveniently drawn away from country schools, would be young persons approaching the close of their training course, and looking forward to early appointment as National school teachers.

Premises.

8. The chief department of the training institution in Marlborough-street is termed the "Normal Department." A building opposite the house of the Resident Commissioner and the offices of the secretaries contains four large lecture rooms. There is also an office for the professors, and some dormitory accommodation for male teachers. The men are partly provided for here, partly in Great George's-street, in a house hired for the purpose, where they are under the superintendence of one of the professors, Mr. O'Sullivan; and partly at Glasnevin. The females are separately lodged in another part of the establishment, the "Drummond Institution," mentioned above, with an entrance in Talbot-street.

Number and classification of residents.

9. There were 146 in number—75 males, 71 females—in the ordinary class, and 39 in the special class—21 males and 18 females; the distinction being this: all teachers called up for training must go first of all into the ordinary class or general class. They stay in this class a greater or less part of one session, its length being not more than twenty weeks. If they are distinguished by special ability or aptitude for training, and seem suited for the more responsible situations, they are retained for further training, and constitute then the special class.

10. Besides these two classes the "Rules and Regulations," IV., I., II., § 6, provide for an Extern Class or Class of candidates. These last are no expense to the State, being merely allowed to attend the instruction given to the teachers who are in training in the general and special classes. There were six female teachers in this class, March, 1869.

11. This class will not be again noticed while the arrangements for training are under consideration.

12. The students in the general class are in two divisions: one division is employed in the model schools, and is supposed to be learning how to teach practically, by observing the teaching of others, examining the organization of the schools and the methods employed, and by teaching small classes themselves under the supervision of the head teachers of the model schools, or watched by professors or assistant professors.

13. The distribution of the work of Lecturing is thus described in a time table, showing what is the daily employment of each of the three Professors—Messrs. Butler, Rintoul, and O'Sullivan:—

Distribution of work.

TIME TABLE.

FIRST FORTNIGHT.		LECTURE-TABLE.			SECOND FORTNIGHT.		
		Mr. Butler.	Mr. Rintoul.	Mr. O'Sullivan.	Mr. Butler.	Mr. Rintoul.	Mr. O'Sullivan.
Monday,	10½–11½	—	Females, Senior.	Males, Senior.	—	Females, Junior.	Males, Junior.
,,	11½–12½	Males, Senior.	,, Special.	,, Special.	Males, Junior.	,, Special.	,, Special.
,,	1–2	Females, Junior.	—	,, Junior.	Females, Senior.	—	,, Senior.
,,	2–3	—	Males, Junior.	—	—	Males, Senior.	—
Wednesday,	10½–11½	Males, Special.	Males, Senior.	Females, Senior.	Males, Special.	Males, Junior.	Females, Junior.
,,	11½–12½	,, Senior.	,, Special.	,, Special.	,, Junior.	,, Special.	,, Special.
,,	1–2	,, Junior.	Females, Junior.	—	,, Senior.	Females, Senior.	—
,,	2–3	—	—	Males, Junior.	—	—	Males, Senior.
Thursday,	10½–11½	Males, Special (pt. of).	Females, Senior.	Males, Senior.	Males, Special (pt. of).	—	Males, Junior.
,,	11½–12½	,, Senior.	—	,, Special.	,, Junior.	Females, Junior.	,, Special.
,,	1–2	,, Junior.	—	Females, Junior.	,, Senior.	—	Females, Senior.
,,	2–3	—	Males, Junior.	—	—	Males, Senior.	—
Friday,	10½–11½	Females, Senior.	Males, Senior.	—	Females, Junior.	Males, Junior.	—
,,	11½–12½	,, Special.	,, Special.	Males, Senior.	,, Special.	,, Special.	Males, Junior.
,,	1–2	Males, Junior.	Females, Junior.	—	Males, Senior.	Females, Senior.	—
,,	2–3	—	—	Males, Junior.	—	—	Males, Senior.

TUESDAYS AND SATURDAYS.

		Males.	Females.	Males.	Females.	Males.	Females.
Tuesday,	1–2	Mr. B.	Mr. O'S.	Mr. R.	Mr. B.	Mr. O'S.	Mr. R.
,,	2–3	,, R.	,, B.	,, O'S.	,, R.	,, B.	,, O'S.
Saturday,	10½–11½	—	,, R.	—	,, O'S.	—	,, B.

14. The Professors give us the following account of their duties:—

PROFESSOR BUTLER.

Professor Butler.

The general class of teachers attends lectures in two divisions:—Teachers already classed third and upwards, and pupil-teachers of district model schools, constitute the first or senior division; the others form the second or junior division.

General Class of Male Teachers.—Each division of male teachers attends me three hours a week, and both divisions are united for one hour's instruction from me on the afternoons of two Tuesdays out of three.

With the second division I go over the First and Second Books of Euclid, and with the first division the Third and Fourth Books. A certain number of propositions is to be got up for each day, and in the presence of the class I examine one, two, or three, as the case may be, of the teachers on the appointed business, pointing out, as the examination proceeds, such inaccuracies and deficiencies in matter or form as present themselves, or are most likely to occur. My chief aim in these examinations, and during my whole intercourse with the teachers, is to make them accurate in thought, and accurate in expressing their thoughts. With few exceptions, our teachers are exceedingly deficient in these respects. In furtherance of this main object. I show them how to apply the rules of logic to Euclid's arguments, and require of them to write out in syllogistic form the arguments in the demonstration of a few propositions. Their attention is specially directed to the geometrical principles upon which the rules in mensuration are based. Some of the more easy deducibles are set as exercises; the chief properties connected with the harmonic section of a line, and with the polar in reference to a circle, are explained, as also the derivation of the conic sections and their fundamental properties from the cone.

They learn the elements of trigonometry, so far as to be able to solve by means of the logarithmic tables, a plane triangle, and to know the principles upon which the solution depends in each case.

They work out, during their study hours, a set of exercises in mensuration and in trigonometry, which are submitted to me at the end of the course.

They also receive instructions from me on the "practical rules for teachers," and on such of the "rules and regulations of the Commissioners" as bear upon the position and duties of a National teacher, and should be known and understood by him.

Among the teachers in training there are some sufficiently advanced to be able to devote a portion of their study hours to extra branches, without interfering with the proficiency required in those subjects which are of primary importance to elementary teachers. For such as these I appoint some chapters in the treatise on "Natural Philosophy" (those on mechanics, hydrostatics, and pneumatics, or those on heat and light, at the option of each), and, before the end of the course, examine those who desire it upon those subjects. When time permits I give a few lectures by which I supplement certain omissions in the treatise, and endeavour to present some details in a clearer and more accurate form.

General Class of Female Teachers.—Each division of the female teachers in the general class receives one hour's lesson from me in the week, and both divisions attend together for one hour on Tuesday or Saturday. The following is an outline of the subject-matter of the lessons I give them:—

> Different kinds of number—naming of numbers—notation—numeration—fundamental operations—reduction—British system of weights and measures—metric system—*unit-method* of solving questions in profit and loss, fellowship, interest, proportion—application of this method to examples of a miscellaneous kind usually solved by alligation, by position, &c.—multiples and measures of numbers—fractions—ratio and proportion.

What I aim at in these lessons is to give the teachers a clear insight into the principles from which the common rules are derived; to lead them by the method of analysis, comparison and generalization, to frame the rules themselves, and to depend in the solution of arithmetical exercises upon their own judgment and powers of investigation, rather than upon their recollection of special or technical rules. Besides the exercises which they work out on paper for me, they are practised on the slate in classes once a week, for three-quarters of an hour.

I devote a few lessons to the explanation of the more usual geometrical terms, and to the indication of some of the elementary properties of angles, triangles, squares, rectangles, circles. Without some definite knowledge on these points it is impossible for them to understand clearly the nature of superficial and cubic measures

(British or metric), or many of the technical terms they meet with in mathematical geography, in linear drawing or perspective.

I explain to them and comment upon the "practical rules for teachers," and the "rules and regulations of the Commissioners" in the same way as in the case of the male teachers.

Special Class of Male Teachers.—During the first half of their course, the members of the male special class receive one lesson a week from me, and go through the elements of solid geometry as contained in the first twenty-one propositions of Euclid's Eleventh Book, and then proceed to spherical trigonometry, which is treated from both a geometrical and analytical point of view.

Properties of a solid trihedral angle—supplementary trihedral—the cosine of the hypotenuse of a right-angled trihedral angle is equal to the product of the cosines of the sides—angular functions of a dihedral angle—solution of right-angled trihedral angles—Napier's rule for circular parts—relations of the angular functions of the sides and angles of a trihedral angle—Napier's and Delambre's, or Gauss', analogies—solution of oblique-angled trihedral angles—connexion between the trihedral angle and the spherical triangle—Cagnoli's and Lhuilier's formulæ for the spherical excess—measure of a trihedral angle—area of a spherical triangle.

The parallelism between the principles and formulæ of spherical trigonometry, and those of plane trigonometry, is maintained as far as possible, in order the better to imprint them upon the memory.

All the members of the special class attend me once a week, and during that hour they receive instruction in mechanics. The points dwelt upon are:—

In Statics.—Composition of concurrent forces—composition of parallel forces—principle of moments—centre of a system of parallel forces—mechanical powers—angle and laws of friction.

In Dynamics.—Motion, velocity, time—laws of motion—relation connecting the statical force, the quantity of matter, and the dynamical force—work—principle of constancy of work done by a machine without friction, with friction—constant force—relations connecting space, velocity, time, in rectilinear motion—gravity—motion on inclined planes—centrifugal force—pendulum—impact and collision of bodies—projectiles.

Professor Haughton's "Manual of Mechanics" is the text book used, and a large number of the exercises it contains are worked out during the course.

Special Class of Female Teachers.—With the members of the female special class the same course of lessons on arithmetic as with the general class is gone over a second time, with this difference, that they have to prepare the lesson, and are in turn called upon to teach it as to a class. The exercises they are required to work out are of a more advanced character than those given to the general class.

EDWARD BUTLER, A.M., T.C.D.
Professor and Superintendent of Central Model and Training Schools.

Professor Rintoul.

PROFESSOR RINTOUL.

Preliminary.—After examination of certificates and registration of the teachers who come up to the Central Training Establishment, I hear each read a passage in one of the lesson books, and examine each in grammar in presence of the others, who are appealed to when mistakes are made, so that the less advanced acquire a considerable knowledge of the subject during these examinations. The results are noted down in order to ascertain what progress has been made by each during the course. As a fair knowledge of grammar has always been considered essential to the obtaining of a respectable class, I intimate to those whom I find deficient in this branch to pay special attention to it during the course.

General Class, Male—Reading.—After these preliminary examinations and instructions I enter on the subject of reading, in which the teachers generally, the male teachers especially, are very deficient. I commence with the principles of pronunciation, exemplifying and classifying as simply as possible the various powers of the vowels, and pointing out those districts of the country in which these are sounded erroneously. I then proceed to intellectual reading as based on grammatical principles, and show that all who are acquainted with the rules of syntax may attain to this style of reading, and that all should aim at its acquisition. In connexion with this I explain and illustrate the contents of the Introduction to the Art of Reading and of the Literary Class Book. I take also a brief glance at the subject of rhetorical reading for the sake of the ten or twelve in each class who can appreciate or make a practical use of its principles, and who may be desirous of pursuing the subject when they return home. Passages in prose and poetry are read occasionally both by myself and by the students for the purpose of putting into practice what has been taught.

Grammar.—Simultaneously with the above I take up grammar, but without formally using a text-book, though the students are supplied with a copy of both the Board's Grammar and Sullivan's to assist them in their studies. I show by a few familiar lectures how this subject should be taught so as to remove its natural repulsiveness to beginners, and to make it as attractive as possible. Passages from the lesson books both in prose and poetry are parsed from time to time. These are sometimes prescribed beforehand to be prepared at study, and sometimes they are selected at the moment in the class-room. The former plan is, however, more generally adopted. There are also examinations in prefixes, affixes, and derivation of words.

Geography.—In geography attention is paid principally to the mathematical and physical branches, as embracing the general facts and leading principles of the science. The text-book used is "Sullivan's Geography Generalized," all the chapters of which are gone through with greater or less minuteness as time allows or occasion requires. I explain particularly the chapter on the "Method of teaching Geography," and consider the chapters on the physical geography of the great divisions of the world in the "Epitome of Geography." I then take up the introduction to astronomy in the "Geography Generalized," and make the students work the problems on the globes. Towards the end of the course there is an examination of the general geography, of the map of the world, and more particularly of the British Isles.

Elements of Logic.—I take up also the elements of logic as far as relates to categorical arguments, using as a text-book Archbishop Whately's "Lessons on Reasoning." This I consider useful to the teachers chiefly as a discipline of the mind, and as teaching them accuracy of thought and expression.

Composition.—A few lessons on composition are given—a skeleton outline from the first principles up to the construction of sentences—transposition of sentences, &c.

Principles and Practice of Teaching.—Principles and practice of teaching. I commence by explaining the different methods that have been proposed for teaching the alphabet, and the plan intended agreeably to the structure of the First Book—the method of teaching this book step by step, and the principal points to be attended to in each section. Various lessons are taught in the other reading books, sometimes by bringing up pupils from the model schools, and sometimes by proposing the questions to an imaginary class on the platform, the performance being subsequently criticised to some extent by the others. I consider these exercises very important; they are of a practical character, and show what should be done in the every-day business of the school; but the time required to practise them to a sufficient extent cannot be obtained under present arrangements

Written Exercises.—The teachers write three exercises for me during the course; one intended to test their composition, spelling, and penmanship; another consisting of questions taken from the subject-matter of the lesson books; and a third consisting of a few questions from the different subjects that have come under our review during the course.

General Class—Female.—The course for the female general class is similar to that pursued by the male class, except the "Lessons on Reasoning," but the ground gone over is more limited, as the females are not so far advanced as the men generally, but they are very superior in reading.

Special Class—Male.—The same subjects are pursued by the male special class as by the general class, but the instruction is more minute, and the ground traversed more extensive. More attention is paid to one subject than to another at different times according to the deficiencies of the members of the class. The "analysis of sentences," showing the connexion between one clause and another, a subject new to most of our teachers, is taught in this class more fully than can be done in the general class, from want of sufficient time. Much more time also is spent in exhibiting their teaching power and their facility in communicating the instruction which they have received to classes formed of themselves or of pupils brought up from the model schools. The special class writes the exercises given to the general class along with the latter.

Special Class—Female.—The same remarks apply with some slight modifications to the female special class.

Remarks.—Note—If it be considered that there are in reality six distinct classes going on with their work simultaneously (the general classes, male and female, being each conducted in two divisions which are united once a week for certain subjects), and that each attends me but twice a week during a session of barely five months, with the exception of the special classes, which remain longer, an impression will be formed, and justly so, that some of the subjects must be treated in a very cursory manner. But it must be borne in mind that the present arrangement is temporary, and that the duties which I am now discharging have hitherto been performed by two persons. I have not alluded to the hours spent in taking notes of the students when engaged in teaching classes in the model schools, which form the substance of incidental remarks now and then in the class-room. Much of my time also is occupied in examining and checking the weekly reports and accounts of the model schools, noting and writing letters for the office, examination of pupil-teachers and monitors to fill up vacancies as they occur, and in correcting all the exercises of the classes, which last must be done at home.

JOHN RINTOUL, A.M.,
Professor and Superintendent of Central Model Schools.

PROFESSOR O'SULLIVAN. Professor O'Sullivan.

The subjects assigned to me by Professor Butler are arithmetic and algebra.

In dealing with these subjects, I aim at accomplishing a two-fold object: the improvement of the teachers (1.) as scholars, and (2.) as instructors; because I find—session after session—that, of those sent up for training, there are very few whose scholarship, when they arrive in Marlborough-street, is either sufficiently extensive or sufficiently accurate.

On account of the great disparity which always exists between the young people in the training department, both as to acquired knowledge and as to natural capacity, I deliver a comparatively small number of formal lectures. A good deal of my time in the lecture-room is employed in this way: on coming to a "new lesson," I begin by pointing out the several parts into which the subject-matter naturally divides itself, as well as the sequence of those parts, giving, at the same time, with respect to the way in which the lesson should be taught, such general hints as I consider useful; I then call upon a number of the masters, or mistresses, as the case may be, to teach the lesson, one after another, to a class of children* brought for the purpose from one of the schools; I next invite the friendly criticism of the other teachers, previously to giving my own opinions; and I finish by teaching the lesson myself.

The teachers are all required to take notes of my lessons; to write out the lessons, in books supplied for the purpose, from the notes so taken, and to submit those books for inspection from time to time.

In the schools, when the masters and mistresses are in charge of classes, I observe and note the character of the teaching, to which, when necessary, I call attention, according as opportunities arise for my doing so.

30th March, 1869. D. O'SULLIVAN.

15. In arithmetic the syllabus seems to include all the usual branches—compound interest, involution, evolution, and logarithms (arithmetically considered) are taught to the male teachers only. Extent of course of Arithmetic and Algebra.

In algebra the syllabus includes the usual elements up to and including simple and quadratic equations, and simultaneous equations; all these are for the *general classes.*

SPECIAL CLASS.

16. The members of the male special class are taught continued fractions, the binomial theorem, the exponential theorem, logarithms, and the resolution of the higher equations (Horner's method).

The members of the female special class learn the transformations of which a proportion is susceptible, circulating decimals, compound interest, and (this session for the first time, merely as an experiment) as much algebra as will enable them to resolve simple equations.

17. The distribution of time for the pupils is returned as follows:— Distribution of Pupils' Time.

MALE TRAINING DEPARTMENT.

Course of Instruction.

The course of training for Male Teachers includes instruction in the Principles and Practice of Teaching, in the Organization and Management of Schools, and in those portions of the Rules and Regulations of the Commissioners which concern the teachers of National Schools.

I. Special instruction in the English department is given by Mr. RINTOUL, on the following subjects:—Grammar and Composition—Geography and the Elements of Astronomy—"Easy Lessons on Reasoning" or *the Elements of Logic*—the *Elements* of *Political Economy*, taking as the basis Archbishop Whately's "Easy Lessons on Money Matters" and the lessons in the National school books on the same subject; and touching only on those topics which are *plain, practical,* and *corrective* of *popular prejudices*—an *Outline* of *English Literature* and *General History.*

II. In the Science department, special instruction is given by Mr. BUTLER, assisted by Mr. O'SULLIVAN, on the following subjects:—Arithmetic and Algebra—Geometry—Mensuration—the Elements of Trigonometry

* The class occasionally consists of a number of the more backward teachers.

and Navigation—the most useful and important principles connected with Mechanics, Hydrostatics, Pneumatics, Optics, Heat, the Steam Engine, Electricity, Geology, Physiology, and Chemistry.

The teachers are constantly practised in class teaching, the classes being formed sometimes from among themselves, sometimes of children from the schools. They also receive instruction in Agriculture, in Singing, in Drawing, and in Land Surveying.

Daily Occupation of Male Teachers' Time in the Lecture Rooms and Model Schools.

GENERAL CLASS.

The General Class of Male Teachers is divided into two Sections. The First, or Senior Section, consists chiefly of Teachers already classed in the First Division of Third Class or above. The Second Section consists of those who do not as yet rank higher than Second Division of Third Class. The two Sections are occasionally united for common instruction.

Monday, Wednesday, Thursday, Friday.						Tuesday.	Special Class.
H. M. 9 20 to 9 50	Instruction in School-organization and Class-teaching by the Head Master of Male Central Model School, No. 1 (except on Monday, Vocal Music).						Navigation (except Monday, Vocal Music).
10 0 to 10 30	Separate Religious Instruction with the Children of the Schools.						With the General Class.
10 35 to 11 30	Lecture-room or Class-room.	Monday, Wednesday, Thursday, Friday,	*Junior Division.* Mr. O'Sullivan. Mr. Rintoul. Mr. O'Sullivan. Mr. Rintoul.	*Senior Division.* In the schools for practice of teaching.	After the lapse of a fortnight the divisions interchange.	Separate Religious Instruction with the Children of the Schools.	*Monday, Wednesday, Thursday, Friday.* H. M. H. M. 10 30 to 11 30 In School No. 1 teaching, except Wednesday and Thursday, from 10 30 to 11 30, with Mr. Butler. 11 30 to 12 30 Monday, Mr. O'Sullivan. Wednesday, Mr. Rintoul. Thursday, Mr. O'Sullivan. Friday, Mr. Rintoul. 12 30 to 1 0 Recreation. 1 0 „ 2 0 In schools. 2 0 „ 3 0 The less advanced learning Latin; the remainder at Drawing. 3 0 „ 3 30 } The more advanced learning Latin.* 3 0 „ 4 0 } The remainder at Drawing, except Thursday from 3 0 to 3 40 Vocal Music.
11 30 to 12 30	Lecture-room or Class-room.	Monday, Wednesday, Thursday, Friday,	Mr. Butler. Mr. Butler. Mr. Butler. Mr. O'Sullivan.			12 to 12 30 Recreation.	
12 30 to 1 0		Monday, Wednesday, Thursday, Friday,	Recreation. } Singing.	Recreation.			
1 0 to 1 30		Monday, Wednesday, Thursday, Friday,	In schools, } Recreation,	Mr. O'Sullivan. { Mr. Butler. Mr. Butler. Mr. Butler.	After the lapse of a fortnight the divisions interchange.	12 30 to 1, Writing.	
2 0 to 3 0		Monday, Wednesday, Thursday, Friday,	} In schools for practice of teaching.	{ Mr. Rintoul. Mr .O'Sullivan. Mr. Rintoul. Mr. O'Sullivan.		Mr. Butler, Mr. Rintoul, Mr. O'Sullivan, in successive weeks from 1 to 2 and 2 to 3.	*Tuesday.* 9 15 to 1 0 With the General Class. 1 0 „ 2 0 Learning Latin.* 2 0 „ 3 0 In school No. 1, teaching. 3 0 „ 4 0 Drawing.
3 0 to 4 0	Extra Branches (Drawing, Monday, Wednesday, Friday; Agriculture, Tuesday, Thursday, &c., &c.)						*Saturday.* 9 15 to 9 50 Study. 10 0 „ 10 30 Religious Instruction. 10 30 „ 1 0 Learning Latin.*

1st Week.	2nd Week.	3rd Week.	4th Week.	Saturday.
5th Week.	6th Week.	7th Week.	8th Week.	10 to 12 30 at Glasnevin, for instruction in Agriculture, Horticulture, and Land Surveying.
&c.	&c.	&c.	&c.	

* Instruction in Latin is also given from 7 30 to 8 30 A.M., on all week days, except Saturday.

Occupation of the Male Teachers' Time before and after School-hours.

George's-street and Marlborough-street Establishments.

H. M.		H. M.	
6 0	to	7 0	*Rise, Wash, Devotional Exercises, Making Beds.
7 0	„	8 30	Study.
8 30	„	9 10	Breakfast.
9 15	„	4 0	In Model Schools and Lecture Rooms.
4 0	„	5 30	Dinner and Relaxation.
5 30	„	8 45	Study.
8 45	„	9 30	Supper and Relaxation.
9 30	„	10 0	Preparing for Bed.

The Teachers are under the superintendence of Mr. O'Sullivan, assisted by Mr. Martin.

Glasnevin Establishment.

H. M.		H. M.	
6 0	to	6 45	*Rise, Wash, Devotional Exercises, Making Beds.
6 45	„	7 40	Study.
7 45	to	8 30	Breakfast.
8 30	„	9 15	Walk to Model Schools, and Recreation in Playground.
9 15	„	4 0	In Model Schools and Lecture Rooms.
4 0	„	4 50	Return to Glasnevin.
4 50	„	6 0	Dinner and Relaxation.
6 0	„	9 0	Study.
9 0	„	9 30	Supper and Relaxation.
9 30	„	10 0	Preparing for Bed.

The Teachers are under the superintendence of Mr. Ryan, assisted by Mr. Hanna.

On Saturdays all the Teachers are required to attend at Glasnevin, to receive instruction in the practice of Agriculture, Horticulture, and Land Surveying.

Opportunities are afforded to all the Teachers to receive Religious Instruction from their respective Pastors, and to attend their Places of Worship on Sundays.

* During the winter months the Teachers do not rise so early.

Female Training Department.

Course of Instruction.

The course of training for Female Teachers includes instruction in the Principles and Practice of Teaching, in the Organization and Management of Schools, in those portions of the Rules and Regulations of the Commissioners which concerns the Teachers of National Schools, in all kinds of Plain Needle-work, in Dress-making, and in Household Economy.

Special instruction in the English department is given by Mr. Rintoul, on Grammar and Composition—Geography and the Elements of Astronomy—the Outlines of English Literature and General History.

In the Science department, special instruction is given by Mr. Butler, assisted by Mr. O'Sullivan, on Arithmetic, and on such of the Lessons of a scientific character, contained in the Books of the Board, as may prove of use to Female Teachers in their Schools.

The Teachers are constantly practised in class-teaching, the classes being formed sometimes from among themselves, sometimes of children from the Schools. They also receive instruction in Singing, in Drawing, and on the Management of Poultry and of the Dairy. A limited number are taught the Harmonium.

Daily Occupation of Female Teachers in the Lecture Rooms and Model Schools.

GENERAL CLASS.

The General Class of Female Teachers is divided into two Sections. The First, or Senior Section, consists chiefly of Teachers already classed in the First Division of Third Class or above. The Second Section consists of those who do not as yet rank higher than Second Division of Third Class. Each Division is subdivided into two Sections (A. and B.) for convenience in performing the duties appointed for them in the Schools.

Monday, Wednesday, Thursday, Friday.						Tuesday.	Special Class.
H. M. 9 20 to 9 50	Instruction in School Organization and Class-teaching by the Head Mistress of Female Central Model School, No. 1 (except Friday, Exercises in Arithmetic.)						Teaching in the School.
10 0 to 10 30	Separate Religious Instruction with the Children of the Schools.					Separate Religious Instruction with the Children of the Schools.	With the General Class.
10 35 to 11 30	Lecture-room,	Monday, . Wednesday, . Thursday, . Friday, .	*Junior Division.* Mr. Rintoul. Mr. O'Sullivan. Mr. Rintoul. Mr. Butler.	*Senior Division.* In the Infants' and Girls' Schools, and at Needlework.	After the lapse of a fortnight, the divisions interchange.		*Monday, Wednesday, Thursday, Friday.* 10 30 to 11 30 In School No. 1, Teaching. 11 30 Monday, Mr. Rintoul. Wednesday, Mr. O'Sullivan. Thursday, Miss Byrne. 12 30 Friday, Mr. Butler. 12 30 to 1 0 Recreation. 1 0 „ 2 0 In School. 2 0 „ 3 0 Drawing. 3 0 „ 3 40 Vocal Music with General Class.
11 30 to 12 30	Class-room,	Monday, . Wednesday, . Thursday, . Friday, .	} Drawing.			12 0 to 12 30 Recreation.	
12 30 to 1 0	Recreation, Harmonium.					Singing.	
1 0 to 2 0	Lecture-room,	Monday, . Wednesday, . Thursday, . Friday, .	*Senior Division.* Mr. Butler. Mr. Rintoul. Mr. O'Sullivan. Mr. Rintoul.	*Junior Division.* Infants' and Girls' Schools. Needlework. Harmonium. Household duties.	After the lapse of a fortnight, the divisions interchange.	Mr. Butler, Mr. Rintoul, Mr. O'Sullivan, in succession, from 1 to 2—2 to 3.	*Tuesday.* 9 20 to 9 50 Drawing. 9 50 „ 12 30 With General Class. 12 30 „ 3 0 Teaching in School. 3 0 „ 3 40 Writing with General Class.
2 0 to 3 0	Class-room,	Monday, . Wednesday, . Thursday, . Friday, .	} Drawing.				
3 0 to 3 40	The whole Class at Vocal Music.					Writing, Dictation, or Composition.	
H. M. to H. M. 9 20 to 9 50 10 0 „ 10 30 10 35 „ 11 35 11 45 „ 12 35	*Saturday.* Instruction in Class-teaching by the Head Mistress of Female Central Model School, No. 1. Religious Instruction. Lecture-room, with Mr. Butler, Mr. Rintoul, Mr. O'Sullivan, in rotation. Writing.						*Saturday.* 9 20 to 9 50 Drawing. 9 50 „ 10 30 Religious Instruction. 10 30 „ 12 0 Teaching in School No. 1. 12 0 „ 12 30 Vocal Music.

Occupation of the Female Teachers' Time before and after School Hours.

H. M.		H. M.	
6 0	to	6 45	* Rise, Wash, Make Beds.
6 45	„	7 5	Roll-call, Separate Devotional Exercises.
7 5	„	8 10	Study.
8 10	„	9 15	Breakfast, Domestic Duties, and Relaxation.
9 20	„	3 40	In Model Schools and Lecture Rooms.
3 40	„	4 20	Relaxation in Play-ground.
4 20	„	5 0	Dinner.
5 0	„	6 30	Sewing and Practice of Instrumental Music.
6 30	„	7 0	Relaxation.
7 0	„	7 30	Tea.
7 30	to	9 30	Study.
9 40	„	10 0	Separate Devotional Exercises.

The Teachers are under the superintendence of Miss Byrne.

On Saturdays *a portion* of the Class is engaged in various useful employments in Household matters—Cleansing, Washing, Ironing, &c., &c., in weekly succession—in repairs of Clothes, correspondence with Parents, &c., &c., exclusive of two hours for Exercise.

Opportunities are afforded to all the Teachers to receive religious Instruction from their respective Pastors, and to attend their Places of Worship on Sundays.

* During the winter months the Teachers do not rise so early.

18. In order to see to what extent the printed regulations of the Board are carried out, as the forms were very old ones, we thought it best to require some of the teachers in training to give their own account of the way in which they suppose they ought to be occupied.

19. We selected, on the dual system which prevails extensively in the arrangements of the Board, two teachers, a Roman Catholic and a Protestant.

MALE TEACHERS.—P. B.—FIRST DIVISION—GENERAL CLASS.

Sunday.—On Sunday morning at 7.45 the dormitory bell rings, and immediately I arise. Having dressed, I spend about 10 minutes at prayer, and then proceed to perform the usual ablutions and make my toilet, which duties take up nearly all the time till a quarter to 9 o'clock, when the second bell rings. At the ringing of this bell I go down stairs, and spend the time until 9½ in walking and reading religious works; at 9½ the bell rings for breakfast, at which time, I, of course, go to breakfast, and give over walking. Breakfast being over at 10 o'clock, I walk out through the town, and as mass can be heard at any particular half hour in Dublin, up to 12 o'clock, I am not exact about going immediately to church. I sometimes, if the morning is enticing, take a walk the whole length of the quay, and afterwards go into the nearest Catholic church at hand, where I generally hear two masses, which occupies about an hour and 15 minutes. It being now 12, sometimes 1 o'clock, and the whole time till 5 being at my disposal, I think for a few minutes where I might enjoy a walk likely to offer any traits of scenic beauty. I decide on some particular place, go there, and so spend my time till about 4 o'clock, then direct my course to the dining-hall at George's-street with a clear mind and a keen appetite, ready to do justice to the dinner there laid out at 5 o'clock precisely. Sometimes the Sunday is raining, and then I return to George's-street about 1 o'clock, read till 2½, then go out to evening prayers, return about 3½, and spend the time in various ways, such as talking, walking, reading, till 5 o'clock. The time from 5 to 6 is nearly all taken up by the dinner. From 6 to 7 the same as from 3½ to 5. From 7 o'clock to 8 the time is spent as follows. The bell is rung at 7 for religious instruction and prayer; the members of the Established Church, the Presbyterians, the Roman Catholics, each go to their respective and separate apartments, and there have religious instruction and prayer until 8 o'clock. Of how this hour is spent in the Presbyterian or Established Church department I know nothing; but it is occupied in the Roman Catholic department, the one to which I belong, in this way:—"The whole number present are divided into 4 or 5 different companies, and each company sit at a table. One person reads aloud (at each table) for the edification of the company, some religious book for 5 minutes or so, and then passes it to the next, who reads where he stopped for about the same length of time, then passes it to the next. In this way the time is profitably and agreeably passed till 7.45, the other quarter of the hour is spent in prayer, all kneeling down together. From 8 o'clock to 10 is spent in the same way as from 3½ to 5. At 10 o'clock the bell rings to denote that we are to proceed to our dormitories; here the day ends, and we enjoy soft sleep till Monday morning.

Monday.—The hour at which the morning bell now rings is 6½. From the 1st of April it will be 6 for all week-days. I say week-days to distinguish them from Sundays and holidays. As soon as the sound of the bell strikes my ear I tumble out of bed, and spend the time until the ringing of the second bell, in the same way as I spent the hour from 7.45 to 8.45 on Sunday morning. I go down stairs when the second bell rings, that is at 7.15, spend 15 minutes walking about, and after which I go to study. Study is each morning now from 7½ to 8½; but from the 1st of April it will be—that is the morniug study—from 7 to 8½. Our study both in the mornings and evenings is always presided over by Mr. Martin, George's-street. When describing the evening study I need not repeat that gentleman superintends. Study being over at 8½, breakfast takes up the time till 9. I go now to Marlborough-street to the schools, and Mr. Glover has us at vocal music till 10. This is the only day of the week Mr. Glover has us at this hour. From 10 till 10½ we are at religious instruction in the schools, from 10½ to 11½ attending a lecture on arithmetic delivered by Mr. D. O'Sullivan, 11½ to 12½ at a lecture on geometry or trigonometry, given by Professor Butler, 12½ to 1 relaxation; from 1 to 3 in the school (No. 1) teaching, and learning to teach, observing how things go on. It is not necessary to say how each hour is spent in the schools, as it is different every week, we being removed to a different class that we may observe all; from 3 to 4 drawing; 4 to 5 dinner; 5 to 5½ relaxation; half-past 5 to 9.45 study; then supper, and after till 10 o'clock preparing for the next day.

Tuesday.—Up to 9 o'clock the same as Monday, from 9¼ to 10, with Mr. Joyce learning school management. This is the same on every day save Saturday, from 10 to 12, religious instruction; 12 to 12½ relaxation; 12½ to 1, writing; and from 3 to 4, a lecture on agriculture; the rest of the day from 1 to 2, at mathematics, Mr. Butler; 2 to 3, lecture, Mr. Rintoul, the rest of the day same as Monday.

Wednesday.—Entirely the same as Monday; Thursday the same as Monday, except having agriculture from 3 to 4, instead of drawing. Friday entirely the same as Monday.

Saturday.—Up to 9 o'clock the same as every other day, at 9 go to Glasnevin, there from 10 to 11 o'clock; horticulture, Mr. Carroll, 11 to 12. Agriculture, Mr. Smith, and every second Saturday from 12½ to 2 surveying, Mr. M'Carthy. The time then till 5 o'clock relaxation, and at 5 dinner. The remainder of the day reading, writing letters, &c., &c.

This completes the week; every second week our lecture hours are changed, the first division being in the schools in the forenoon, and the second division at lectures in the forenoon.

MALE TEACHERS—J.R.—FIRST DIVISION—GENERAL CLASS.

Sunday.—First bell rings at ¼ to 8, and the second at ¼ to 9; then breakfast at 9½; from 10½ to 2 Sunday school and public worship; walk from 2 to 5. Dinner at 5 o'clock, and relaxation to 7, and from 7 to 8 religious instruction. Then relaxation to 9, and supper at 9. Relaxation from 9 to 10; then go up to the dormitories, and lights put out at 10½.

Monday.—First bell at 6½, second at 7¼; study from 7½ to 8½. Breakfast at 8½, and with Mr. Glover at singing from 9 to 10; 10 to 10½, religious instruction with children; from 10½ to 11½, with Mr. O'Sullivan; 11½ to 12½, with Mr. Butler; 12½ to 1, relaxation. Then from 1 to 3, in schools teaching for one hour, and observing for the other; 3 to 4, drawing with Mr. Smeethe; 4 to 5½, dinner and relaxation; 5½ to ¼ to 9, study in the schools; 9 to 10, supper and relaxation; 10 to 10½, in dormitories.

Tuesday.—First bell, 6½; second bell, 7¼; study from 7½ to 8½; breakfast and relaxation to 9¼; then with Mr. Joyce to 9.50; 10 to 11½, religious instruction under the superintendence of a clergyman; 11½ to 12, teaching children religious instruction; 12 to 12 50, relaxation; 12½ to 1, writing with Mr. Joyce in schools; 1 to 2, with Mr. Rintoul; 2 to 3, with Mr. Butler; 3 to 4, agriculture; 4 to 5½, dinner and relaxation; 5½ to ¼ to 9, study; 9 to 10, supper and relaxation; 10, go up to dormitories.

Wednesday.—First bell, 6½, dressing and devotion; second bell, 7¼; 7½ to 8½, study; 8½, breakfast; 9¼ to

9.50, with Mr. Joyce; 10 to 10½, religious instruction with pupils; 10½ to 11½, Mr. Rintoul; 11½ to 12½, Mr. Butler; 12½ to 1, singing, Mr. Glover; 1 to 1½, play; 1½ to 3, in schools; 3 to 4, drawing with Mr. Smeethe; 4 to 5½, dinner and relaxation; 5½ to ¼ to 9, study down in schools; 9 to 10, supper and relaxation; 10 go to the dormitories.

Thursday.—First bell, 6½; second, 7¼; 7½ to 8½, study; 8½ to 9.15, breakfast; 9.15 to 9.50, Mr. Joyce; 10 to 10½, religious instruction; 10½ to 11½, Mr. O'Sullivan; 11½ to 12½, Mr. Butler; 12½ to 1, singing with Mr. Glover; 1 to 1½, relaxation; 1½ to 3, in schools teaching and observing the organization, &c.; 3 to 4, agriculture; 4 to 5½, dinner and relaxation; 5½ to ¼ to 9, study; 9 to 10, supper—relaxation; 10, go to the dormitories.

Friday.—First bell 6½, second, 7¼; 7½ to 8½, study; 8½ to 9.15, breakfast and relaxation; 9.15 to 9.50, Mr. Joyce; 10 to 10½, religious instruction with pupils; 10½ to 11½, with Mr. Rintoul; 11½ to 12½, with Mr. O'Sullivan; 12½ to 1, singing with Mr. Glover; 1 to 1½, relaxation; 1½ to 3, in the schools teaching and observing; 3 to 4, drawing with Mr. Smeethe; 4 to 5½, dinner and relaxation; 5½ to ¼ to 9, study; 9 to 10, supper and relaxation; 10, go up to dormitories.

Saturday.—First bell, 6½, morning devotions and dressing; second bell, 7¼; 7½ to 8½, study; 8½ to 9, breakfast and relaxation. At 9 we got out to Glasnevin where we arrive about 10; 10 to 11, horticulture with Mr. Carroll; 11 to 12, agriculture with Mr. Smyth; 12 to 12½, relaxation; 12½ to 2, land surveying with Mr. M'Carthy; 2 to 5, walking; 5 to 9, dinner and voluntary study; 9 to 10, supper and relaxation; 10, go up to the dormitories, where the lights are always extinguished at 10½ precisely.

The first and second divisions change places every fortnight (*i.e.*) instead of the first division going to schools in the evening, and to lectures in the morning, they go to the schools in the forenoon, and to lectures in the afternoon. In a few days we will rise at the ringing of the first bell in the morning at 6 o'clock. Then from 6 to 6¾, dressing and morning devotions. Study will commence at 7, and end at 8½ o'clock.

Female Teachers, J. A.—Junior Division—General Class.

Every morning we are obliged to rise at 7 o'clock, and are allowed from that hour until a quarter to 8, to dress. A bell is then rung, and we go from our bed-rooms to the study for roll-call, after which we separate for prayers, each religion going to a different apartment. These are generally over by a quarter past 8 o'clock, when we are summoned by the sound of a bell to breakfast, which occupies us until a quarter to 9 o'clock, when we all proceed to the cloak-room to prepare for going to the school-room, where in a gallery, from 9 o'clock until 10, we receive instruction from Miss Byrne, generally on the method of teaching; the only exception is, that on every Friday morning we are arranged in classes round the school-room, to work arithmetic in the quickest manner possible.

On every day except Tuesday, we separate for religious instruction from 10 until half-past, but on Tuesday it lasts from 10 until 12 o'clock, when a clergyman of each denomination attends and instructs both teachers and children, for on the other days we have each to take a class.

We never have any change in these arrangements up to half-past 10 o'clock, from that hour until half-past 11, the first half of the division, of which I am a member, attends lectures, delivered either by Professor Butler, Rintoul, or O'Sullivan, while the second part of the division is employed in the school-rooms, either listening to or taking part in the teaching.

From half-past 11 o'clock until half-past 12, the first division go to drawing (taught by Mr. Young, assisted by Miss Harper), after which we all meet in the play-ground for a little exercise, and to receive any letters which Miss Byrne may have received for us, as this is the only spare time we have during the day for reading them. We are allowed to remain for half an hour in the play-ground.

At 1 o'clock the two parts of the class change, that is, the first half go to the school-room, where the Professors attend to mark for manner of teaching, &c., while the second half go to lectures from that time until 2 o'clock, when they go to drawing until 3 o'clock, at which hour both parts assemble in a gallery to be taught singing by Miss O'Leary for four days of the week, and on Friday Professor Glover takes up that hour in examining us on what Miss O'Leary has taught.

From 4 until half-past, we take a little exercise in the play-ground before going into the house, which from the time of leaving in the morning, we are not permitted to enter. About half-past we leave the play-ground, go to the house and prepare for dinner, which is usually over by 5 o'clock, after which we retire from the dining-halls to the studies, where we are allowed to amuse ourselves for half an hour; very often we employ that time in dancing. At half-past 5 o'clock the roll is called by Miss Shaw, and from that time until 7 o'clock, we are employed at needlework of various kinds. At 7 we are summoned to the dining-halls for tea, which is over by half-past, and then we return to the studies for *study*, either in the preparation of lessons which may have been given us by the Professors, or else reading for our own improvement.

Study is at an end at half-past 9 o'clock, when we again separate for prayers, after which we retire to our rooms, and at half-past 10 the lights are put out, for all are supposed to be in bed at that time.

On Sunday morning we are allowed to make our own time of rising, but must be down at breakfast at 9 o'clock. As soon as that is over we are obliged to attend our respective places of worship, and after that can employ our time as we please until half-past 4, at which hour we dine, and all must be in. After dinner the members of each religion assemble, and remain together for the remainder of the evening, reading, singing, or any other religious devotions they may please to engage in. We all meet for tea at 7 o'clock, but separate immediately after, and retire to rest at the same hour as on week days.

I omitted mentioning that on Saturday we are allowed to go for a walk from 12½ o'clock until 4½ p.m., and that on this evening, instead of studying, we settle all little household matters, and receive what we denominate a "*National shilling*" for pocket-money, from Miss Byrne.

Female Teachers, N. S.—Junior Division—General Class.

We are obliged to be down in the study at a quarter to 8, at which time Miss Byrne calls the roll. From this until breakfast time, which is at 8, we devote to prayers. After breakfast we proceed to the gallery, where Miss Byrne instructs us in the methods of teaching. From 10 to half-past we have religious instruction, except on Tuesdays, when it lasts till 12. From half-past 10 to half-past 12 I was (last week) teaching in the schools, and in the work-room alternately. From 1 to 2 at lecture, and from 2 to 3 at drawing, except on Tuesdays—we do not attend drawing on these days. We are engaged from 3 till 4 every evening at singing, except on Tuesdays, on which days Miss Byrne gives us an exercise to write at that time. On Friday mornings we arrange ourselves in classes to work sums as quickly as possible, and in the evenings we are allowed the time (usually employed in studying) for writing letters to our friends. On Saturdays we write from Mr. Foster's printed headlines. On Wednesdays I get a lesson on music from Miss Herbert, from half-past 12 till 1, and am allowed a half hour's practice every evening from half-past 5 to 6. Dinner being over at 5, we are engaged at sewing till 7, when we have tea, after which we are allowed study till half-past 9. From this until 10, we

devote to prayers. We are not required to be down to breakfast on Sunday mornings till 9. All the Roman Catholics attend Marlborough-street chapel at 12, with Miss Byrne, and in the evenings we employ our time in reading pious works.

SPECIAL CLASS.—MALE TEACHER, S. H.—FIRST DIVISION.

Sunday.—We rise at half-past 8 o'clock. Three-quarters of an hour is allowed for the toilet, private devotions, &c. At a quarter past 9 we proceed to George's-street for breakfast. After breakfast all the Presbyterians go to Rutland-square Church, where we are taught by Mr. Gibson from half-past 10 to 12. Public worship then commences in the church, at which we attend.

After service we have liberty to walk about till 5, the dinner hour.

From dinner time to 7 o'clock, relaxation—the different denominations keeping separate. From 7 to 8, separate religious instruction. From 8 to 9, relaxation. Supper at 9, after which we return to Marlborough-street, and retire immediately to our respective dormitories.

Monday.—Rise at half-past 6. The same time allowed for toilet, &c., as before. From a quarter past 7 to half-past 8 with Mr. Savage, at Latin and Greek. Breakfast from half-past 8 to 9. 9 to 10, vocal music with Mr. Glover. 10 to half-past, separate religious instruction with the children of the school. Half-past 10 to half-past 11, teaching in the large school. Half-past 11 to half-past 12, algebra with Mr. O'Sullivan. Half-past 12 to 1, recreation. 1 to 2, teaching. 2 to 3, classics with Mr. Savage. 3 to 4, drawing with Mr. Smith. Dinner at 4. After dinner, up to 5½ o'clock is allowed for relaxation, or for conducting any private correspondence. 5½ to 9, study, with fifteen minutes' intermission from 7 to 7¼.

Supper at 9. From 9 to 10, relaxation, after which we retire to our dormitories.

Tuesday.—Up to 9 o'clock same as Monday. 9 to 10, navigation with Mr. M'Carthy. 10 to 12, religious instruction under a clergyman. 12 to 12½, recreation. 12½ to 1, teaching. 1 to 2, classics. 2 to 3, teaching. 3 to 4, drawing. After 4, same as Monday.

Wednesday.—Up to 10½ o'clock, same as Monday, but navigation instead of music.

10½ to 11½, mechanics with Mr. Butler.

11½ to 12½, reading, grammar, geography, &c., with Mr. Rintoul. After 12½, same as Monday.

Thursday.—Up to 3 o'clock, same as Monday (9 to 10, navigation).

3 to 4, vocal music.

After 4, same as Monday.

Friday.—Up to 11½, same as Monday (9 to 10, navigation).

11½ to 12½, reading, grammar, &c.

12½ to 5½, same as Monday.

5½ to 6, vocal music, after which we proceed with our studies as usual.

Saturday.—Same time for rising, for toilet, &c., as on Monday. 7¼ to 8¼, study. 8¼ to 10, breakfast and relaxation, or voluntary study. 10 to 10½, religious instruction as on Monday. 10½ to 1, examination on the week's business by Mr. Savage, the teacher of classics. From 1 to 5 we have liberty to walk about through the city. Dinner at 5. From 5 to 9 we may conduct any correspondence we have, or have voluntary study. After 9, same as Monday.

SPECIAL CLASS.—MALE TEACHER, D. H.—SECOND DIVISION.

Sunday.—I rise at 8.30, A.M. Three-quarters of an hour is allowed to prepare toilet, devotional exercises, &c. At 9.15, A.M., we proceed to George's-street for breakfast. After breakfast, which is over about 10 o'clock, the Roman Catholics go to public worship. After service we are at liberty to walk about, or return to George's-street, till 5 o'clock (dinner hour). After dinner we take relaxation till 7 o'clock. From 7 to 8, P.M., we have separate religious instruction. From 8 to 9, P.M., we take relaxation again. At 9 o'clock, P.M., we take supper. After supper we leave George's-street and proceed to Marlborough-street, and each goes immediately to his respective dormitory.

Monday.—I rise at 6.30, A.M. The same time allowed for toilet, &c., as before. From 7.15 to 8.30 with Mr. Savage at Latin and Greek. Breakfast from 8.30 to 9, A.M. From 9 to 10, A.M., with Mr. Glover at vocal music.

From 10 to 10.30 at religious instruction with the pupils in the school. From 10.30 to 11.30, teaching in No. 1 school. From 11.30 to 12.30, at algebra with Mr. O'Sullivan.

From 12.30 to 1 o'clock I take recreation. From 1 to 2, teaching in No. 1 school. From 2 to 3, at drawing with Mr. Smith. From 3 to 4, P.M., with Mr. Savage at Latin and Greek. Dinner at 4, P.M. After dinner we leave George's-street and proceed to No. 1 school. We are allowed till 5.30 to take recreation or for private correspondence, &c. From 5.30 to 8.45, P.M., we are studying the lessons for the next day. At 8.45 we proceed to George's-street to take supper. After supper we proceed to Marlborough-street, and take relaxation till 10, when we go to our dormitories. From 10 to 10.30, P.M., private devotion, &c. At 10.30 I retire to bed.

Tuesday.—The same business as on Monday up to 9 o'clock. From 9 to 10, A.M., at navigation with Mr. M'Carthy. At 10, A.M., I go to Divine Worship till 10.30. From 10.30 to 12 o'clock, teaching catechism in No. 1 school. From 12 to 12.30, recreation. From 12.30 to 1, P.M., teaching. 1 to 2, classics. From 2 to 3, P.M., teaching. 3 to 4, P.M., drawing. 4 to 8.45, P.M., same as Monday.

Wednesday.—Up to 9 o'clock, same as Monday. From 9 to 10, navigation. 10.30 to 11.30, A.M., mechanics with Professor Butler. 11.30 to 12.30, geography at present with Mr. Rintoul. After 12.30 same as Monday.

Thursday.—The same business as on Wednesday up to 10.30, A.M. From 10.30 to 11.30 with Professor Butler (trigonometry). From 11.30, A.M., to 10.30, P.M., same as on Monday.

Friday.—The same business as on Wednesday, up to 10.30, A.M. 11.30 to 12.30 with Professor Rintoul at geography. 12.30 to 5.30, P.M., same as Thursday. 5.30 to 6 o'clock, vocal music. From 6 o'clock till 10.30, as on Thursday.

Saturday.—Rise same time as Friday. From 7.15 to 8.20, study the lessons for Mr. Savage and the Professors. From 8.30 to 9, breakfast. 9 to 10, study in No. 1 school. From 10 to 10.30, religious instruction. From 10.30 to 1, P.M., classics. 1 to 5, at liberty to walk about. 5, dinner. After dinner to 9, voluntary study. From 9 to 10.30, as on other days.

SPECIAL CLASS—FEMALE TEACHER, J. C.

Sunday.—We breakfasted at 9, A.M., before which the Presbyterians assemble at their pleasure for prayer conducted by Miss Shaw. After breakfast the members of each denomination are expected to attend their respective places of worship. The Presbyterians are conducted to their place of worship by Miss Shaw. From the conclusion of the service until 4½, P.M., we can employ our time as we think fit, but are obliged to be in for dinner at the last-mentioned hour. After dinner, which is over at 5 o'clock, we retire to the different apartments appointed to the several denominations, where we remain until 9½, P.M., and are engaged in reading, singing, or other devotional exercises (at 7 o'clock we all meet for tea in the dining halls, but separate immediately afterwards).

At 9½, P.M., we retire to our bed-rooms, and at 10½, P.M., all lights are extinguished, we being supposed to be in bed at that hour.

Monday.—We are obliged to rise at 7, A.M., and are allowed three-quarters of an hour to dress. During that time also, each of the occupants of a room in turn sweep and dust the apartment, but all must appear in the studies for roll-call at ten minutes to 8 o'clock. After roll-call we separate for religious services. At a quarter past 8 we assemble for breakfast, after which we repair to the cloak-room to equip ourselves for the day, and take a little exercise in the play-ground until 9¼, A.M., when we enter the school-room and teach until 10 o'clock. At 10 o'clock the teachers and pupils of the different denominations repair to their appointed apartments for religious instruction, which lasts for half an hour. At half-past 10 we again enter the school-room and teach until 11½, A.M., when we attend the lecture-room to receive a lecture from Professor Rintoul, which lasts an hour. From 12½, o'clock until 1 we take exercise in the play-ground. From 1 o'clock until 2, part teach in the school-room, while the remainder receive instruction in drawing. From 2, P.M., until 3 those who taught in the school-room while those who were drawing give instruction in the scientific method of dress-making. At 3 o'clock we assemble in the gallery-room to receive a lesson in singing for an hour. From 4 to 4½ we take exercise in the play-ground. From 4½ until 5, P.M., we dine. From 5 to 7, P.M., we occupy ourselves with needlework. At 7, P.M., we assemble in the dining halls for tea, after which we study until 9½, P.M., when each denomination separates for religious exercises. At 11 o'clock we retire to our bed-rooms.

Tuesday.—On Tuesdays religious instruction is given from 10 until 12; the clergyman of each denomination (except the Roman Catholic) imparts instruction to both teachers and pupils. We take exercise from 12 to 12½ o'clock, and then teach until 3 o'clock. We draw from 3 to 4 o'clock. The rest of the business is the same as that of Monday.

Wednesday.—We receive a lecture from Professor O'Sullivan.

Thursday.—We receive a lesson on parsing from Miss Byrne instead of a lecture from the professors.

Friday.—We receive a lecture from Professor Butler, and during our study hours—from 7, 9½—we are allowed to write letters, with the exception of the special who is in charge of the laundry.

Saturday.—We teach from 10½ to 12½ o'clock, and from 12½ to 4½ o'clock we are permitted to go into the city or country for a walk. At 4½ we dine, and during the rest of the evening we repair our clothes, &c.

Each member of the special class receives half an hour's instruction on the harmonium from Miss Herbert in the week, and during the study hours is allowed to practice for forty minutes each evening. The business of Wednesday, Thursday, and Friday is the same as that of Monday, with the exceptions already mentioned.

Special Class—Female Teacher.

Sunday.—We are expected, except detained by illness, to be down to breakfast at 9, A.M., on Sunday mornings. The Roman Catholics have permission to go out on Sunday mornings to their place of worship any time before 9 o'clock, on condition that they are in in time for breakfast. After breakfast, which is generally over at 9.30, A.M., the members of each religion are allowed to go to their own place of worship; the Roman Catholics under the supervision of Miss Byrne. After divine service we are allowed to remain out until half-past 4; we dine at half-past 4, which usually occupies half an hour. The members of the different religions then go to different rooms for the purpose of reading any religious books they choose, provided it belong to their own religion. At 7 the tea-bell rings and we all go in together, and again separate after tea as before dinner for the same purpose. From tea until 10 o'clock, the religious instruction of the Roman Catholics is conducted by Miss Byrne. At 10 we go to our bed-rooms.

Monday.—On Monday we are all obliged to be out of the dormitories and assembled in the study for roll-call. After roll-call, the members of each religion separate for the purposes of attending the public prayers which are said every morning in the week, except Sunday. Each member of the class is obliged to attend the prayers of her own religion.

At a quarter past 8 the bell rings for breakfast, which occupies the time until a quarter to 9; from a quarter to 9 until a quarter past 9 is for recreation in the play-ground; from a quarter past 9 until 10 we teach a morning class in the school-room; from 10 until half-past 10 we are at religious instruction; from half-past 10 until half-past 11 we teach secular instruction in the school-room; from half-past 11 until half-past 12 we attend a lecture given by Mr. Rintoul; from 12.30 until 1 o'clock we have recreation in the play-ground; from 1 until 2 we teach in the school-room; and from 2 until 3 we are taught drawing by Mr. Younge; from 3 until 4 we are taught singing by Miss O'Leary. All the special class are not employed in teaching in the school from 1 until 2; some are employed in teaching drafting to the general class; those go drawing from 1 until 2, and teach the drafting from 2 until 3; and some are employed in the cottage kitchen in teaching the general class, a few at a time, the art of cooking. From 4 until half-past we are allowed recreation in the play-ground; at half-past 4 the bell rings for dinner and we all assemble in the dining halls; we are allowed half an hour to eat our dinner. At 5 o'clock we go to the study and are employed in needle-work of all kinds, both fancy and ornamental. At 7, P.M., the tea-bell rings and we are allowed the same time to it as we had for dinner; from half-past 7 until ten minutes past 8 we practise on the harmoniums provided for our uses; from ten minutes past 8 until half-past 9 we are employed in studying; at half-past 9 a bell rings which is the token for us to separate, as in the morning, for our night prayers. We are all obliged to be in bed at half-past 10, when a servant comes and puts out the light.

Tuesday.—The employment of Tuesday differs slightly from that of Monday, owing to a greater length of time being devoted to religious instruction. On this day the religious instruction commences at 10 o'clock and does not terminate till 12 o'clock. On Tuesdays we do not get a lecture, nor a singing lesson. The afternoon, from 4 until half-past 9, is occupied in the same way as the previous one. On Wednesday, Thursday, and Friday we are employed in the same way as Monday, except on Thursday we get no lecture from any of the professors, but receive instead a lecture from Miss Byrne. On Friday evenings we are allowed to write our letters from tea until half past 9. The forenoon of Saturday is occupied in the same way as that of the other days of the week, but from half-past 12 until half-past 4 we are allowed out into the city or the country. On Saturday night we each receive a shilling from Miss Byrne, provided we have no fines to pay for carelessness or neglect of duty. Each member of the special class receives a music lesson from Miss Herbert, I get mine on Saturday from 12 o'clock until 12.30.

20. We attended lectures on grammar, arithmetic, and geography (physical).

Lectures. *Mr. Rintoul.*

21. The lecture on grammar to (18) students in the special class did not seem to us to show that these students had made any considerable progress. Exercises in parsing and analysis of sentences were given which were done with various degrees of intelligence, and criticised in a somewhat superficial manner. We felt at a loss to know why the students in the special class before us had been selected, as we did not perceive any very striking evidence of superior skill or aptitude; and we naturally

supposed that the students called upon to answer when strangers were present, would not be those whom the lecturer considered the least proficient.

22. The exercise was only examination of the students, no general rules being given or deduced from the examples as they passed in review; and the capacity shown or expected did not seem to us much more than what is exhibited by pupil-teachers of the fourth or fifth year in England.

23. Mr. Rintoul's method was also catechetical in physical geography. The students (32) had been desired to prepare a certain portion of the book used on this subject (Dr. Sullivan's), and they were examined on that portion. This as part of a larger system is excellent; but the text-book having been studied, there is need of an oral exposition of the principles, in which the information in the book is supplemented out of the lecturer's own stock, and in which the subject is vivified and freshened, enlarged and deepened, and the interest and attention of the pupils fixed on the main points.

24. The mere oral examination is insufficient, though good as far as it goes. There should be repeated *written* examination; the papers should be well criticised, and the exercises in composition, in grammar, and physical geography are admirably suited for grappling with incompetence and self-sufficiency.

25. We saw some exercises in composition which had been examined; but what was further needed was conference with each student upon the work done, and a rigid and close scrutiny of the errors and mistakes in company with the perpetrators thereof.

26. It is essential that a teacher of teachers should be able to hold his own, and speak with an authority that cannot be gainsayed. We were not surprised to hear that the teachers in training were sometimes of opinion that they knew better than those who were appointed to train them, but we were surprised that such an impression was allowed to remain, and had prevented the return of exercises, with faults marked, to their owners.

Mr. Butler. 27. A lecture given by Mr. Butler on arithmetic to the junior division of the female students was mostly on principles of the subject, and seemed fluent, clear, and useful.

28. A great deal of lecture time is devoted, we were assured, to noticing and indicating how children should be taught.

Mr. O'Sullivan. 29. Mr. O'Sullivan took the senior division of the men (thirty-six). The subject was Multiplication and the Method of Teaching it. He called down three men, who sat in front of the others and were catechised; but the questions did not turn on points of great practical importance, and the subject seemed somewhat dry and unprofitable. Mr. O'Sullivan told us afterwards that there were special private reasons which affected him on this day, and made him feel unequal to his work.

TEACHING. 30. The attendance of the teachers in the model schools we also examined, going round with Mr. Rintoul when he "noted the teaching." Each student in training has a small class standing around. They were reading, and answering questions on the subject of their reading lesson. The number of students engaged at the same time was much too great to allow of anything but the most cursory and superficial oversight of each. In fact this part of the scheme seems to be merely kept up as a form, and the Professors agreed that the opinion of the head teacher of the model school was taken on the teaching power of individual students.

STAFF. 31. Up to 1867 there were two Professors and two Professors' Assistants; now three Professors only are appointed. Such a number of Professors, when the number of persons in training is considered, their various degrees of proficiency, and the number of subjects they are supposed to study, is quite insufficient.

Official reports. 32. The information given by the Board on the training department in their annual report is of the most miserable description. The same paragraph, expressing general satisfaction and giving no details, appears in the successive blue books.

33. Report, 1867, § 35, 36, 37.—§ 35 gives the number of students trained, and no account whatever of the result of their examination after residence to show whether they had benefited by their training. § 36 is about navigation schools. § 37 is the general panegyric, giving no information at all. It is repeated *totidem verbis* in the following places:—Report, 1865, X., § 29; Report, 1864, X., § 32; Report, 1863, X., § 34; Report, 1862, X., § 35; Report, 1861, X., § 36; 1860, X., § 36; 1859, IX., § 37. In 1860 the training establishment was enlarged. The Report gives, however, no means of finding out the number of officials.

34. In Report, 1859, IX., § 35, 37, corresponds to the first and last of the sections already quoted—Report 1859, § 38, and Report 1860, § 37.

"We subjoin two tabular returns: No. I., showing to what class the teachers belonged at the commencement of their course of training, and at its termination; No. II., showing the classification of the National teachers trained during the year."

35. This account of the training work done has not appeared since. Although classification by examination at the end of the period of training, if the examination be held by the professors engaged in the training work, is not worth much as a test of the progress made by the pupils; yet it gave some notion of what the normal establishment thought of its own work, and its discontinuance leads to the suspicion that it was not considered very trustworthy by the Commissioners.

36. It has, however, been furnished at the request of the Royal Commission, and will be found on page 118 of the Returns made by the Commissioners of Education. A glance at that table shows that the teachers in training have been advanced in classification much more rapidly, and in larger numbers in late years than in former years. To this, as well as to the facility afforded to externs, may perhaps be attributed the result that trained teachers do not gain the entire approbation of skilled Inspectors. (See Mr. *Sheehy's Evidence*, No. 26292, and *Report*, 1867, p. 265.)

37. In p. 118 of the returns of the National Board, will be found the Board's account of the present staff of the department—name, age, religious denomination, rank and duties, date of appointment, and general salary of each member.

Statistics. 38. In 1867, 66 men attended the first session, and 87 attended the second session. Of the men, 1 was recalled by the manager of his school, 10 left from illness, 5 of their own accord, 1 was dismissed, and two died. So that 134 were trained, or an average of 67 in each session. Of 149 women, 1 was recalled, 4 left from illness, 4 of their own accord, and 1 was dismissed; so that 139 were trained, or an average of 70 in each session.

39. There were then 70 women and 67 men teachers in training in each session, or 137 individuals.

40. To instruct them it took 4 professors, 3 head teachers, 3 teachers of music and singing, 1 to teach drawing, 2 to teach dress-making and needlework, 1 to teach navigation, 2, agriculture, 1 classics.

41. This seems a fair proportion, but it is probable that Dr. Sullivan could not do much if his health had already broken down; at any rate, during 1868, and up to the present time, the effective staff of professors has been only three.

42. All these teachers are paid under different heads, and it would be impossible from the data supplied to separate the expense of the training department from the expense of the model schools.

43. The Board returns, however, tell us—p. 123—that the cost of training in 1867 was £7,806 16*s.* 5*d.*, and this we suppose to be exclusive of the cost of the model schools, which is returned at £3,772 8*s.* 7*d.* for the same year, 1867.

44. If we take the former sum as the cost of training, exclusive of model school, it gives us the average annual cost to the Board for training per head, £57 yearly, *i.e.*, to say each student who stays *one session* costs the Board about £28 10*s.* Cost.

45. This seems a high charge. The annual average cost of a man in training in the English training schools in 1867 was £57 0*s.* 10*d.*, and for a woman, £33 17*s.* 8*d.*; and where training is carried for both masters and mistresses, £43 11*s.* 3*d.* per head.

46. If we compare the Marlborough-street Training Establishment with the Colleges where the larger number are trained in England (and it is evident that there ought not to be any comparison instituted between Marlborough-street and some small College where the teaching and domestic staff are excessive in proportion to the numbers trained), it appears that the Marlborough-street Training Establishment is unduly expensive.

47. The Wesleyan Training Institution in Westminster contains 127 inmates, male and female, and the average cost per head is £50 19*s.* 10*d.*

48. We think there is room for economical arrangement, which need not interfere at all with the due comforts, or efficient instruction of the teachers in training. General remarks.

49. Fewer subjects should be taken up, and the pupils in training should be more frequently examined. No classification should be made on the final examination, but advanced classification should depend on efficient school-keeping, and success in education of children.

50. They should attend at the model schools in smaller numbers, their teaching of classes should be more closely watched and tested, they should write short themes on school management, organization, class-teaching, discipline—which should be publicly criticised without any shrinking or tenderness on the part of the professor or head teacher.

51. Finally, the class-rooms or lecture halls should be cleaner and more cheerful—their aspect is depressing and repulsive; a good library and museum of educational appliances, as well as collections of objects of natural history and natural philosophy should be maintained, and the use of the library should be encouraged and promoted; less meagre fare for the mind than the "Books of the Board" should be put before students. This perpetual feeding on husks, stunts and dwarfs the minds of these people. Having no taste for reading, stimulated by good, wholesome and entertaining literature, they are sure to prefer the exciting trash of cheap newspapers and periodicals, and look to them as their chief resource.

52. The "public examination" in this and other model schools is unreal, and ought not to be continued. There is a pretence of unpreparedness; sometimes this is detected by the public, as it frequently would be by those who are acquainted with schools. Flattering the public by the appearance of appeal to their judgment, and assuming that chance listeners are competent to criticize the answers is unworthy of a public department. If a recitation of exercises, which have obtained praise, and a performance of vocal music were accompanied by a declaration of the results of a careful written examination, this would be more satisfactory. A few prizes of real value given afterwards by the Resident Commissioner, would fill up the outline of such a public "examination" as a sensible man might attend without feeling that he was being made a fool of. The examiners in no case should be the teachers of the classes—a teacher examining his own class, when the results are to be made public, is, in fact, sitting in judgment on his own exertions, and the result is what might be expected.

53. The money spent on premiums to the pupils of model schools, who are not in want of any pecuniary assistance, might be more justly and more fruitfully employed in rewarding the *poor* teachers in training (not the privileged monitors and pupil-teachers from model schools, who have already had so much advantage) for proficiency and self-improvement, while in the Marlborough-street training institution.

54. If this training institution is to be preserved for its present purpose of calling up teachers from the country to be "improved" and made more competent, the time of training should be longer. To spend twenty weeks in incessant occupations, wandering from one subject to another, and from one room to another, is hardly the most promising method of changing an inefficient teacher into a competent one. The teaching staff should be completed; it should be set free from troublesome correspondence and official returns. Too much of the time and attention of the Professors is taken up in these things. The attendance of a Professor to enter the children who apply to be admitted at the Model School, for example, which we watched for some time, seems to us a needless requirement.

55. While we recognise with pleasure the skill and genial influence of Mr. Edward Butler, by seniority and standing, the head of the Training Department, we should be glad to have been able to record that the system he has to carry out was thorough and vigorous, that the residence was of sufficient duration, and that the humanizing effect of collegiate life was brought to bear upon the pupils more directly and closely.

56. No system, however carefully devised, which ignores the power to be derived in forming the character from unity of religious conviction, can be effectual.

57. In Marlborough-street, at every turn, religious differences are kept before the pupils. It is no happy family which is divided into these sects, continually separating from each other for religious duties, who cannot even say "Our Father" in common.

58. These young people are not any longer children, fresh and light-hearted; they have learned to

feel already the bitterness and difficulty which religious differences create. Would it not be far better that the training of teachers should be denominational, even if no other part of the system should be altered? This question, so urgently brought before the Commission, and already answered in the affirmative by the Executive Government in Mr. Chichester Fortescue's letter—has been constantly before us. And we wish to record our decided opinion of the impolicy of the present arrangements, while we are glad to do full justice to the scrupulous endeavours of those who are entrusted with the administration to make them as effectual as they can, under conditions essentially wrong in principle. We refer to a few remarks we have made further on about the Kildare-place Training Institution (pp. 827, 828), where, under great difficulties, and on a very limited scale, a much more efficient and satisfactory system is in operation.

59. Further we consider it essential that any plans which may be adopted for the training of teachers shall offer equal advantages to all. This equality, as we conceive, will not result from the establishment of denominational training schools of a preparatory character, while the central institution in Marlborough-street is still maintained upon its present basis to complete the training of the comparatively few, and virtually to exclude the majority of teachers.

60. Improvements in the training of teachers have been from time to time proposed to the Board. We refer here to two which seem to us justly admissible as evidence that the active officers of the Board have been anxious to widen and improve the present system.

61. 1. Mr. *Keenan* in his report to the Board for 1858 had made the following remarks on the inadequacy of the existing Training Department.

Training.—The only branch of the National system which is really inadequate to the wants of the country, is that recognized as the Training Department, and of all the agencies in operation in the system, this department is, perhaps, by far the most vital and important.

Of the 1,025 teachers in my circuit only 60 per cent. of the masters, and 49·3 per cent. of the mistresses have been trained. A large number of unprepared, and, in many instances, poorly qualified persons are therefore in charge of schools. For the supply of trained teachers we are dependent upon one normal establishment, which is plainly incommensurate to the wants of between five and six thousand schools. It may be said that the model schools are so many training schools, producing every year large numbers of skilful masters and mistresses, but the fact is, that we profess to prepare only monitors and pupil-teachers in these institutions. In some of the model schools the monitors and pupil-teachers attain to a high order of skill and education, but training in the strict and comprehensive sense of the term is not attempted. I am of opinion, however, that it ought. I think that each of our model schools ought to be a training school, an institution in which a person could receive the philosophical and professional training requisite to make him an accomplished teacher. The minor object of training pupil-teachers and monitors, I would hand over entirely, as is done in England and other countries, to the masters and mistresses of good ordinary National schools. Nor would I confine the training of teachers to institutions belonging exclusively to the State, and wholly governed or managed by the Commissioners.

Perhaps I may be permitted to advance a reason or two for entertaining this view. In the first place, the model schools are anything but equally distributed over the face of the country; and experience shows that their influence does not travel much beyond the limits of the districts in which they are situated. For instance, there are at present, in my circuit of ten districts, *thirty-nine* teachers who had been pupil-teachers or monitors in model schools, and thirty-one of them are employed in the only districts, Trim and Bailieboro' in which there are model schools, whilst the remote districts of Westport, Swineford, and Roscommon, having 231 schools in them, are without a single ex-pupil-teacher or monitor of a model school. It is plain that besides the inequality of their distribution, the number of existing model schools is wholly inadequate to the wants of the country. I would, therefore, leave it to private enterprise to extend the number of such institutions, to establish them wherever philanthropy would suggest or local circumstances show, that they might be required. By opening up in this manner the model school system, the field of their development would be widened, and their usefulness and efficiency materially promoted. The literature of education would also, I conceive, derive incalculable advantage from the adoption of this plan. Public officials, especially in Ireland, and under such a system as ours, are scarcely at liberty to enter upon the speculative and debateable questions involved in the discussion of the science of education. The managers of non-vested model schools would suffer from no such embarrassments, and, from the competition which local enterprizes would doubtlessly inspire, an extensive and valuable literature—reports, essays, and school manuals might naturally be expected to emanate.

The details of the practical working of the scheme could be easily regulated.

In the district model schools there would be very little occasion for a change of arrangements. Additional dormitories, &c., would have to be provided, so as to accommodate eighteen or twenty students in each school. The only increase to the existing staff of officers which it would be necessary to make would be the appointment in each school of a training master, who should also be lecturer on the principal branches of science and literature, and be head of the whole institution. The scholarships or places should, except in rare cases, be open as prizes to monitors who would have completed their period of service in ordinary National schools. The course of training should extend to three years, and for each year there should be a clearly defined amount of business to be performed. The district model schools alone would, I estimate, produce about thirty fully trained teachers annually.

In respect to the constitution of the non-vested model schools, I would suggest a very simple code of regulations. As in the case of an ordinary National school, a non-vested model school should, during school hours, be open to children of all persuasions, and proselytism in any form should be rendered impossible; but the boarding and lodging of the students, being a private undertaking, might be conducted on whatever principle and discipline, moral and religious, the promoters of the school might choose to adopt. To obtain for a school the rank of a "non-vested model school" it should be only necessary to show that its resources would be equal to the task of training up teachers; that its attendance, mechanical appliances, and organization would be ample enough and complete enough to afford the students opportunities of practising the art of teaching; that its conductors would have the requisite scholarship and skill to instruct the students; and that suitable accommodation should exist for the lodging and boarding of the inmates. The minimum number of students to constitute a non-vested model school might be fixed at eighteen or twenty, and should the number fall below the minimum no recognition should be made of the establishment beyond that of any ordinary National school. An examination of the students should be held once a year, and a grant of some fixed sum, by way of reimbursement to the superiors of the schools, should be made for each student whose answering would be satisfactory. The grant for each student might correspond in amount to the sum

expended on a student in one of our own model schools, which would be about £20. For very superior merit I would, however, add to the grant a few pounds available to the student himself. In concluding my observations on this important suggestion, I beg to urge its adoption by the Commissioners on the double ground of creating a stimulus to thought and action in the working out of the practical details of education, and of supplying a great want, which, owing to our inadequate means of training teachers, would otherwise long remain an imperfection in the National system.

62. EXTRACT from the MINUTES of the BOARD of NATIONAL EDUCATION, dated 2nd December, 1859.

Present:—Right Hon. M. Brady, Lord Chancellor; Marquess of Kildare; Sir T. N. Redington, K.C.B.; Robert Andrews, Esq.; James Gibson, Esq.; Right Hon. J. Hatchell; Right Hon. A. Macdonnell.

The Secretary lays before the Commissioners Mr. Keenan's report, proposed to be included in the Appendix to the Twenty-fifth Report, and calls attention to the passage at pages 183-4, designated "training."

Ordered—That the passage read be expunged, and that Mr. Thom be authorized to cancel the sheet in which it is contained, it appearing to the Commissioners that the plan proposed by Mr. Keenan for the establishment of *non-vested* model schools involves an organic change in the system.

The Commissioners also decline to sanction Mr. Keenan's further proposal that the present district model schools should be altered in their constitution, so as to serve as training schools for National teachers in addition to the other objects they were designed to carry out.

63. Professor *Butler* also presented to the Commissioners the following memorandum:—

Object of the Training Institution.

The Central Normal Establishment have been provided for—

(*a*) Training teachers; and—

(*b*) Educating persons who are intended to have charge of schools.

The distinction between these two classes should be more clearly defined in the training course than has been done hitherto, both as to business and time in training.

For this purpose the students in training should be divided into—

I. A teachers' class;

II. A candidates' class.

The former to consist of actual teachers of schools, principals or assistants, the latter of pupil-teachers and paid monitors, who have completed their course in a satisfactory manner, and of other young persons of suitable age and qualifications, who purpose becoming teachers of schools.

Two courses of five months for teachers.

For the *teachers' class*, a five months' course, as at present, should be provided. Considering the difficulties teachers experience in obtaining proper substitutes, the family discomforts and pecuniary losses, many of them have to submit to during the short period they now remain in the training establishment, and the detriment their schools suffer during their absence, to prolong for this class the course of training would be to exclude many from ever becoming practically acquainted with the improved methods of teaching, with the best plans of school organization and management, and thereby retard for many years the progress of a very large number of schools.

One course of ten months for candidates.

For the *candidates' class*, on the other hand, the course may properly and most beneficially be extended over a period of ten months. The objections which can be urged against a long course of training in the case of actual teachers of schools, will not apply to the young persons included in this class, who will be free from the responsibilities of a school or cares of a family, and to whom a year's residence under instruction will be unattended with any drawback.

Numbers in training.

With the accommodation at present available in the training establishments, the numbers of males and females in each class might be as follow:—

	Males.		Females.	
Teachers' class—(five months,)	70		50	
Candidates' class—(ten months.)				
Pupil-teachers and paid monitors, ...	25	40	15	25
Others, ...	15		10	

There would thus be 240 teachers (140 males, and 100 females) trained each year, besides 65 candidates (40 males and 25 females.)

Selection of persons for training.

The teachers, pupil-teachers, and paid monitors should be recommended as heretofore by the Head and District Inspectors. The other places in the candidates' class (15 males and 10 females) should be filled by competitive examination, among young persons recommended by the Inspectors or local patrons.

Instruction given in the Training Institution.

In a letter addressed to the professors on the 23rd January, 1847, the Commissioners direct that the professors "take into mature consideration what alterations it may be necessary to adopt in order to abridge and simplify the course of instruction for teachers in training, in order that their attention may be *principally* devoted to those branches which are *most essential* to an efficient performance of the duties devolving upon them as teachers of the poorer classes."

The main guiding principle by which the amount and kind of instruction to be imparted in the training department should be determined, is here most distinctly defined; and the subjects most essential to teachers of primary schools are easily singled out.

Mode of instruction.

The mode in which this instruction is to be communicated must depend upon the attainments of the persons under training, and their capability of receiving and retaining the instruction which is given to them.

Of those who come to the Central Normal Institution, it can be said that they have not acquired those habits of thought, or that amount of mental discipline, which are necessary for the retention and digestion of the instruction delivered to them by lectures. For most of them the food should be broken up and given out bit by bit; every step and detail should be gone over several times by each; the teaching in a word must be of an individual, personal, tutorial character, and not professional. Grinders, and not professors, are required for the due performance of this work.

Another point which must be kept in view is that the attainments of the persons in training are so widely different in degree, that it is all but impossible to adapt the lecture to the capacities of the hearers. If it is of so elementary a character as to be within the grasp of the less advanced, much valuable time is lost by the more forward pupils; if, on the other hand, it aims at instructing the latter, the former are discouraged, lose all hope of success, and every interest in the business.

These considerations point to a subdivision of the classes in training into small sections, as the great desideratum at present required. If it were introduced, persons of nearly equal attainments would be grouped together, and worked on step by step from the precise stage they have reached; the progress of each group would be steady and continuous; no one would be unnecessarily delayed by the shortcomings of his neighbour; and all would acquire a better grounded and more thorough mastery of the subject.

Not that lectures should be wholly superseded, they will always be found of great use in breaking new ground, or in summing up and grouping the results at the end of the journey; but the interval should be filled up, and the actual inculcation and practical acquisition of the matter to be learned should be effected by individual teaching, by *grinding*, as it is called.

As an additional reason for this individual teaching in preference to the professional, it may be urged that most of the branches of primary importance to teachers of schools for the poorer classes cannot be thoroughly taught by lecture; for instance, spelling, English grammar, and composition, geography, arithmetic, and mensuration, &c. Most of those admitted to the training establishment have no doubt acquired a fair knowledge of these branches, but it is rather a school-boy's knowledge, than the accurate, well grounded, practical knowledge which will render their teaching effective. In one point, however, the deficiency is very great, namely, in English composition, and in this respect no permanent improvement can be expected, except by frequent written exercises, carefully corrected and re-written.

Staff required. To carry out in the Central Normal Institution the views put forth in this paper, there would be required—

Two heads, or superintendents, or professors (one Protestant, and one Catholic), and seven first-class teachers (four male and three females.)

The superintendents, or heads would have the general superintendence of the training establishments and central model schools, and the direction and control of the instruction given to the persons in training. They would give the requisite lectures, appoint the work to be done in the several sections by the *training teachers* under them, watch over and take part in the instruction of the different classes.

The head teachers of the central model schools would continue, as heretofore, to give lessons on school organization and management, and to have the care and supervision of the students in training, while engaged in the schools in the practice of teaching. Two hours on each Monday, Wednesday, Thursday, and Friday, are now spent by each teacher in this way. The practice of teaching and the arrangements introduced in this course are such that every teacher is present in the model schools, and takes part in the business carried on there, eight days in each month, instead of eight hours a month, as in previous courses.

The instruction in agriculture, drawing, music, household economy, and needlework, would continue as at present.

Should the Board at any future time deem it desirable to have externs, or to increase the accommodation for interns, all that would be required in the literary department would be an additional first-class teacher for every twenty-five persons added to the number specified in the third paragraph.

No reference is made in this paper to the special class. I would propose that it cease to exist on its present footing, and be merged with the candidates' class, from which a larger supply of equally well qualified teachers could be forthcoming.

(Signed), EDWARD BUTLER, Training Department.

14th December, 1868.

CENTRAL MODEL SCHOOLS.

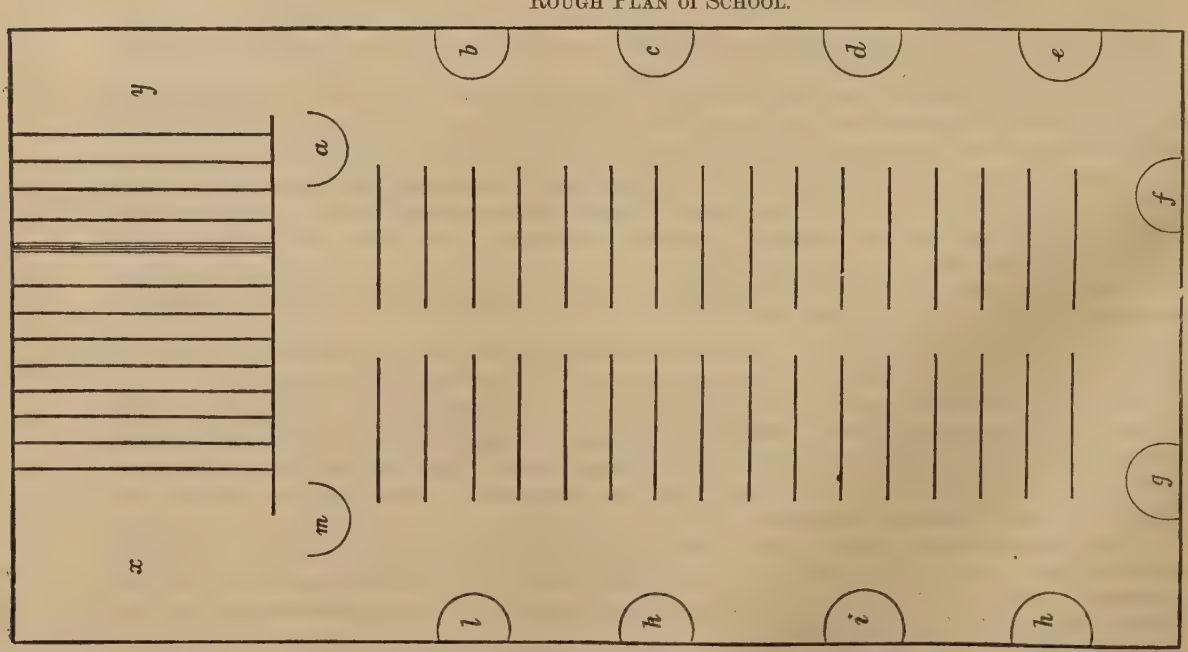
Boys' school. 64. BOYS.—The following account of the school and its complex organization was furnished to us by Mr. Joyce, the zealous and efficient head master:—

ORGANIZATION.

Organization. The system of organization is quadripartite or four-part. The pupils are divided into four great sections, which are always kept equal, or nearly so, in numbers.*

The following will give a general idea of their positions and movements during the day, which will be better understood by reference to the plan of the school.

ROUGH PLAN of SCHOOL.



The pupils of two sections (half the entire school) are at draft lessons round the room at the same time, but at the other lessons the same two sections separate, one going to the desks, and the other to the galleries: at

* There is another half section (one-ninth of school) not included here; it consists of one of the highest classes, the pupils of which are taught in a detached room, and take no part in the general movements of the school.

the next desk-and-gallery lesson for the same two sections, their positions are reversed, the section that sat last time in desks now taking the galleries, and *vice versâ*.

At every lesson during the day, therefore, the pupils are disposed in the following manner:—half are standing round the room, one-fourth are sitting in desks, and one-fourth in galleries; and at the movement after each lesson, the two sections that have been on the floor separate into desks and galleries respectively; while the two that have been in desks and galleries now both stand round the room to the draft circles. The following scheme will render this clearer. As there are altogether eight lessons, each draft, as well as each child, receives during the entire day, two lessons in desks, two in galleries, and four at the draft circles.

	1st Section.	2nd Section.	3rd Section.	4th Section.
1st Lesson, . .	Floor.		Gallery.	Desks.
2nd ,, . .	Gallery.	Desk.	Floor.	
3rd ,, . .	F.		D.	G.
4th ,, . .	D.	G.	F.	
	Play.			
5th ,, . .	F.		G.	D.
6th ,, . .	G.	D.	F.	
7th ,, . .	F.		D.	G.
8th ,, . .	D.	G.	F.	

SUBDIVISION of SCHOOL TEACHING STAFF. Staff.

The preceding is so far a general description of the four-part system; but in its application to this school, there are several peculiarities which it will be necessary to notice.

Each of the four sections is subdivided into two equal divisions: that is, eight divisions in the whole school (not including fifth class pupils who form a *ninth* division), each with from 45 to 50 pupils on roll, or with about 35 or 40 actually present, who are formed into three drafts of about twelve each.

1st Section,	1st	Division consists of	9th, 8th, and 7th	Drafts of	Second Class.
	2nd	do.	6th, 5th, and 4th	do.	
2nd Section,	3rd	do.	3rd, 2nd, and 1st	do.	
	4th	do.	9th, 8th, and 7th	do.	Third Class.
3rd Section,	5th	do.	6th, 5th, and 4th	do.	
	6th	do.	3rd, 2nd, and 1st	do.	
4th Section,	7th	do.	6th, 5th, and 4th	do.	Fourth Class
	8th	do.	3rd, 2nd, and 1st	do.	
	9th	do.	3rd, 2nd, and 1st	do.	Fifth Class.

Over each division there is placed a teacher assisted by two monitors,* or by one pupil teacher and one monitor. The head teacher of each division has the entire teaching and management of it, subject only to the head master; he has no further duty or responsibility that might in any degree divert his attention from the teaching of his own three drafts, so that he is entirely accountable for their proficiency. His two assistant monitors are also for the time being attached permanently to his division; each has a draft of his own, for the proficiency of which he is to some extent accountable to his own teacher; and it is part of his duty also to arrange the judgment books, assist in the correction of the written exercises, and write out the weekly lesson sheets of his draft. Each head teacher of a division has his own set of rolls. He calls them every day, and enters the attendance in one common report book.

This arrangement of breaking up the school into nine divisions is attended with this one great advantage, that it perfectly concentrates the attention of each teacher, and renders him completely responsible for the state of his own division. For in the first place, he has only about forty children to attend to; secondly, they are nearly all on the same level of proficiency in all the subjects; and thirdly, they are always together immediately under his eye, viz., either standing at the three draft circles, sitting in one place at the desks, or receiving a collective lesson from him in the gallery.

As there are altogether (including fifth class) nine divisions, nine teachers are required, while there are only four assistant masters in the school. To meet this difficulty, when the present system of organization was adopted, five of the best pupil teachers were selected and placed over the lower divisions, while the four assistants took charge of the four higher. This was in the beginning, tried only as an experiment, for it was felt that there might be some risk in placing five-ninths of the school under the management of pupil-teachers. Any doubts that might have been entertained in the beginning, however, were soon set at rest; these young persons have proved themselves quite equal to the responsibility imposed on them; they work their divisions with zeal and spirit, and the experiment has been attended with complete success.

The different teachers are of course accountable for the state of their divisions to the head master, who is constantly teaching and examining the drafts, and directing the whole machinery; so that any remissness or error of judgment is sure to be at once detected and remedied.

* With one exception.

Positions.

Positions of Divisions and Drafts.

At the first lesson—half-past ten to eleven—the divisions are placed in the following way:—the four lower divisions forming two sections, or half the whole school, stand at the draft circles: viz., the first or lowest division at the three circles, *a*, *b*, *c*; the second at *d*, *e*, *f*; the third at *g*, *h*, *i*; and the fourth at *k*, *l*, *m*. The lowest draft of all stands at *a*, and the drafts ascend in regular succession to the highest at *m*. The two next divisions are in the two galleries, viz., the fifth or lower division in the left hand gallery, *x*, and the sixth in the other *y*. The remaining two divisions (the two halves of fourth class) sit in the desks, the seventh or lower division, occupying those between *n* and *o*, and the eighth those from *p* to *q*. The pupils of a division are always sent to the same gallery at their gallery lessons, to the same desks at their desk lessons, and to the same draft circles at their floor lessons. Moreover the higher of the two divisions that sit at the desks together, always occupy the left hand side, and the lower the right; and of the two divisions that go to the galleries, the higher always takes the gallery at *y*, and the lower that at *x*.

The school changes at eleven. During the next half hour (eleven to half-past eleven), the divisions occupy positions exactly corresponding with those from half-past ten to eleven; the four higher divisions standing round the room at the same twelve circles that the four lower divisions have just left, while the latter go to occupy the desks and galleries, in exactly the same way that they were occupied during the past half hour by the four higher divisions. It will not be necessary to point out the positions of the different divisions during the remaining two half hours up to play-time at half-past twelve, as they will be readily understood by an inspection of the little scheme at page 817.

So far as the movements and positions of the classes are concerned, the latter half of the day (from one to three) is an exact counterpart of the first half (from half-past ten to half-past twelve); all the divisions begin at one o'clock, in the same way as they began at half-past ten, and go through the very same movements afterwards.

Lessons.

Length of Lessons.

All the lessons during the entire day are half an hour long, with the exception of those on drawing. There is a departure from the general arrangements now described, every time that a class receives a lesson in this subject, but it is so trifling, as to interfere only very slightly with the ordinary positions and movements. The drawing lessons are all one hour in length. Besides this the subject is taught in large detached class-rooms; so that the children who are under instruction in this branch, are entirely withdrawn from the school-room for one hour. By bearing this in mind, it will be easy, from an inspection of the time table, to form an idea of the extent to which drawing interferes with the general school arrangements.

The result of the half-hourly changes is that each individual child is sitting and standing alternately during the entire day, half an hour at a time; and at each change of place there is also a change of subject. Half hour lessons are found to be sufficiently long, if both teachers and pupils work unremittingly during the whole interval, as they do here; by the time they are beginning to have enough of the subject, and to feel perhaps the first symptoms of fatigue, they are relieved by a march of a minute or two, and by a total change of place, position, and subject.

Pupil-teachers and monitors.

Pupil-teachers and Monitors.

There are in this school twelve pupil-teachers and twelve monitors. The pupil-teachers are of three classes: four in first class, who are paid each £20 a year; four in second, £16; and four in third, £12. There are also three classes of monitors at £8, £6, and £4, respectively. The pupil-teachers and monitors are not boarded or lodged in the establishment; they all live at home like monitors in ordinary schools.

The monitors are chosen from the pupils of the fifth class by competitive examination. When a vacancy occurs, the head teacher nominates a number of boys to compete, generally not more than six, selected from all the schools, who are examined by the professors, and the best answerer is appointed. None are allowed to stand who do not exhibit an aptitude for teaching and commanding.

All below an outgoing monitor, are advanced in grade in the order of seniority, and the last appointed steps into the lowest place. There may be exceptions, however; should any of them have given sufficient cause of complaint, he is deprived of his promotion, and the next below him steps beyond him; this has been acted upon, on several occasions, and it is a very effectual check on their conduct. An advance in grade does not involve an increase of salary, except in the case of a monitor who has been at the head of his class, and whom, consequently, one step of promotion places in the class next above.

The pupil-teachers are appointed by competitive examination from among the monitors of all the schools, and they are subjected to the very same rules regarding seniority of promotion. It is only the best of the monitors who are nominated to stand for pupil-teacherships; no monitor who has not given satisfaction, or who has not shown a decided turn for teaching, is allowed to compete.

Seven of the pupil-teachers are selected for special posts. The best of all is appointed to teach all the monitors and the remaining five pupil-teachers; five are at the head of divisions, and one is employed to assist the head master in clerking and other routine duties, which in this school are very heavy. The remaining seventeen pupil-teachers and monitors are distributed among the nine divisions of the school, two to each of eight, and one to the remaining division.

Pupil-teachers and monitors combine the functions of both pupils and teachers. In the latter capacity, each teaches his own draft whenever, during the day, the teacher of the division requires his services. There are other duties, also, in which they have to assist the head teachers of their respective divisions; such as correcting written exercises, arranging and distributing copy-books and pens, making up the judgment books, writing the weekly lesson tablets, &c.

The post of teacher to this class is intrusted to one of the pupil-teachers, who is selected from among those who have had charge of divisions, and who has distinguished himself for his superior scholarship and skill in teaching. All the pupil-teachers and monitors, except those in charge of divisions—seventeen in all—are placed under his instruction, and his whole time is devoted to them. There is no special time set apart for the individual monitors to receive instruction, but they come to him whenever, during the day, they are not employed in teaching, or in any other of the duties connected with their divisions. They are on an average nearly half the school time under instruction (including drawing), and the rest of their time at their respective duties.

The seven pupil-teachers who are selected for special posts, are taught in the morning between 9¼ and 10 o'clock by the assistant masters, who take the task in turn, each having a subject of his own. During the day also, while their classes are taught at the draft circles, they are allowed to study for some time, each, however, sitting near his own division to prevent irregularity, and to see that his drafts are properly attended to.

The head master keeps a constant eye on the instruction of the monitors, and examines them in the various subjects from time to time to see that they are progressing satisfactorily in their studies, and that their teacher

is discharging his duty properly. He also frequently takes the whole of the pupil-teachers and monitors together to give them some practical instruction relating to methods of teaching or their other school duties, to correct faults in conduct or method, or to lecture them on breaches of duty. From 1 to 1½ o'clock on Thursdays (when the pupils of the whole school are at a collective lesson in singing) they are all taken to one of the class-rooms and examined by one of the assistant masters on a portion of the "Handbook of School Management."

All the pupil-teachers and monitors should be in attendance every morning not later than 9¼ o'clock. There is an attendance book, in which they sign their names as they arrive, and the time of arrival; at 9¼ a line is drawn, and all whose names come after this are late. In order to ensure punctuality, the late comers are fined one penny for every five minutes after 9¼ o'clock.

Promotion.

Promotion.

There is a programme for the special use of this school (attached), in which are set forth the subjects or portions of subjects that the pupils of each division are learning, and in which they are, of course, expected to attain a respectable proficiency.

All promotions from one division to another are made by examinations, which are to some extent competitive. The teacher of the lower division, having selected from his best draft as many boys as he thinks sufficiently prepared, sends them to the teacher of the next higher division for examination. The latter examines them carefully in the prescribed subjects, dwelling especially on reading, arithmetic, and spelling; he marks down the individual answers of each candidate, and in the end he selects those who have made a sufficient number of successful answers, and rejects the others. The teacher of the lower division should, as a rule, be present, to see that the questions are not too difficult, and that in all respects his boys get fair play. Examinations for promotions take place only on Friday or Saturday.

This arrangement regarding promotions is one very effectual agency in maintaining the proficiency of the classes. No teacher will allow a boy into his own division from a lower, unless he find him satisfactorily prepared, and that for two sufficient reasons—first, he will be expected to advance all such boys through his own three drafts, and prepare them for the next higher division in a reasonable time; and secondly, he is at all times obliged to maintain the proficiency of his own three drafts, up to the standard of the programme.

There is another view of the matter. The places of all out-going pupils are supplied by others who are admitted on the first Monday of every month. But, with few exceptions, all new pupils have to be placed in second class; comparatively few are found fit for third, and scarcely one in fifty for fourth or fifth. The waste from the two highest classes therefore must be altogether supplied by promotions, and the same is in a great measure the case with third.

All the divisions are expected to be equal or nearly so. If a teacher were to neglect his duty, his own division, even without any examination from the head master, would soon show it. For while he fails to prepare a sufficient number of boys for removal from his division, the usual number are removed into it, and as a consequence the division swells beyond its natural size. Whenever this occurs, and it does occur occasionally, it becomes the business of the head master to direct the attention of the teacher to the inconvenient size of his division, and to the necessity of preparing some of his head boys for removal. This consideration alone is found to be a very severe stimulus to the teachers, and would of itself render vigilance and hard work a necessity.

The pupils are even still more under its influence. Advancement from draft to draft, and especially from one division to another, is always an object of ambition with them, and they commonly work hard to attain it; the conditions to be fulfilled which are strictly enforced, require the co-operation of the pupil, but they are nothing more than what might be expected from any boy of average ability. Such in general is their anxiety to succeed at the examination, that you may sometimes see a boy, who from any cause has failed to pass, return to his class crying bitterly at the disappointment.

One or more removals are commonly made from each of the drafts on every Saturday, and in each draft there are usually several—say four or five—expectants, twenty or twenty-five per cent. of all the pupils of the school, are therefore every week in expectation of being promoted, and of course exerting themselves more or less to fulfil the necessary conditions.

It will be seen from this how great an influence is exerted by these promotions in the school in general, in securing from the pupils regular attendance, good conduct, and attention to lessons. A pupil must literally fight his way at every step of his upward progress through the school; and the boy who has in this manner reached the highest class has received a very important training in self-exertion and perseverance.

Arrangements for Visits of Teachers in Training.

Visits of teachers in training.

The teachers in training are in two divisions, junior and senior; and the professors have made the following arrangements for their visits to the schools: senior division in schools in the forenoon (10½ to 12½) and at lectures in the afternoon (after one o'clock), junior division at lectures in the forenoon, and in schools in the afternoon (one to three o'clock). This continues for a fortnight, at the end of which they change places, the senior division going to lectures in the forenoon, and to the schools in the afternoon, and the junior division the reverse. They change in this manner fortnight about, during the whole course of training. The visiting days are Monday, Wednesday, Thursday, and Friday.

The head master distributes them to the schools in the following way. All the boys' schools naturally divided themselves into thirteen divisions, as follows:—

See Programme of No. 1 School attached.	1st Division	=	1st Division of		
	2nd do.	=	2nd do.		
	3rd do.	=	3rd do.		
	4th do.	=	4th do.		
	5th do.	=	5th do.		No. 1 School.
	6th do.	=	6th do.		
	7th do.	=	7th do.		
	8th do.	=	8th do.		
	9th do.	=	9th do.		
	10th do.	=	whole of No. 2 School.		
	11th do.	=	whole of No. 3 School.		
	12th do.	=	whole of No. 4 School.		
	13th do.	=	whole of No. 5 School.		

To correspond with these, each division of the teachers is divided into thirteen sections of about three teachers to each in the average. At the beginning of the training course, the teachers of each section attach themselves to each division of the schools (section 1 to division 1, &c.), where they remain for one week (*i.e.* the four days above mentioned); at the beginning of each succeeding week they shift a place upwards, and in

this way they go through the entire school in thirteen weeks. They then begin the same round, remaining half a week with each division, which brings them to the end of the course.

While in the schools they are occupied (1) teaching or otherwise assisting in the school business, (2) observing methods of teaching, (3) writing notes. They are employed in teaching or correcting exercises about half the time, *i.e.* one hour each day. The pupils' exercises could be better corrected by the regular staff of the school as they have a better knowledge of the children; nevertheless the teachers in training are made to assist in order to train them how to do such work, and to show them that children can and ought to bring paper exercises every day.

While they are teaching, the head master so far as his other avocations permit, goes among them, correcting what is wrong and showing what is right. One of the professors generally attends between two and three o'clock also, to hear them teach, and to ascertain how far they carry out the instructions they receive at lecture.

In the beginning of the course they are furnished with note books in which they write down their observations in the schools and classes. The head teacher directs and encourages them to give their opinions freely in all they see; to write down everything worthy of observation, whether for censure or approval; and at the end of the first round of visits, he takes their books, reads carefully through their notes, and before they leave returns each to the owner. These notes enable the head teacher to see how far they have observed the working of the schools; and assist him in forming an estimate of the different writers.

P. W. JOYCE.

Time table.

65. TIME TABLE of CENTRAL MALE MODEL (No. 1) NATIONAL SCHOOL.

GENERAL OR COMBINED ORDINARY INSTRUCTION.

From of to of

General or Combined Ordinary Instruction begins at 10½ o'clock, and closes at 3 o'clock on the following days:—Monday, Wednesday, Thursday, and Friday. Tuesday, begins at 12½, and ends at 3. Saturday, begins at 10½, and ends at 12½.

OCCUPATION of SCHOOL TIME.

		Divisions 1 & 2.		Divisions 3 & 4.		Divisions 5 & 6.		Divisions 7, 8, & 9.	
9	9.50	Morning Class (attendance voluntary).							
10	10½	Religious Instruction.							
10½	11	Home Lessons.			F.	Arithmetic.	G.	Writing.	D.
11	11½	Arithmetic.	G.	Writing.	D.	Home Lessons.			F.
11½	12	Reading (Grammar on Wednesday for Divs. 3 & 4).			F.	Dictation. Writing on Friday.	D.	Arithmetic and Extra Branches.	G.
12	12½	Writing.	D.	Geography.	G.	Reading (Grammar on Wednesday).			
12½	1	Play.							
1	1½	Arithmetic—Wednesday, Friday. Reading—Monday, Thursday.			F.	Geography.	G.	Dictation.	D.
1½	2	Geography.	G.	Dictation.	D.	Arithmetic—Wednesday, Friday. Reading—Monday, Thursday.			F.
2	2½	Reading—Wednesday, Friday. Arithmetic—Monday, Thursday.			F.	Writing.	D.	Geography.	G.
2½	3	Dictation.	D.	Arithmetic.	G.	Reading—Wednesday, Friday. Arithmetic—Monday, Thursday.			F.
		N.B.—From 1 to 1½ on Thursday, Singing taught to whole school except Fifth.							

(NOTE.—School opens at o'clock each morning, when teacher attends for admission of pupils, &c.)

RELIGIOUS INSTRUCTION.

Religious Instruction, which consists in ——————

begins on Monday, Wednesday, Thursday, Friday, and Saturday, at 10 o'clock, and ends at 10½ o'clock; and on Tuesday, 10 o'clock to 12 o'clock.

Divn.	Consists of
1	Drafts 9, 8, 7 of Second Class.
2	„ 6, 5, 4 „
3	„ 3, 2, 1 „
4	„ 9, 8, 7 of Third Class.
5	„ 6, 5, 4 „
6	„ 3, 2, 1 „
7	„ 6, 5, 4 of Fourth Class.
8	„ 3, 2, 1 „
9	„ 3, 2, 1 of Fifth Class.

VACATIONS.

Easter, from —————— to —————— No. of days ——————

Midsummer, from —————— to —————— „ ——————

Christmas, from —————— to —————— „ ——————

HOLIDAYS.

RATES of PAYMENT are as follows:—

For children of First and Second Classes, per quarter.
„ children of Third Class, . . . per do.
„ children of Fourth Class, . . . per do.
„ children of Fifth Class, . . . per do.
„ children learning Extra Branches, . per do.

} 5*s.*, 2*s.* 6*d.*, 1*s.* per quarter, according to the circumstances of the parents.

☞ The children of such parents as are unable to pay these, may, on application to the Patron or Committee, be admitted at *reduced* rates proportioned to their means—the COMMISSIONERS OF EDUCATION recommending that at least 6*d.* a quarter be paid the teacher for each child, either by its parents or friends, or from the patrons of the school.

NAMES OF TEACHERS.

Time Table of Central Male Model (No. 1) National School.

General or Combined Ordinary Instruction.

From of to of

General or Combined Ordinary Instruction begins at o'clock, and closes at o'clock on the following days:—Tuesday and Saturday.

Occupation of School Time.

Time.		Tuesday.							
From	To	Divisions 1 & 2.		Divisions 3 & 4.		Divisions 5 & 6.		Fourth and Fifth.	
9	9.50	Morning Class (attendance voluntary).							
10	12	Religious instruction.							
12	12½	Play.							
12½	1	Writing.	D.	Geography.	G.	Repetition of poetic pieces.			
1	1½	Arithmetic.			F.	Arithmetic.	G.	Writing.	D.
1½	2	Words of School Songs.	G.	Drawing.	D.	Grammar.			F.
2	2½	Reading.		Grammar.	F.	Drawing.	D.	Arithmetic and extra branches.	G.
2½	3	Drawing.	D.	Arithmetic.	G.	Drawing.	D.	Arithmetic and extra branches.	F.
		Saturday.							
9	9.50	Morning Class (attendance voluntary).							
10	10½	Religious instruction.							
10½	11	Examination on week's lessons.			F.	Geography.	G.	Writing.	D.
11	11½	Arithmetic.	G.	Writing.	D.	Examination on week's lessons.	F.	Arithmetic and extra branches.	F.
11½	12	Reading.	F.	Grammar.	F.	Writing.	D.	Arithmetic and extra branches.	G.
12	12½	Writing.	D.	Geography.	G.	Grammar.			

(Note.—School opens at o'clock each morning, when Teacher attends for admission of Pupils, &c.)

Religious Instruction.

	Singing.			Drawing.		
	Time.		Class.	Time.		Class.
	From	To		From	To	
Monday,	10½	11	Divisions 5 and 6.	10½	11½	Fifth and Division 1.
	11½	12	Division 9.			
	12	12½	Divisions 3 and 4.			
Tuesday,	–	–	—	1	2	Fifth and Divisions 3 and 4.
				2	3	Divisions 2, 5, and 6.
				3	4	Pupil-teachers and Monitors.
Wednesday,	–	–	—	–	–	—
Thursday,	1	1½	Whole school (except fifth.)	10½	11½	Pupil-teachers and monitors with select class of pupils.
				11½	12½	Fourth class.
Friday,	11½	12	Division 9.	1	2	Fourth and Divisions 3 and 4.
	12	12½	Divisions 3 and 4.	2	3	Divisions 2, 5, and 6.
	1	1½	Divisions 5 and 6.			
	1½	2	Divisions 1 and 2.			

CENTRAL MODEL (MALE No. 1)

	FIRST DIVISION. (*Three lowest Drafts of Second*).	SECOND DIVISION. (*Three middle Drafts of Second.*)	THIRD DIVISION. (*Three highest Drafts of Second.*)	FOURTH DIVISION. (*Three lowest Drafts of Third.*)	FIFTH DIVISION. (*Three middle Drafts of Third.*)
LESSON BOOKS,	Second Book to page 92.	Second Book to page 181.	Second Book.	Third Book to page 102.	Third Book to page 211.
ARITHMETIC, .	Addition, Subtraction, and Multiplication. Tables:—Mult., Pence, Money, Avoir. Not. and Num. to six places. To add five small numbers.	Four Simple Rules. Tables:—In Addition to 1st Division, Long and Liquid Measure. Notation and Numeration to seven places. To add six small numbers.	Addition, Subtraction, and Multiplication(by one figure) of Money. Notation and Numeration. To add six sums of Money.	Simple and Compound Rules. Reduction (Asc. and Desc.) of Money. To add seven sums of Money.	Reduction of Weights and Measures. To add eight sums of Money.
GEOGRAPHY, .	Form, Motions, and Magnitude of Earth; Continents, Oceans; Chief Countries, Islands, and Seas of World. Counties of Ireland.	In addition to 1st Division, the Chief Mountains and Rivers of World. Counties, Rivers, and Principal Towns of Ireland.	Form, Motions, and Magnitude of Earth. Great outlines of Map of World, *i.e.*, Chief Countries, Mountains, Rivers, Peninsulas, Isthmuses, Islands, Lakes, Seas, Bays and Straits. General View of Ireland.	In addition to Third Division, the Boundaries, Countries, and Capitals of Europe.	In addition to Fourth Division, General View of Europe.
POETRY, . .	Five pieces, selected from Second Book, up to page 92.	Ten pieces, selected from Second Book, up to page 181.	Fifteen pieces from Second Book.	Five pieces from Third Book up to page 102. The pieces learned in Second Book.	Ten pieces from Third Book up to page 211. The pieces learned in Second Book.
MATERIALS FOR HOME LESSONS.	Spelling:—From Reading Lesson. Tables. Paper Exercises:—Sums or Transcription. Poetry.	Same as First Division.	Spelling:—From Reading Lesson. Tables:—Weights and Measures. Geography:—Portions of page 23 to page 29; Chief Towns of Europe; General View of Ireland. Paper Exercises:—Sums or Transcription. Poetry.	Spelling:—From Reading Lesson. Tables:—Weights and Measures. Geography:—Page 17 to 29; General View of Ireland and Europe. Grammar:—Simple portions of large type to end of Noun. Paper Exercises:—Sums, Transcription, or Letter. Poetry.	Spelling:—From Reading Lesson. Geography:—Page 17 to 29; General View of Ireland and Europe. Grammar:—Simple portions of large type to end of Pronoun. Paper Exercises:—Sums, Transcription, or Letter. Poetry.
GRAMMAR, .	—	—	—	Parts of Speech.	Parts of Speech; Inflections of Nouns; Comparison of Adjectives.
MENSURATION,	—	—	—	—	—
BOOKKEEPING,	—	—	—	—	—
EUCLID, . .	—	—	—	—	—
ALGEBRA, .	—	—	—	—	—
HISTORY, . .	—	—	—	—	—
NATURAL PHILOSOPHY.	—	—	—	—	—

SCHOOL.—PROGRAMME.

SIXTH DIVISION. (*Three highest Drafts of Third*).	SEVENTH DIVISION. (*Three lowest Drafts of Fourth*).	EIGHTH DIVISION. (*Three highest Drafts of Fourth.*)	NINTH DIVISION. (*Three Drafts of Fifth*).	
Third Book.	Fourth Book, to page 173.	Fourth Book.	Fifth Book.	LESSON BOOKS.
Proportion and Practice (Simple Exercises). To add nine sums of Money.	Proportion, Practice, and Vulgar Fractions. To add ten sums of money.	Proportion, Simple and Compound; Fractions, Vulgar and Decimal; Square Root. To add eleven sums of Money.	Thomson's Arithmetic to end of Fellowship, except Exchange; Square and Cube Root. To add twelve sums of Money.	ARITHMETIC.
In addition to Fifth Division, General View of Asia.	In addition to Sixth Division, General View of America. Chap. I. of Geography Generalized.	General View of Continents and Ireland; British Possessions. Chapters I. and II., Geography Generalized.	General View of Continents and British Islands; British Possessions. Chaps. I., II., III., IV., IX. of Geography Generalized; General View of Solar System.	GEOGRAPHY.
Fifteen pieces from Third Book.	Six pieces from Fourth Book, to page 173, and the pieces learned in Third.	Ten pieces from Fourth Book, and the pieces learned in Third.	A few pieces from Fifth Book, with those learned in Third and Fourth.	POETRY.
Spelling:—From Reading Lesson; Class I. of Spelling Book Superseded. Geography:—Page 17 to 29; General View of Ireland, Europe and Asia. Grammar:—Simple portions of large type to end of Etymology. Paper Exercises:—Sums, Transcription, or Letter. Poetry.	Spelling.—From Reading Lesson; Class I., II., III., in Spelling Book Superseded. Geography:—Page 17 to 29; General View of Ireland, Europe, Asia, and America. Grammar:—To end of Etymology. Paper Exercises:—Sums, Transcription, or Letter. Poetry.	Spelling:—From Reading Lesson; Classes I., II., III., and IV. of Spelling Book Superseded. Geography:—Page 185 to 191 of Geography Generalized; General View of Continents and British Islands. Grammar:—To end of Etymology and Rules of Syntax. Paper Exercises:—Sums, Mensuration, Transcription, or Letter. Poetry.	Spelling:—From Reading Lessons; Rules for Spelling. Derivation:—Latin and Greek Roots; English Etymologies; Celtic and A. Saxon Geographical Roots. Geography:—General View of Continents and British Islands; British Empire. Grammar:—To end of Syntax. Paper Exercises:—Sums, Mensuration, Transcription, or Letter. Poetry.	MATERIALS FOR HOME LESSONS.
Parts of Speech; Different kinds of Pronouns; Inflections of Nouns, Pronouns, Adjectives, and Verbs (except Mood).	To parse an easy sentence Etymologically.	To Parse easy Prose in Reading Lesson.	To Analyse and Parse Prose and Verse.	GRAMMAR.
—	Duodecimal Multiplication, and Problems 1, 2, 3, and 4 of Sect. II.	Duodecimal Mult.; Probs. 1 to 9, and 11, 13, 16, and 18 of Sect. II.	Useful portions of Section II.; First seven Probs., and Prob. 13 of Section IV. Sect. VI.	MENSURATION.
—	—	Two Sets.	Three Sets.	BOOKKEEPING.
—	—	Definitions, Axioms, Postulates; and Five Propositions.	First two Books.	EUCLID.
—	—	—	To easy Quadratics.	ALGEBRA.
—	—	England, Ireland, and Scotland, as in Geography Generalized (except Kings, at p. 235).	Ancient History and History of British Islands, as given in Geography.	HISTORY.
—	—	—	—	NATURAL PHILOSOPHY.

Examination of boys.

66. We examined the whole school (No. 1) in the same manner as we had done in the other model schools, on the 5th and 8th March.

The summary of the result is as follows:—

The whole number of pupils examined was 305—of this number 255 passed in reading, 243 in writing, and 186 in arithmetic.

171 were above twelve years of age—and there were 94 in Books V. and IV.

67. Detail of Examination in Boys' School, and Age of Pupils.

—	Age.									Total number examined.	Failures.					Passed both in Grammar and Geography.
	In 19th year and over.	18th.	17th.	16th.	15th.	14th.	13th.	12th.	In 11th and under.		In Reading.	Writing.	Arithmetic.	Grammar.	Geography.	
Book V. . .	1	1	1	5	12	7	9	1	1	38	3	3	8	6	2	31
Book IV.:																
Upper Division, .	–	–	–	1	4	5	5	4	1	20	0	2	5	6	5	10
Lower Division, .	–	–	2	2	7	8	9	4	4	36	5	6	16	4	9	18
Book III.:																
Upper, . .				26					11	37	2	6	20	–	–	–
Middle, . .				20					17	37	4	11	20	–	–	–
Lower, . .				15					25	40	13	8	20	–	–	–
Book II. . .				ages	not	taken.				97	23	26	30	–	–	–

There were more boys in Book II.; but those who had only recently entered the school were not examined.

68. It will be seen that the results are much the same as in other model schools; the age of the youths is however very high; there are young men of neglected education who are received and placed high in the school perhaps out of deference to their more manly proportions. We believe, too, that young men who are candidates for civil service appointments sometimes apply to be prepared for their examination; they receive attention after school hours, and are specially looked after.

69. The school is useful and well-conducted, and considering the size of the room, and frequent changes, the discipline is good. It was not possible in so large an examination conducted under pressure of time to keep a very strict watch so as to preclude copying and consultation, but Mr. Joyce took all the precaution he could, by the aid of his numerous staff, to secure a fair result.

Girls' school.

70. Girls.—Miss Byrne, a person of superior attainment and genial manner, gave us every assistance in our examination of the school.

She furnished us with the following account of it:—

The school is divided into four divisions, each consisting of about 100 pupils (on rolls), arranged in the following manner :—

First division—First Book and the first section of Second Book :	10	drafts.
Second division—Advanced Second Book :	8	,,
Third Division—Third Book :	8	,,
Fourth division—Fourth and Fifth Books :	8	,,

Each division is in charge of an assistant teacher, who has under her three special-class teachers, two pupil-teachers, and two monitors. The assistant in charge of first division, however, has three special-class teachers, three pupil-teachers, and three monitors.

Each assistant is held responsible for the progress of every child in her division. She must examine the pupils in each draft frequently, and make promotions from draft to draft, as well as into the division next above hers.

The assistant receiving such promoted pupils must reject them if they be not up in the subjects of the programme.

The standard subjects for all up to Third Book are : reading, spelling, writing, arithmetic, and needlework : grammar and geography are taught, but they are not standard subjects until the children reach Third Book. The assistant is never to be absent from her division ; but the special-class, pupil-teachers, and monitors leave at intervals during the day, and are succeeded by the teachers of the general class in training, that the latter may be afforded the practice of teaching.

The special-class, pupil-teachers, and monitors, when disengaged from teaching, receive instruction, so that they are alternately teaching and being taught.

When in charge of classes, the teachers are carefully observed and their faults noted, and at the first convenient opportunity attention is drawn to these faults.

The regular daily lessons for each child are—home lessons, a gallery lesson, reading and explanation, arithmetic, and writing. The lessons requiring most mental exertion are, as a rule, taught in the early part of the day.

During the week, the first and second divisions receive one hour's instruction in singing, one hour's in drawing, and three hours' in needlework ; the third and fourth divisions are instructed in singing for one hour, in drawing for an hour and a half, and in needlework and cutting-out for two hours and a half. The school business commences at 9.15, A.M., each day, and closes at 3 o'clock, P.M.

A. Byrne.

5th March, 1869.

71. This is the result of the Examination of the School:—

Examination of girls' school.

In Book I. there were 43 children who were examined collectively. Except 5 or 6 new girls they read, in Book I., fairly. A few of them could write "fox" in small letters; only 2 could write HORSE in large letters. In age they were mostly between 6 and 9; but one was 16.

In the other parts of the school we examined individually 261 girls, of whom 159 were above the age of 12. Of the whole number 209 passed in reading; 183 in writing; 151 in arithmetic. There were 65 above Book III.

72. DETAIL of EXAMINATION and AGE.

	Age.									Total number examined.	Failures.					Passed in Grammar and Geography.
	In 19th year and over.	18th.	17th.	16th.	15th.	14th.	13th.	12th.	In 11th and under.		In Reading.	Writing.	Arithmetic.	Grammar.	Geography.	
Book V.	1	2	1	4	7	–	3	–	–	18	1	6	9	0	8	10
Book IV.:																
Upper,	2	–	3	6	4	5	–	–	–	20	2	0	8	4	10	9
Lower,	1	1	2	3	9	5	4	1	1	27	6	6	17	10	12	8
Book III.:																
Upper,	1	–	1	3	5	6	7	4	3	30	7	16	21			
Lower,	–	–	–	–	3	9	5	5	6	28	6	17	14			
Book II.:																
General,				34				36		70	10	14	18			
Middle,				17				15		32	8	8	14			
Junior,				3				33		36	12	11	9			

73. The school called the Infants' School is in fact a common school, conducted independently of the boys' and girls' schools. The children enter as they please and remain as long as they like. The examination was far from good. Infants' school.

Seventy-seven children were examined individually, all of whom except 3 were above 7 years old.

Forty-six passed in reading; 29 in writing; 28 in arithmetic. Fifteen failed in all three subjects. Twenty-nine failed in two subjects out of 3; and only 12 passed in all three subjects.

All the rest of the children were in Book I. and alphabet class. This was on the 8th March, 1869, when 308 children were present; 178 boys and 130 girls.

BRIEF NOTICES of OTHER SCHOOLS EXAMINED IN DUBLIN.

DUBLIN, KING'S INNS-STREET CONVENT NATIONAL SCHOOL—SISTERS OF CHARITY.—22nd June, 1868.

74. This school was visited at different times by members of the Royal Commission. It is taught by two nuns and a large staff of assistants and monitors. Convent schools.

I examined all the girls present to-day in the most advanced room. They read the Third, Fourth (in two divisions), and Fifth Books of the Board. I heard 37 read Third; 81 Fourth; and 23 Fifth Books. Those in Fifth Book are chiefly monitresses. I consider these books generally unsuitable in subjects and monstrously hard in language for girls. In spite of this drawback the reading was good. All wrote from dictation. In the Third Book class I gave them word by word a short and easy sentence, which they had been allowed to read. This exercise was not well done. The junior division of Fourth Book class was likewise weak in spelling and writing; the upper division far more satisfactory; and the fifth class wrote from dictation on paper well. The arithmetic of the third class was worthless. I tried them only in simple addition, and the numeration of many and the work of others was faulty. In the lower fourth many failed to work a sum in the simplest multiplication (365×7) without help. The senior fourth succeeded better with easy sums in compound rules, and the fifth worked practice, though many had not acquired a good method.

	Examined.	Failed in Reading.	Writing.	Arithmetic.
Third class,	37	3	12	25
Junior Fourth,	41	5	7	7
Senior Fourth,	40	1	1	0
Fifth,	23	2	1	5

75. But the girls seemed habitually to consult each others' slates, and in desks so crowded no effort to check copying would have availed. This was the greatest defect which I observed. In other respects the discipline is admirable; and the cheerful docility of the children beyond praise. General order, condition of premises, cleanliness of children, and full attendance upon a Monday morning when my visit could not have been expected, were highly satisfactory.

DUBLIN, BAGGOT-STREET CONVENT NATIONAL SCHOOL—SISTERS OF MERCY.—23rd June, 1868.

76. My first visit to this large institution, with which I was generally pleased. Attendance excellent, and order good throughout. Three of the rooms are spacious; but two of the class-rooms, occupied by little boys, seem open to objection. Both are small; one has a tile floor, and the other a steep gallery. The play-ground insufficient. Here, as in King's Inns-street school, the marked feature of the institution consists in the amazing number of monitresses employed in teaching the classes. The attendance of these monitresses is credited to the school as so many children. A baby of a few months, held in a little girl's arms, had also been registered as a pupil.

I visited the house proposed as a training institution and found the accommodation wholly inadequate for the purpose. No ground for recreation; miserable refectory; poor lecture-room.

In the school of 238 girls examined; 81 children, *i.e.*, 34 per cent., were above third class, 29 per cent. were above 12 years of age; and the per-centages of passes in reading, writing, and arithmetic, were 83, 73, 49, respectively.

S. N. S.

77. DETAIL OF EXAMINATION OF GIRLS' SCHOOL.

	In 18th year and over.	17th.	16th.	15th.	14th.	13th.	12th.	11 and under.	Total Examined.	Failures in Reading.	Failures in Writing.	Failures in Arithmetic.	
B. V. . . .	4	10	3	10	1	3	–	–	31	2	1	8	
B. IV. . . .	1	1	5	3	6	9	14	11	50	3	11	21	
B. III. . . .	–	–	–	–	3	10	16	66	95	13	4	50	
	In 11th year.	10th.	9th.	8th.	7th.	6th.	5th.	4th.					
B. II. only to p. 30,	1	4	13	7	5	1	–	–	31	6	18	12	Examined by Mr. Harden.
B. I. . . .	–	–	2	13	13	2	1	–	31	17	do not either	learner.	
Infants' Class, B. II.	3	6	9	9	5	2	–	–	34	11	–	–	
Do. B. I.	–	3	6	7	12	6	8	2	43	18	–	–	

DUBLIN, GEORGE'S-HILL CONVENT NATIONAL SCHOOL—SISTERS OF PRESENTATION.—25th June, 1868.

78. Visited and examined the infants—209. No boys admitted.

Three good rooms and two class-rooms, all well filled. Nuns and monitors busily at work.

The management of the infants seemed kindly and pleasing. None were excessively young; but more than 50 are above 7. Their instruction is very limited indeed. Reading mechanical and confined to a few lessons. But few write or cipher.

Individual examination annually applied to all above 5 would soon improve prodigiously such an institution as this, where the children are numerous, the nuns willing, and the force of assistants ample.

On the 6th July 96 girls were examined, chiefly in reading; 65 were in Book II. Age from 13 years to 8 years; of these 18 failed to pass in reading.

In Book IV. 31 were examined. Ages from 16 to 12. There were only two failures in reading. In arithmetic about two-thirds of the number failed. Geography and grammar are fairly taught.

S. N. S.

GOLDEN BRIDGE CONVENT NATIONAL SCHOOL—SISTERS OF MERCY.

79. Visited on 1st September, 1868. We found in four rooms under the care of three nuns and ten paid monitresses (*a*) 104, (*b*) 16 girls, (*c*) 55, (*d*) 105 infants.

Nine girls were examined who are employed occasionally as unpaid monitresses; their ages were, 2 in 16th, 3 in 15th, 3 in 14th, and 1 in 13th year. Six passed in reading, 6 in writing, none in arithmetic, 5 in grammar, 2 in geography.

In B. IV. 10 girls were examined. Ages from 16 to 12. Six passed in reading, 4 in writing, 6 in arithmetic, none in grammar, only 1 in geography.

In B. III. 32 were examined. The failures in reading were 3, writing 13, arithmetic 29.

In B. II. 35 children were examined. The failures in reading were 9, writing 5, arithmetic 23.

The school is evidently well taught in reading, but in arithmetic it may be said to be almost at the zero point. One little Protestant child was found in this school. It seems that from the kindness of the nuns in nursing her mother during illness, her parents had shown a preference for the convent school for their child. The nun who had the chief care of the school assured us that she scrupulously observed the rules of the Board in the case of this little one.

S. N. S. & B. M C.

Schools of Christian Brothers.

Christian Brothers' schools.

80. The school in *North Richmond-street* was visited by several Royal Commissioners. The order and regularity were wonderful. The progress of the upper school was good as far as could be judged from inspection of the exercises in arithmetic, mensuration, and architectural drawing.

In discipline there was nothing to be desired. The numbers were very great, and we saw that it would be hopeless to undertake the task of examining these schools as minutely as the model schools. The same remark applies to *St. Andrew's schools under the Christian Brothers.*

81. On the 2nd of September Mr. Cowie visited this school, and examined it partially. There were in four rooms 148, 130, 164, 187 boys respectively—total 629. The examination of the 51 senior boys was good in reading and arithmetic, and all passed in writing.

The impression left by examination of these schools and others in different parts of the country is, that the boys get good hold of reading, but that from the numbers, many of the duller and more indolent boys must be suffered to fall behind. The highest class is generally very good, as we verified both in these schools and in Omagh, Londonderry, and Cork.

Kildare-place Training Institution—Church Education Society.

Kildare-place.

82. In the Society's returns to the Commission full details are furnished of this Institution, and of another at Bandon—maintained for producing teachers for the Church schools. On visiting the girls' training department we were much pleased with the cheerful aspect of the teachers and pupils, and when examined orally they showed aptitude and readiness.

We asked some of the pupils to give us their own account of the way in which they passed their time, but as they gave us nothing but a dry copy of the time-table, which will be found in the volume of miscellaneous returns, it need not be reproduced.

83. The following paper was given us by Miss White:—

Mistresses in training.

The students are admitted twice a year by a competitive examination, and usually remain three sessions to be entitled to a certificate. Entrance by competitive examination secures that they have a fair amount of knowledge in those subjects which they will afterwards have to teach. Notwithstanding this, for the first session, they are principally under instruction given by the chaplain, training master, and other teachers.

The following are the subjects taught, with the amount of time given weekly to each :—

	Hours.		Hours.
Scripture,	7	Observing a Lesson in Model School,	1
Arithmetic,	6	Map-drawing,	1
History,	2	Reading,	1
Natural History,	1	Deportment Exercises,	0½
Grammar,	3½	Domestic Economy,	1
Geography,	2	Needlework,	3½
Social Science,	1	Drawing,	2
Natural Philosophy,	1	Vocal Music,	6½
Reproducing Lessons,	8		
Principles of Education,	1	Total,	48

The methods of instruction employed are oral lessons, or catechetical lectures, which are re-produced in books provided for the purpose; private study and oral examinations. Much Scripture and poetry committed to memory; the latter with the view of increasing their vocabulary, and improving their style of writing.

The time of students of the first session is more occupied in hearing lessons and reproducing them; that of the second and third sessions in private study and preparing for examinations; teaching and preparing for teaching.

Some of the instruction is in the principles of education, illustrated by lessons given by the mistresses of the model schools, and put into practice by the students themselves during the last month of the session in what are called "Criticism lessons."

A great feature of the institution is the large amount of time given to practice in teaching under supervision. This is much increased during the third session.

What is called "The Senior class," consists of those in their second and third sessions, and generally numbers from twenty-four to twenty-eight; "the junior," from thirteen to fifteen.

The senior class is divided into four groups, each spending five weeks in the girls' school. The best (those of the third session) are sent first, while the remainder teach reading and arithmetic in the infants' and babies' schools for an hour and a half each day. The latter are in this way prepared for teaching elder children, and larger groups in the girls' school.

The head class in the girls' school is divided into two sections, and these are taught only by students in their third session.

Besides this, every student of third session is assistant for a fortnight to the mistress of infants' school, during which time she reports the lessons she hears, and gives four gallery lessons under the superintendence of the mistress.

The same student usually becomes mistress of the babies' school for the next fortnight, under the especial superintendence of assistant training mistress.

She next passes to the practising school, of which she takes the entire charge, assisted by a student in her second session for another fortnight. In giving collective instruction, she follows a programme which hangs in the school, and which is made out quarterly. The children are examined every Friday in the subjects taught, and the teacher reported upon according to the result of it.

No student is allowed to teach without superintendence (as a rule), and the work of each is tested by an examination every week of the lower divisions, and every fortnight of the higher.

Every student teaching in the schools has time allowed her every evening to prepare her lessons for the next day. "Sketches" of the lessons are made out, and shown first to the training mistress, afterwards to the lady (visitor) or teacher who "criticises" the student while giving the lesson.

During the last fortnight of a student's stay in the institution, she gives three lessons before the ladies of the Committee. This plan has been found useful to the students, satisfactory to those upon whom the responsibility of training them to teach devolves, and encouraging to those ladies of the Committee who give so much of their time and thoughts to the institution.

84. It will be seen that much time is given to the art of teaching. The period during which the pupils stay is a reasonable one, and it may be hoped that much good is done by this institution, which is conducted with care and sound sense, and really aims at making teachers.

Masters in training.

85. The same may be said of the men's department under Mr. Wilkinson. We were much pleased with the aspect of the young men, they seemed healthy and intelligent, and were pursuing their studies with zeal and attention; the discipline seemed very good.

86. The whole is under the direction of the Rev. Dr. Leeper, whose only complaints are that the funds at his disposal are so small, and that he has great difficulty in filling up the number of young men whom he could receive into the school.

87. Mr. Wilkinson gave us this account of the system in his department.

CHURCH EDUCATION SOCIETY—TRAINING DEPARTMENT—MALE STUDENTS.

The course of training extends over two sessions of five months each.

There is an entrance examination, to ascertain if the candidates possess the prescribed amount of information, namely—

Holy Scripture, &c., viz. :—the Pentateuch, Gospels, and Acts of the Apostles; also the Catechism with Scripture Proofs, and the first six Articles.

Reading with intelligence and fluency.

History, viz. :—English history.

Writing, including writing from dictation.

Arithmetic, including Fractions, Practice, Tare and Tret.

Geography, including the principal countries of the world, particularly the British islands; also, the simplest points of mathematical geography.

English grammar, including parsing and analysis of sentences.

Geometry, viz., the First Book of Euclid.

This examination is not competitive; all candidates are admitted who possess the required amount of information, as the demand for male teachers is greater than the supply.

The course pursued in the professional training of the male students is the following, viz. :—

Lectures are delivered to the students on the Science of Education, in its various departments, viz. :—

Principles of education.
Mental and moral science.
Characteristics of children.
Practice of intellectual culture and moral training.
Principles of teaching.
Art of teaching.
Practice of teaching.
Teaching particular subjects.
School organization.
School discipline.
School arrangements.
School management.

Model lessons are given in the presence of the students, in order to exhibit to them the practice of teaching.

The students are required to draw up sketches of lessons.

Every student is required to give a number of "criticism lessons," *i.e.*, lessons given in the presence of all the students, and criticised by them and the training master.

The instruction of a class of children, in one subject, is committed to each of the students, under supervision.

The instruction of a class of children, in all subjects, is committed to each of the students, under supervision.

A section of the model school is given in charge to each student, for one month, under supervision.

Each student conducts the practising school for one month, under supervision.

The students are required to exhibit skill in mental culture and moral training.

The course of instruction of the male students is the following, viz. :—

Holy Scripture, together with the Church Catechism; the history and contents of the Book of Common Prayer, and, to some extent, Church history.

The science of education, in its principles and practice, in its various departments, as already stated.

Reading, with accuracy, distinctness, fluency, and intelligence.

Writing, including ornamental writing.

Drawing, including mechanical and ornamental designs; the drawing, shading, and colouring of diagrams; map drawing.

English grammar, including parsing, analysis of sentences, derivations of words, elements of logic, composition.

Geography, including physical, political, and mathematical geography, with popular astronomy, and use of the globes.

History.

Social science, including the principles of the British Constitution.

Arithmetic, in theory and practice; also mental arithmetic.

Book-keeping.

Geometry, viz., the first Six Books of Euclid, with deducibles.

Algebra, to the end of quadratic equations.

Mensuration, including the mensuration of planes and solids, also the measurement of heights and distances, with practical applications in surveying, navigation, &c.

Natural philosophy—the several branches, popularly treated, including heat, and the steam engine; particular regard being had to the explanation of the "Philosophy of Common Things" in nature, the useful arts, and domestic life.

Natural history—the leading facts and principles.

Music, including the principles of music; and, when practicable, skill in vocal music, and performance on the harmonium.

Employment of the time of the male students each week, not including Sunday :—

ATTENDING LECTURES.

Theology,	8 hours per week.	Social Science,	1 hour per week.
Science of Education,	4 „	Book-keeping,	1 „
Drawing,	1 „	Mathematics,	5 „
Grammar, &c.	3 „	Natural philosophy,	1 „
Geography, &c.	4 „	Natural history,	1 „
History,	1 „	Music,	2 „
			32 hours.

TEACHING.

Observing a lesson given in model school,	1 hour per week.
Teaching classes,	7 „
	8 hours.

STUDY.

Private study 23 hours per week.

Total number of hours per week devoted to business, viz. :

Attending lectures,	32 hours per week.
Teaching,	8 „
Study,	23 „
	63 hours.

23rd April, 1869.

INCORPORATED SOCIETY'S TRAINING INSTITUTION AT SANTRY.

Santry.

88. Having heard from the Secretary of the Incorporated Society of the success which attended the efforts made at Santry, their chief school, to train young men as science teachers, we visited that establishment, wishing to make ourselves acquainted with the method pursued there.

89. The young men who have passed five years in the district schools of the society, compete for twelve scholarships at Santry. These scholars are prepared for the object mentioned above. They stop at Santry one year only. Dr. Engledow, the head master, teaches them himself. At the end of the time such is the demand for this class of teachers in private schools and small grammar schools *in England*, that they have no difficulty in procuring situations. No attempt is made to train in the technical sense, *i.e.*, to instruct in the art of teaching. Dr. Engledow confines himself to instruction in the several sciences on the list of the science examinations held by the Department of Science and Art; and his success is attested by the results published by that department.

THE ROYAL HIBERNIAN MILITARY SCHOOL.

90. The Royal Hibernian Military school, situated within the boundaries of the Phœnix Park, Dublin, for the orphan sons of soldiers, was visited by the Earl of Powis, Rev. B. M. Cowie, and Mr. Dunne, on the 25th February, 1869.*

91. This school is maintained now by a Government allowance, and the officers are appointed by Her Majesty's Government. Full accounts of the school and the way in which the boys are disposed of are given in the reports of the Council of Military Education on Army schools. The present officers are thus described—

President.—His Excellency the Lord Lieutenant.
Vice-President.—The General Officer Commanding the Forces in Ireland.
Commandant.—Lieutenant-Colonel H. B. J. Wynyard.
Secretary, Adjutant, and Acting-Treasurer.—Lieutenant-Colonel Thomas B. Speedy.
Quarter Master.—J. Lewis.
Surgeon.—Deputy Inspector General R. Templeton, M.D., H.P.
Chaplain.—Rev. W. A. Neville, M.A.†
Masters.—Messrs. J. H. Gibbons, William T. Young, Pierce C. Hoskins, Thomas Stritch.

* Mr. Stokes did not visit this Institution, and has had no part in the preparation of this Report about it.

† Application having been made to the Colonel Commandant for the names of the Roman Catholic and Presbyterian Chaplains in order to complete the list of the "Establishment" given above, the following answer was received from Colonel Wynyard :—

"Royal Hibernian Military School, 23rd June, 1870.

"I beg to say that at the time of Lord Powis's visit on 25th February, 1869, the name of the 'officiating Roman Catholic clergyman' here was 'the Rev. John Leonard,' and the same gentleman officiates here still.

"The Rev. J. M. Hamilton, Presbyterian minister, has, since November, 1868, attended here to give religious instruction and hold Divine Service for the boys of his persuasion.

"Neither of these clergymen have ever been borne on this establishment as '*Chaplains.*'

"Yours faithfully,

"H. WYNYARD"

92. We intended to examine the boys in their literary qualifications only, and the following is the result:—

The school is divided into four divisions:

14·64	per cent.	of the whole number of boys	are in the First or highest division.
17·61	„	„	„ Second division
36·22	„	„	„ Third „
31·51	„	„	„ Fourth „

The per-centage of boys reading each lesson book is returned as follows:—

28	boys, forming	6·94	per cent. of the school, are in	B. I.
44	„	10·91	„ „	B. II.
135	„	33·49	„ „	Sequel to B. II.
66	„	16·37	„ „	B. III.
125	„	32·25	„ „	B. IV. and Supplement.

93. First Division.—This division is subdivided into four classes, containing 12, 9, 21, and 17 boys respectively.

First Class (11 present).—These boys read Supplement to Fourth Book of Lessons. Three were above 14, and the rest above 13 years of age. They all passed creditably in *Reading*.

They were examined in *Dictation*, a fair piece of prose out of the reading book being given out and they all passed; their handwriting and spelling both being very creditable.

In *Arithmetic*, they were presented as able to do simple and compound rules, simple and compound proportion, vulgar and decimal fractions, practice, simple interest, discount, and extraction of square and cube roots.

The following sums were given to them:—

1. Find $3\frac{1}{2}$ per cent. for 15 months on £347 19*s.* 2*d.*
2. If 23A. 2R. 1P. can be had for a rent of £56, what should be the size of a farm whose rent is £70?
3. If a weight of 6 tons 12 cwt. can be carried 50 miles for 24*s.*, what will it cost to carry 12 tons a distance of 160 miles?

The boys were to do two sums out of these three. Six of them did their two sums right and the five others did only one sum right. Very little time had been given; so this was accepted as a creditable result.

In *Algebra* they were said to be prepared to solve equations of one unknown quantity. I gave them to divide—

$$x^3 - y^3 \text{ by } x - y.$$

And this equation—

$$\tfrac{1}{3}(x-4) + \frac{7-x}{8} - \tfrac{3}{7}(4x-2) = 10.$$

The larger portion did the sum in division, but they could not get the right result in the equation.

In *Mensuration*, their knowledge extended only to the arithmetical rules. I gave them some areas of circles to find from the radii, and to calculate the area of an equilateral triangle from the given side.

These questions they answered quickly and correctly.

In *Mechanics*, the exercises were of the same kind, the arithmetical computation from assumed formulæ.

They solved correctly the following questions in mensuration and mechanics (on their slates):—

1. If the side of an equilateral triangle be 24 yards, what is the diameter of a circle having the same area?
2. The handle of a compound screw is 2 feet long; the thickness of the threads of the larger screw $\frac{1}{6}$ of an inch; that of the smaller one, $\frac{1}{8}$ of an inch. If a power of 20 lbs. be applied, what will be the pressure?

A few questions were given in geography of Ireland and of Europe, which some of them answered readily.

In English history and English grammar, there was not sufficient time to hear them.

94. The *Second Class* (9 present)—8 were thirteen years of age; 1 was twelve years of age.

Reading.—5 passed well; 3 did fairly; 1 failed.

Writing from Dictation.—All passed but one.

Three sums were given:—

1. 4,174 articles at 13*s.* 9*d.* each.
2. 3 cwt. 1 qr. 14 lbs. at £1 3*s.* 8*d.* per cwt.
3. Multiply ·007 by 7, and divide by ·049.

Eight boys did all three sums quite right, and one boy did only two right.

The boys answered very fairly in geography.

95. *Third Class* (20 boys present)—10 aged thirteen years; 6 aged twelve years; 4 aged eleven years.

Reading.—14 boys read well; 5 read fairly; 1 badly.

Dictation.—19 boys passed; 1 failed.

In *Arithmetic*, we gave them the following sums:—

1. 18 yards 1 qr. 3 nls. × 57.
2. 16 cwt. 2 qrs. 13 lbs. ÷ 9.
3. Multiply $\frac{3}{8}$ of $\frac{24}{49}$ by $\frac{7}{36}$.
4. Divide $\frac{68}{125}$ by $\frac{29}{35}$.

17 boys answered all the four sums correctly; 2 boys answered three correctly; 1 boy answered only one sum correctly.

96. *Fourth Class* (12 boys present)—5 aged thirteen years; 3 aged twelve years; 4 aged eleven years.

Reading.—4 read well; 4 read fairly; and the other 4 badly.
Dictation.—8 did well; 4 only fairly well.
Arithmetic.—We gave them the following sums:—

1. Multiply £343 17*s.* 4*d.* by 29.
2. Divide £60 by 37.
3. If a dozon boys can be fed for a week for £4 4*s.*, how much is that per head per day?

9 boys did all the sums correctly; 2 did only two sums correctly.
On the whole, the discipline and attainments of the boys in this division we thought very creditable to the school.

97. Second Division—subdivided into two classes—a senior (66) and junior subdivision (23).
A draft of senior *subdivision* was taken—every third boy. This gave 22 boys reading B. III.
7 boys were thirteen years old; 11 were twelve years old; 4 were eleven years old.
15 boys passed creditably in *Reading;* 5 read fairly; 2 did not pass.
The following sums were given to them:—

1. Multiply 17 yds. 3 qrs. 3 nls. by 37.
2. Reduce 41,462 farthings to £ *s.* *d.*
3. Divide £30 by 19.

16 did all three sums correctly; 5 did two sums correctly; and 1 did only one sum.
In writing from dictation they did fairly.

98. *Second Subdivision* (23).—8 boys were drafted out at random, 3 of whom were thirteen years old; 1 was twelve years old; 3 were eleven years old; and 1 was ten years old.
4 *read* well; 3 read fairly; 1 badly.
Dictation was given to all the 23 boys.
15 wrote correctly; 7 had one mistake; and 1 had two mistakes.
Arithmetic.—Four sums were given.
18 boys did the first sum; 20 did the second and third sums; and 9 did the fourth.
The juniors had not long been taken into the second division of the school. On the whole, this division did very fairly.

99. Third Division.—This division includes 146 boys, and is subdivided into five classes, as follows:—

First Class,	40	Boys on Register, present.
Second „	26	„ „
Third „	26	„ „
Fourth „	29	„ „
Fifth „	25	„ „
Total,	146	„ „

The following, we were informed, is the actual course of instruction for those several classes:—

Arithmetic.—First Class.—Simple division, short and long; reduction of money.
„ Second „ Simple division, short and long; easy exercises in reduction of money.
„ Third „ Simple short division, and easy exercises in simple long division.
„ Fourth „ Simple short division, and easy exercises in simple long division.
„ Fifth „ Simple short division.
Reading.—First Class.—Third Book.
„ Second „ Third Book to page 140.
„ Third „ Sequel No. 2.
„ Fourth „ } Sequel No. 2 to page 94.
„ Fifth „ }
English Grammar.—First, Second, and Third Classes.—Parts of speech fairly.
Fourth and Fifth „ Parts of speech elementary.
Writing.—(Each class) small and large hands.
Writing from dictation. „ Words and easy passages from Reading Lessons.
Geography.—Elementary knowledge of the British Islands, and principal foreign possessions.
English History.—From the Norman conquest to the death of John.

For the purpose of examination, drafts of the classes were taken with the following results:—

100. *First Class.*—A draft of fifteen boys was taken; five of them were 13 years old, six were 12 years old, two were 11 years old, and two were 10 years old. They all passed creditably, in *reading;* a piece of average difficulty, out of the Third Book, was selected for *writing* from dictation. Eleven wrote it without a single mistake, two made 1 mistake, one made 2 mistakes, and one made 4 mistakes. For the examination in *arithmetic,* two sums were given, one in long division and one in reduction. All of them did the reduction sum without an error, and only three failed in the long division sum.
Second Class.—Not examined.

101. *Third class.*—A draft of eleven boys was taken. One of them was thirteen years old, three were twelve years old, six were eleven years old, and one was ten years old. Eight passed in *reading,* and three failed. As they seldom write from dictation, and are usually exercised in copying easy passages, written upon the black board, the writing from dictation, even a short and easy passage, out of the beginning of Sequel No. 2, presented exceptional difficulties to them. One made one mistake, three made three mistakes, one made five mistakes, two made six mistakes, and the remaining four a greater number. In *arithmetic,* ten did a sum in short division, and one failed; six did an easy sum in long division, and five failed.

102. *Fourth class.*—A draft of fifteen boys was taken. One had just completed his twelfth year, one was eleven years old, eight were ten years old, three were nine years old, and two were eight years old. The passage given to them to read was one of the earliest lessons in the Sequel No. 2. The *reading*, with the exception of two or three boys, one of whom was the youngest in the class, could scarcely be termed fair. The *dictation* exercise was, of course, very simple, and did not much exceed a dozen words. Four made one mistake, one made two mistakes, one made four mistakes, two made five mistakes, one made six mistakes, two made nine mistakes, one made eleven mistakes, and three could not attempt it. It is to be remarked that, in addition to the other difficulties above referred to, most of them were not accustomed to write small hand. In *arithmetic* they had a sum in multiplication and one in short division. Four did both sums, seven did one, and four failed in both.

103. Fourth Division.—This division includes 127 boys, and is subdivided into five classes, as follows:—

First class,	55 boys on the register.	Present.
Second do.,	27 do. do.	do.
Third do.,	17 do. do.	do.
Fourth do.,	20 do. do.	do.
Fifth do.,	8 do. do.	do.
Total,	127 boys on the register.	Present.

The following, we were informed, is the actual course of instruction of those classes:—

Arithmetic.—First class.—Notation and numeration, to nine places of figures. multiplication table to 12 times, and simple addition, subtraction, and multiplication.
„ Second „ Notation and numeration, to six places of figures, multiplication table to 6 times, and simple addition and subtraction.
„ Third „ Notation and numeration, to five places of figures and simple addition.
„ Fourth „ Notation and numeration, to three places of figures and easy questions in addition.
„ Fifth „ Can write down the digits and add small numbers mentally.

Reading.—First Class.—To page 82, Sequel No. 1.
„ Second „ „ 74, Second Book of Lessons.
„ Third „ „ 35, Second Book.
„ Fourth „ The Third Section in the Tablet-lessons.
„ Fifth „ The first two sections in the Tablets.

Writing.—First class.—Round-hand on paper, and Vere Foster's Copy-books No. 1.
„ Second „ Write round-hand on slates.
„ The other classes write easy words and letters on slates.

Spelling.—The first and second classes write on slates the most difficult words of the lessons read by them. The other classes spell the difficult words orally.

Geography.—The first class are taught the outlines of the Maps of the World and Ireland. The other classes learn the outlines of the World.

A draft of twenty-one boys was taken out of the first or most advanced class of the division. Four of them were in their thirteenth year, nine were eleven years old, five were ten years old, two were nine years old, and one was seven years old. An average extract out of the early portion of Sequel I. to Second Book was given to them to read. Eighteen passed in *reading*, and three failed. A short and easy sentence out of one of the early lessons of the Sequel was given as the exercise in *writing* from *dictation*. Three wrote without a mistake, six made only one mistake, one made two mistakes, four made three mistakes, one made four, and two made five mistakes, and four failed. In arithmetic they had a sum in simple addition, sixteen passed. four failed, and one did not attempt it.

Second Class.—In a draft of seven for *reading*, six passed and one failed. In *writing*, six passed and one failed. In numeration, five passed and two failed.

Third Class.—The reading was not good; twelve out of seventeen could copy a word which was written on the black-board; eleven out of fifteen did an addition sum correctly.

Fourth Class.—Reading from a card only, not very well; ten could write their names out of seventeen; and in numeration, eight out of seventeen could pass fairly.

104. The arrangements made for the religious instruction of the boys are set out in the following return, communicated by Lieutenant-Colonel Speedy:—

Royal Hibernian Military School.

Return showing the Number of Episcopalian, Roman Catholic, and Presbyterian Boys in the School on the 26th February, 1869, and the arrangements actually in practice with respect to the Religious Instruction of the Boys of the above School.

Religion of Boys.	No. of Boys.	Remarks.
Episcopalian,	228	Religious instruction on Wednesdays from 11½ o'clock, A.M., to 12¾ o'clock, P.M., under the Chaplain of the Established Church, the officiating Roman Catholic clergyman, and a Presbyterian Minister, respectively; and Divine Service on the Sabbath, and on days when the respective Pastors require the boys for it.
Roman Catholic,	141	
Presbyterian,	29	
Admitted, but not joined,	12	
Establishment,	410	

T. B. Speedy, Lieut.-Col.
For Commandant R.H.M.S.

105. We were much pleased with the general order and efficiency of the school. The instruction in music is an important part of the system, as boys are readily taken into the regimental bands when found duly qualified; others are taught to work at trades, as shoemakers, tailors, and carpenters. The arrangements for this purpose seemed to be well organized, and the establishment does great credit to Colonel Wynyard and his staff.

B. M. C.

C.

REPORT

ON

AGRICULTURAL SCHOOLS,

BY

JAMES A. DEASE, Esq.,

AND

WILLIAM K. SULLIVAN, Esq., Ph.D.,

ROYAL COMMISSIONERS OF INQUIRY, PRIMARY EDUCATION, IRELAND.

1870.

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REPORT

C

ON

AGRICULTURAL SCHOOLS,

BY

JAMES A. DEASE, Esq., AND WILLIAM K. SULLIVAN, Esq., Ph.D.

My Lords and Gentlemen,

1. Acting on the wish expressed by our colleagues, the Royal Commissioners appointed to inquire into Primary Education in Ireland, we have visited and inspected, exclusive of the Albert Institution, thirty-two of the hundred and twenty-nine school farms that are in connexion with the Board of National Education, as well as three other schools where agriculture has been taught under the management of private parties. The time at our disposal being necessarily too short to allow us to inspect all the schools of the class on which we have been requested to report to the Commission, we selected for inspection those schools that, from their varied positions and circumstances, we thought most likely to give us a just idea of the general working of the system of agricultural instruction in progress throughout the schools of Ireland. The farms we visited are situated in twenty counties. Of these, fifteen are in Ulster, eight in Leinster, ten in Munster, and two in Connaught. The quality of the land included in these several farms varies through almost every gradation of natural fertility, from the rich clay loam of Glasnevin, or the fertile pastures of Limerick, to the peaty mountain of Dunlewey in the wildest part of Donegal. The accidental advantages or inconveniences that arise from their respective positions—such as the price of labour, the access to markets, or the comparative civilization of the surrounding districts are almost as varied as their geographical location or their natural fertility. Some, like Athy, are situated in the centre of rich and well cultivated districts, where the local markets are good and where ample railway accommodation brings the school farm into cheap and easy communication with the chief markets of England as well as of Ireland. Others, like Lough Ashe in Tyrone, are isolated in position, having many miles of rough hilly roads lying between them and the nearest railway or market town, while their soil is poor and cold, and their climate damp and comparatively sunless.

Number and situation of the schools inspected.

2. These thirty-five school farms which we have selected for inspection may therefore, we think, be safely taken as having afforded a sufficiently accurate general idea of the advantages that have been or are being conferred on the youth of Ireland by the entire of that class of schools of which they form but a part.

3. In addition to the personal inspection of the schools and farms enumerated, we have, by communicating with persons of local influence, tried to find out the public opinion on some of the most important points included in our inquiry. Where we were unable to obtain the advantage of a personal interview we sent copies of a circular, in which the following queries were inserted:—

Circulars of inquiry issued.

"1. Whether the farmers in the neighbourhood appreciate the value of agricultural teaching, and are disposed to take advantage of it.

2. Whether the instruction given in the —— school and farm is sound and practical.

3. Whether the farmers have given their sons the benefits of that agricultural instruction, and profited themselves by the example given by the management of the school farm.

4. Whether the literary teaching of the school is considered to be successful, and has not been interfered with by being combined with agricultural instruction.

5. Whether it would be desirable to teach the elements of agriculture in all rural National schools, and to add, where practicable, a farm of a few acres to each."

4. The circulars were sent to about two hundred persons, and from many of these we have received replies, some conveying very full and valuable information, as well on the actual points included in our queries as on other branches of the education question, and incidentally on the relations between landlord and tenant in various parts of Ireland. As the information is derived from persons of intelligence and good social standing, amongst whom are included some of the leading landowners, magistrates, and merchants, as well as the chiefs of the clergy of all religious denominations connected with the neighbourhood of each school we inspected, it is justly entitled to much weight as an index to public opinion on the department of agricultural education in Ireland. We have, therefore, tried, in forming our judgment and in framing our report, to give due consideration to the opinions expressed and the suggestions offered by those gentlemen, to whose politeness as well as

public spirit we are indebted for the valuable assistance they have afforded us in replying to our circular.

Scope of inquiry.

5. Before giving the special report of each school which we inspected, it may be desirable to state succinctly the heads under which we tried to classify the information we received, and the points into which those heads were subdivided.

1. Description of school; whether vested or not. Manager. Post town; distance of school from it. Distance of farm from school.

2. Schools and School Premises:—Number of schools and dimensions of each. Number of cubic feet to each pupil in average attendance. Separate class-room. State of repair of school buildings and premises. Floor. Fittings and furniture, Wall appointments. Requisites and apparatus. Playground. Urinals. Character of dormitories. Refectory, and lavatory of boarders; how lighted.

3. Character of the school as to—organization; discipline; order and cleanliness; regularity of attendance; school accounts.

4. Is there accommodation for the literary teacher—for agriculturist; condition of same.

5. Teaching Staff:—Names; class and division; date of training; age; religious denomination; date of appointment and previous occupation of principals; assistants; monitors and agriculturists.

6. Literary Instruction:—Average number on books for last twelve months; average attendance for ditto; present on occasion of visit; religious denominations, and ages of children present. The respective numbers of those learning the following subjects—reading lessons, grammar, geography, arithmetic, writing on paper and from dictation.

7. Result of examination in above subjects of those of the agricultural class present during visit. Character of instruction in extra branches; general character of literary teaching.

8. Agricultural Instruction:—Number and ages of those receiving agricultural instruction in school only; ditto in school and on farm; number of each on roll; number present; number and religious denomination of agricultural boarders; distinguishing free from paying pupils; amount of fees received; and of vacancies at date of visit.

Time devoted to agricultural instruction in school; ditto on farm. Instruction by whom given. Books used; adequacy of supply. Proficiency of pupils in theory and in practice of agriculture. Relation of literary to agricultural teaching; whether either interferes with the efficiency of the other. Management, instruction, cleanliness, and order of boarders. Permanency of the effects of the teaching. Classes of which boarders are composed. Occupations of parents of the agricultural day pupils, and of boarders.

9. Farm:—Date of establishment; extent; allocation, soil and climate; landlord; tenure; rent; Griffith's valuation; last assessment of poor rate and county cess; value of farm if in the market; comparison of rent paid to that of contiguous similar farms. If great disproportion—why? Capital sunk—in school buildings; in farm buildings and permanent improvements. Who supplied the capital? Proportion of capital invested for which a fair interest would be returned in increased value of the farm and premises. Sub-letting.

10. Profit and loss account; balance sheets of last three or four years (in several instances we have gone further back—in some to the first establishment of the farm); correctness of accounts as between capital and revenue; as between teaching and agriculture; legitimacy of credits and of charges.

11. Farm Offices:—Buildings comprised; convenience; adequacy of accommodation; suitability for common tenants; for imitation by landlords; state of repair; system of maintenance.

Farm Implements:—Description; condition; supply; suitability.

12. Cultivation:—Character of agriculture in the district; crops on the farm, and area under each; rotation adopted; its suitability to the soil, climate, and character of the district; if strictly adhered to; stolen crops; mode of general cultivation; defects, if any; management of manures; use of artificial ditto. Flax; its cultivation; provision for its subsequent preparation.

Live Stock:—Enumeration; value; breed; condition; cleanliness; mode of feeding; state of byres, &c.; dairy, &c.

6. A special object of our inquiry being to ascertain whether the teaching of agriculture in ordinary schools interferes with the efficiency of the literary teaching, wherever circumstances allowed it, we made, as laid down in the foregoing programme, a detailed examination of the pupils receiving agricultural instruction. In those schools (too few, we regret to say, in number) where practical instruction on the farm—as distinguished from theoretical instruction in the school—has been habitually given by the agriculturist, we tested the pupils' knowledge of the everyday farm work, and their capability of applying to practice the theories they had been taught in the schools.

Collateral information.

7. There being a very intimate relation between the direct object of our inquiry and some of the debated points relating to the general condition of agriculture throughout Ireland we availed ourselves of the favourable opportunity afforded by the extent of our tour through so varied districts of country to gain such reliable information on those collateral subjects as might prove to be of service in the framing of our report. Of this nature was the question of labourers' wages, which, in the discussion raised by Lord Dufferin, some three years ago, created so much interest and called forth such strangely-contradictory statements of opinion on a question of pure fact. Of this nature, also, were the local statistics of emigration—such as the social status of the emigrants from the respective districts, their foreign destination, and the causes or motives that were influencing them in leaving Ireland. Such, likewise, was the subject of the relations subsisting between landlords and their tenants in the various districts we visited; whether the lettings were, generally, by lease or from year to year; whether the rents were often considered disproportioned to the value of the land; whether evictions were frequent; whether the farm buildings or dwelling-houses that might be in course of erection, or that had been recently erected, were more often put up at the cost of the owner or of the occupier, or (as we very frequently found to be the case) by means of a joint contribution from

each; whether drainage, when executed, was the work of the landlord or of the tenant; and whether, in the too frequent instances where wet land remains undrained, the causes of its being so were justly attributable to ignorance, carelessness, or insecurity. Whilst we were in those parts of Ulster where the tenant-right custom is strictly recognised, as well as in the other districts throughout Ireland (by no means rarely to be met with) where the same custom, in a modified form, is to be frequently found influencing the relations of landlords and such of their tenants whose circumstances may oblige them to give up their holdings, we made many inquiries and received valuable information as to the working of that custom and the public feeling in its regard. In the cases of several of the very teachers, whose school farms formed the prime object of our inquiry, we found the germs of the differences and the difficulties that may, and do, arise between landlords and tenants in Ireland on the question of compensation for improvements. Indeed the statements of their views on questions of principle, as well as of detail, made to us by several school-teachers on this much-debated subject, were not without a special interest. Sprung, in most cases, from the class of small farmers—usually men of natural intelligence; from their calling as literary teachers better educated and more thoughtful than most of their peers; brought, from their peculiar position as agricultural instructors and tenants at will, into personal contact with some of the difficulties of what is known in Ireland as the land question, the teachers of agricultural national schools may be taken as unusually clear exponents on this interesting, if difficult, question of the views of that class from which they have, in so many instances, been taken. Further on in our report we may revert to some of these points in so far as they bear on the special object of our inquiry.

8. Exclusive of the Albert Institution, at Glasnevin, the agricultural schools connected with the Board of National Education are in number 129, and are divided into three classes.

Number and classification of agricultural schools under Board of Education.

I. The first class agricultural schools, under the exclusive management of the Commissioners of National Education, these being again subdivided into provincial and district schools.

II. First class agricultural schools, under local management.

III. Ordinary agricultural schools and school gardens.

9. Of the first class agricultural schools there are twenty, and of these we visited fourteen, viz., Athy, in Kildare; Derrycastle, in Tipperary; Dunmanway, in Cork; Kilkenny; Mungret, near Limerick; Munster, near Cork; Temple Douglas, in Donegal; Tervoe, near Limerick; Ulster, near Belfast; Bailieborough, in Cavan; Bath, in Monaghan; Ballymoney, in Antrim; and Gormanstown, in Tipperary; and Dunlewey, in Donegal.

10. Of the second class there are eighteen, and of these we visited nine, viz., Larne, in Antrim; Ballycarry, in the same county; Lough Ashe, in Tyrone; Sallybank, in Clare; Glengarra, in Waterford; Rahan, in King's County; Dromiskin, in Louth; Ballynakill and Clonkeenkerril, in Galway.

11. Of the third class there are ninety-one, exclusive of school gardens, and of these we visited nine, viz., Balleeghan and Convoy, in Donegal; Drung, in Cavan; Lack, in Fermanagh; Gushedy, in the same county; Ballinvalley, in Westmeath; Kilcogy, in Cavan; and Derreendarragh and Sneem, in Kerry. We also made an attempt to visit the school farm of this class, which is placed on the Island of Arranmore, some four miles off the western coast of Donegal; but after a somewhat perilous effort to reach the island in an open boat during a gale of wind, we were reluctantly obliged to relinquish our intention.

12. Of the school gardens there are six; but as, with the exception of the one at Glasnevin, none of the schools to which these gardens are attached lay near the line of our route, and as we thought that the limited time at our disposal would be better employed in visiting the more important classes of agricultural schools, we accordingly confined our inspection to the one just mentioned. It may not be out of place here to remark that at Convoy, near Raphoe, in Donegal, which was included in the list of third class, or ordinary agricultural schools, and also is enumerated amongst the nine of that class which we inspected, we found that in consequence of a late change of teachers, and from local causes outside the superintendence of the agricultural Inspectors of the Board of National Education, with the exception of a small garden, all the land that had for several years been attached to the teacher's residence had been otherwise disposed of, and that there was at the time of our visit only about a rood of ground to serve as an example of agricultural management.*

Visits to agricultural schools not under the management of the Commissioners of National Education.

13. Besides the agricultural schools under the superintendence of the Board of National Education, we visited two other schools under local trustees, to which land is attached, and in which agriculture is or has been taught. These schools were Farragh, in Westmeath, and Oldcastle, in Meath. The former is under the Incorporated Society, and for many years was conducted as an agricultural school. We found, however, at the time of our visit, in the month of July, that agricultural instruction is no longer given there, and that the land which had formerly been worked as a model farm is now held from the trustees by the literary teacher as tenant, and is being farmed by him at his private risk. The reason assigned for the discontinuance of agricultural instruction at Farragh was the want of interest in that department shown by those for whose benefit that instruction had been intended. We have also had it in evidence from an officer of the Incorporated Society that the establishment by the Board of National Education of a "class of agricultural schools superior to those of the Incorporated Society," tended to render those institutions useless. Oldcastle endowed schools are under the management of a Board of trustees, five in number, acting under the English Court of Chancery. These trustees are the Chief Secretary to the Lord Lieutenant of Ireland (*ex-officio*), the Protestant and Roman Catholic clergymen of the parish of Oldcastle, and two neighbouring landed proprietors, one a Protestant (and owner of the school site), the other a Roman Catholic. The agricultural department was not a portion of the original scheme, but has been added within the last ten years. It has been on the whole a very successful and a not unprofitable experiment. In a later part of this report we will furnish some fuller details of the agricultural department of Oldcastle

* This school has been struck off the list of agricultural schools since the period of our visit. It is not included in the list of ninety-one schools above referred to.

school. Having casually received information during the course of our inquiries that Leopardstown farm, near Stillorgan, where some years ago the Royal Agricultural Society attempted to establish an agricultural school, had lately come into the hands of a Roman Catholic religious order who may probably revive the educational character of the establishment, we thought it desirable to visit the farm and inspect the works in progress. To this farm also we will make a further reference in the course of our report.

Origin of the Agricultural Schools:

14. Before entering into the general question of how far the undertaking of the Board of National Education to teach agriculture has been successful, and whether or not the State has had value for the large amount spent from first to last on the model farms, it may be well to advert to the circumstances under which this duty was undertaken, and to recall to mind the state of Ireland at that period. The first mention we find of model agricultural schools in connexion with the Board of Education is in the Fourth Report of the Commissioners for the year ended 31st March, 1837, dated 12th October of that year. In that Report we find the following paragraphs sketching out a whole scheme, not merely of agricultural instruction, but of industrial education generally, in connexion with the District Model Schools, which the Commissioners in the same Report say they were taking measures to establish:—

scheme of agricultural and industrial education first given in Report of Commissioners for 1837;

"14. We intend that our normal establishment, which we hope will be completed in January next, shall consist of two departments—one for elementary, the other for scientific instruction; and that the latter shall teach, in particular, those branches of science which have a practical application to husbandry and handicraft. We also purpose having a School for Industry in the immediate neighbourhood of Dublin, with work-rooms, and a farm of from forty to fifty acres annexed to it; and that those who attend it shall be practised, at stated times, in different descriptions of manual work, and in the general business of agriculture.

"15. Our object is not to teach trades, but to facilitate a perfect learning of them, by explaining the principles upon which they depend, and habituating young persons to expertness in the use of their hands.

"16. Considering, too, the very backward state of agriculture in Ireland, and that it forms the only source of employment for a vast portion of the labouring poor, we think it particularly desirable that a better knowledge of it should be promoted; and that the schools under us should tend, as far as practicable, to bring forward an intelligent class of farm labourers and servants.

"23. We intend that each model school shall consist of two departments—one for elementary teaching, the other for scientific, and for instruction in manual occupations. We, therefore, intend that there shall be a work-room annexed to each, and also a portion of land which those children whose parents may so direct shall be taught to cultivate.

"24. We further propose, when establishing each model school, to make such an arrangement, if practicable, as may enable us afterwards to connect it with a model farm of about forty acres, should we be authorized by a future grant from Parliament so to do.

"25. The expense of providing the necessary buildings, implements of husbandry, stock and crops for the model farms, would probably amount to about £600 each, so that the whole expenditure for providing these most desirable establishments throughout Ireland, would come only to about £15,000. No future grants would be required for the purpose of maintaining them. Our plan would be to let each farm to the head master of the model school, at a rent proportioned to the value of the land and the outlay upon it, to bind him to a proper course of management, and to take security for having it rendered up to us when demanded, duly stocked and cropped.

"28. It is our intention gradually to divide the National schools, in general, into two classes; the one to consist of primary the other of secondary schools. The primary schools to afford elementary instruction; the secondary, scientific, and instruction also in manual occupations. A portion of land for garden husbandry, to be an indispensable adjunct to each secondary school, unless situated in a city or town. Instruction, however, in manual occupations to be encouraged in the primary schools also; and a female department, under a female superintendent, to be annexed to each. The females to be taught work suited to their sex, in addition to reading, writing, and arithmetic."

first steps taken to carry out this scheme;

15. The Commissioners had already, however, taken some steps to carry out, at least in part, such a scheme, for they had taken on lease for a term of eighty-four years a plot of ground at Glasnevin containing 17A. 0R. 2P., in September, 1836. This was the germ of the present extensive agricultural training institution. In March, 1838, they took a house in the village of Glasnevin as a residence for the teachers attending the Training School at Marlborough-street. Attached to this house, which is still used for the same purpose, is a plot of ground, which, with the site occupied by the house, contains 3A. 1R. 31P. Upon part of this land it was proposed to build a school-house for boys and girls and to annex to it the greater part of the land as a school garden. In the amended rules included in their Report for 1838 the Commissioners, anticipating that this proposed Model Industrial School would be imitated in other places, lay down, as an indispensable condition for obtaining aid towards a School of Industry, that "a certain quantity of land shall be provided for garden culture," if it should be a country or rural school.

these steps direct public attention to the subject.

16. The establishment of the Glasnevin Model Farm, and the scheme of agricultural and industrial instruction proposed in the Commissioners' Report for 1837, appear to have attracted considerable public attention at the time.

17. Mr. Sharman Crawford, a well known authority on such matters, writing in 1839, strongly urged the importance of extending the system that had been set on foot at Glasnevin. "The principles of agriculture," said Mr. Crawford, "should be a leading feature of instruction in every school supported by the State; and model farms should, as far as possible, be connected with schools, in order to show the practical operation of the science; * * * I have understood that it was the intention of the National Board of Education to arrange a system of this kind; and I trust that sufficient means will be supplied to them in the public grants for this most useful purpose."*

Devon Commission reported in favour of the

18. The Devon Commission reported in favour of engrafting agricultural on literary education, founding that recommendation on the fact that "there was no difference of opinion amongst the witnesses as to the advantages to be derived from an extensive establishment of agricultural schools throughout

* "Defence of the Small Farmers of Ireland," p. 111.

Ireland." In 1845 the Commissioners of National Education seem to have begun acting on the advice volunteered from these influential quarters, as we find that in that year there were five model and seven ordinary agricultural schools under their management, or receiving grants in aid of local efforts. In 1846, amongst the transactions of the then newly established Royal Agricultural Society of Ireland, there are to be found a series of papers advocating the more general diffusion of agricultural knowledge, by the means of model *farms* and *schools*. The subject, however, was not vigorously taken up by the Board of National Education until a somewhat later period. In 1847 Lord Monteagle, in a letter addressed to the Duke of Leinster, most strongly urged the importance of establishing a system of agricultural instruction wider and more thorough than had as yet been attempted, and appended a series of "Suggestions for the Establishment and Government of Agricultural Schools."

establishment of agricultural schools.

A similar view advocated by the Royal Agricultural Society of Ireland, 1846.

Lord Monteagle urges the necessity of their being established.

19. In his letter to the Duke of Leinster, Lord Monteagle stated his object to be, "to urge the expediency of doing a little more in the way of agriculture than had as yet been attempted in Marlborough-street." He added, "The addition to National schools of a little four-acre farm, as at Larne, might be easily managed in many places; and, in my mind, would be productive of incalculable benefits. And the addition to your stock of books of some elementary treatises on husbandry would surely be no difficult task." Further on he expresses his hope that the Board may be enabled "to attach a little experimental farm to each district model school," and "to add to the present system of inspection a special Agricultural Inspector." In the suggestions forwarded along with his letter to the Duke, the following passage occurs:—"I allude to the system of agricultural instruction. It is wholly unnecessary to dwell on the importance of this branch, but I may be allowed to observe, in passing, that what before the blight of the potato crop was a matter of undeniable usefulness, is now, by this casualty, made a matter of indispensable necessity. We are called upon in some districts, *under the penalty of famine*, to teach our people the modes of cultivating better crops; and even in the less afflicted districts, if property is to be continued as such, by yielding any surplus produce, this requires more skill and knowledge than the Irish peasant as yet possesses."

20. A very striking confirmation of these views appeared soon after in "The Condition and Prosperity of Ireland," by Mr. Jonathan Pim, the present member for the city of Dublin, a work which attracted much notice at the time, and which has been often quoted since as an authority on the vexed subject of which it treats.

Same opinion stated by Mr. Jonathan Pim, M.P.

21. After giving some details of the sad state of the peasantry consequent on the loss of the potato crop in 1846–47, Mr. Pim asks—

"Can nothing then be done? Are our peasantry to be starved down to the level of our present resources, and then again to plant potatoes and live by con-acre, ... or are we to seize the present opportunity for improvement? . . . . This is the time for improvement. . . . . Education must be more extensively diffused; not merely by the knowledge of letters, but by . . . . that *industrial* instruction which will make every man more skilful in his particular branch of business. *Especially do our farmers need instruction.* . . . . . The Education Commission might fill its station most usefully by establishing numerous agricultural schools."

22. The success, moreover, which had for many years attended the experiment of agricultural training which had been tried at "The Templemoyle Agricultural Seminary," in the county of Londonderry, was frequently held out as an inducement to the Commissioners of National Education to follow up the system that had been set on foot in that flourishing institution.*

Templemoyle School.

* The following extract from a statement made about 1859 by the Resident Commissioner in reference to the Agricultural Department of the Board, gives an interesting sketch of the history of Templemoyle, and a statement of the causes which led to its being eventually placed in connexion with the National system of education. Mr. Macdonnell writes:—

"Any person anxious to ascertain whether the agricultural branch of the Irish National System ought to be preserved or abandoned, should study the history of 'The Templemoyle Agricultural Seminary,' established in the county of Londonderry.

"From that history he will find, 1st. That the demand for agricultural education arose thirty years ago, amongst the most sober-minded and practical portion of the gentlemen of Ireland, who had been taught by experience that improved police, improved literary education, excellent farming societies, the gradual increase of capital, &c., &c., though all useful and indispensable elements of agricultural prosperity, would not suffice, unless such an agricultural education, as has been furnished by Templemoyle, were superadded to them, and made the very root of the agricultural improvement of the country.

"2ndly. That this reasoning was completely borne out by the result; and that a vast amount of good has been effected by this institution, which has sent forth fully one thousand well-trained agriculturists.

"3rdly. That, though the great majority of the supporters of Templemoyle were high Protestants and Conservatives, they became convinced, after twenty-five years' experience, that its usefulness could never be fully developed, unless it were placed (as it lately has been with the best results), in connexion with the National System of Education.

"Now, if there was any part of Ireland in which such agricultural education as is supplied by Templemoyle would be unnecessary, or in which such an institution as Templemoyle could have been successfully sustained by mere local funds and public spirit, it was the very district in which the Templemoyle Seminary was placed. There was a large resident gentry, many extensive proprietors, very many country gentlemen of moderate fortunes and great intelligence, and, above all, a shrewd and thriving tenantry, who could feel the necessity of becoming acquainted with improved methods of husbandry, and who had the means of enabling their sons to pay for the agricultural education afforded at a good model agricultural school. It is admitted on all hands, that the managing committee conducted the institution with the greatest attention, judgment, and economy. Their chairman, Sir R. Ferguson, devoted as much time and thought to the institution, during twenty-five years, as if it were his own property, and as if his own reputation and income depended entirely upon its success. Yet, notwithstanding all these favourable circumstances, the committee found that, for the purpose of carrying on the institution with advantage, it was absolutely necessary to avail themselves of the pecuniary assistance, and educational machinery of the National Board. From the time when they adopted this course, a new life has been added to the establishment. Its usefulness has been nearly doubled. To quote the words of their Report for 1858:—

"'In its present position, Templemoyle possesses all the advantages of a Model school, vested in the Commissioners, with the benefits of a Proprietary school, enjoying the influence and assistance of the gentry of the country; and it is hoped that it will bear comparison with any agricultural school in the kingdom, and offer equal advantages to its pupils.'

Board of Education did not initiate the system.

23. It will be seen, therefore, that the Board of Education did not take the initiative in undertaking to engraft agricultural on the literary education which they had been commissioned to provide for Ireland. It was not until strong and continuous pressure from highly influential quarters had been brought to bear on them that they at all warmly took up the subject of agricultural instruction. This, however, they were at length persuaded to do, and in their 16th Report (1849), the Commissioners made reference to the establishment of agricultural model schools. Anyone reading the following extract from that Report by the light of our present experience cannot fail to observe with surprise how far below the actual expense into which the Board allowed itself to be drawn were the preliminary estimates as to the cost of farm buildings :—

Original estimate of cost of Farm Buildings, &c.

"Having made inquiry as to the description of farm buildings suitable for farms varying in extent from eight to thirty acres, and uniting the essential requisites of economy with sufficient accommodation, we obtained

"So important is it that the case of Templemoyle should be thoroughly understood, that we shall quote at large the language of the committee, when explaining to the public the grounds upon which they resolved upon placing the institution under the National Board of Education :—

"'For nearly twenty years Templemoyle continued to be the only agricultural school in Ireland; and up to May, 1850, had received and educated 802 pupils, from forty-two different counties, embracing England, Scotland, and Ireland; showing not only its great utility, but the high public estimation in which it has, ever since its commencement, been held —the number of pupils at any one time varying from 50 to 70, or the school being generally full.

"'The original capital subscribed by the shareholders having been almost all expended in the necessary building and farming stock, the institution, for the first quarter of a century, continued to be self-supporting.

"'This flourishing condition continued up to the period of the potato failure in Ireland, shortly previous to which time, from the increased number of pupils, and the numerous applications for admission, the Committee were obliged to enlarge the building, in order to provide necessary accommodation; they also, at the same time, added an hospital, and a residence for the head farmer, which improvements absorbed all their available capital.

"'The effects of the famine years, and the large emigration that followed, began to tell rather seriously upon the prosperity of the school. At the same time, the increased price of provisions rendered it impossible to maintain and educate boarders at the low price of £12 to non-subscribers, and £10 to subscribers. The Committee were, therefore, not anxious to fill up vacancies as they occurred; and at the end of 1854, even with a diminished number of pupils, the establishment was found to have suffered a severe pecuniary loss.'

"Other and more weighty influences were also at work, destined in due time materially to affect such an institution. The National Board of Education had been for some time perfecting the plans of the Government for diffusing through Ireland industrial and particularly agricultural schools; and these carried on under a plan of almost perfect supervision, aided by Government funds, displayed much greater efficiency than could possibly be expected from the management of a committee of country gentlemen, however patriotic and well intentioned. Many of the Government schools being also nearer to the homes of those requiring instruction, and at the same time offering the attraction of lower terms, and greater rewards for merit, naturally drew away many young men who would otherwise have been pupils at Templemoyle.

"The Committee, therefore, considering that this school was founded, not with any selfish or exclusive design, but entirely for the benefit of the country, thought it wiser, instead of remaining an independent, and what might almost be deemed an opposition establishment, to place themselves at once in connexion with the National Board of Education, and give the pupils of Templemoyle an opportunity of participating in the fostering care of a paternal Government.

"A communication was therefore opened with the Commissioners of National Education during the last year; and the kind and liberal feeling displayed by them in at once receiving this school into connexion with the Board, and endowing it with funds to enable it to hold out the same advantages to its pupils as other Government schools, giving it the able supervision of the literary and agricultural Inspectors of the Board, and yet leaving its sole management, as previously, in its committee of proprietors, cannot be too highly appreciated by the public.

"The committee now turn, with feelings of great satisfaction, and perhaps a little honest pride, from a retrospect of the services conferred on society in past times by this solitary and unaided institution, to hail the day when the principle of moral and industrial training, on which it has become so universally acknowledged and adapted, and to rejoice in the more fully developed and extended utility to be expected from the school, as forming part of a great National system.

"It will, so long as it stands, bear witness that, at a period when there was no Government aid to assist and encourage those who sought to benefit their country by establishing industrial schools, the landed gentry of the north of Ireland established, out of their own private funds, and for above a quarter of a century, maintained this, the first agricultural school of their country.

"The gentlemen of Ulster were somewhat before the Legislature in their perception of the requirements of the age; but the time having now arrived when their labours are acknowledged and appreciated by the State, their being connected with, aided by, and aiding in the National education of the country, is alike honourable to themselves, and to the Commissioners conducting it.

"Some of the shareholders of Templemoyle did, it is true, object to connexion with the National Board; they did so, indeed, from purely conscientious motives, and generously offered again to subscribe if sufficient funds could be raised to enable it to resume its character of self-maintaining independence. The majority, however, decided upon assuming the present position, because the very fact of a further subscription being necessary, gave the negative to its capability of self-support, under unforeseen circumstances. They judged, also, that as part of a great system, the school would have its advantages to the public materially and permanently augmented. That they were not deceived in their opinion, the improvement and increased efficiency of the school, even during the last few months, abundantly testify. The present committee can, therefore, with confidence, leave it to the public, who are the gainers by the change, to judge of and appreciate their motives. Indeed it is hoped that many, who at first were opposed to connexion with the National Board of Education, having witnessed the resulting good effects already apparent, will be reconciled to the measure."

In 1866, Templemoyle school was closed. Mr. Baldwin, in his report for that year speaking of Templemoyle says :—

"'I regret to say that Templemoyle, the largest of these schools, and one of the most useful agricultural institutions ever established in these countries, became inoperative towards the close of the year.

"'Notwithstanding the liberal annual grant of £320 a year made by the Commissioners towards the payment of salaries and the maintenance of pupils, the local committee found themselves so embarrassed by a debt of about £1,000, which had accumulated in former years, that they resolved on selling stock and crops, paying off the debt, and closing the establishment. They publicly advertised the sale, as well as their intention of closing the school, without having given any previous intimation to the Commissioners.

"'The farm and farm buildings then came into the hands of the landlords, who are the Grocers' Company, which I am credibly informed owns about 12,000 acres in the north of Ireland.

"'During the present year I was directed to visit Templemoyle, with a view of reporting on the feasibility of re-establishing it, either under the exclusive management of the Commissioners, or by giving (as in the case of Loughash) adequate encouragement to a competent man to carry it on as a private speculation.

"'The agent of the Grocers' Company informed me the only terms on which any application of the kind could be entertained would be to pay the Company, in addition to the rent of the land, six per cent. on the money originally sunk in the buildings. I submitted it was quite enough for the Commissioners (in the event of their taking the place) or for a competent agriculturist who, under their auspices, would undertake to carry on the agricultural school, to pay the same rent as any incoming tenant.'"

various plans and specifications, which we submitted to the inspection of several persons qualified to judge of such matters. We have ascertained that the erection of farm buildings, with a literary school for 100 children, and a residence for the teacher, agriculturist, and pupil teachers, will cost from £800 to £1,000, according to the size of the farm. In this sum we do not include the cost of furniture, farm implements, and stock. Assuming the expense to be on an average at least £900, the largest sum that could be obtained from the applicant locality would be the half of that sum, £450. As the farm, as well as the building, will henceforth be vested in us, we shall become thereby responsible in each case for the annual repairs, for the furniture, the rent and taxes, the expense of maintaining the resident pupils, and for the salaries of the teachers during the continuance of the lease. The question which we had to decide upon was, whether, under these circumstances, we ought to undertake the direct management of these schools, or leave it, including as it does the appointment of teachers, the selection of apprentice pupils, and the general arrangement of all the details of school management, to the applicants themselves, as has hitherto been the case. We have resolved, after the fullest consideration, to undertake the management ourselves. Hitherto the original outlay on agricultural schools was comparatively small, and the land was not vested in our corporation. If the school did not succeed the loss to the public was inconsiderable. We accordingly felt that we were not incurring too great a risk, and that we saved ourselves from much expense and trouble, in leaving the management of the school to the public spirit, and private interests, of the persons locally connected with it. But now the sum that must be contributed by the Board is large, and all the future cost of maintaining the buildings and carrying on the whole establishment must devolve upon us. In consequence, too, of the farm being vested in our Board, the local parties, if the management were confided to them, might at any time, after suffering all things to fall into disorder, cast upon us the whole expense and responsibility of repairing the mischief. Furthermore, the school having become, from the expense incurred, and the extent of accommodation supplied, of so important a character, a mere general veto possessed by us on the appointment of a teacher would not be sufficient. It becomes necessary not only to guard against the appointment of an incompetent master, but to appoint the best that can be selected. So with regard to the choice of the apprentice pupils to be boarded in the school, if the nomination were left to the local manager, he might indeed choose fit persons, but would, perhaps, select them from his own estate exclusively, and thus entirely deprive the school district at large from partaking fairly of the benefit intended for it. Should the proprietors wish such schools to be established on their estates, and to have the direction of them, they must undertake the chief expense in erecting and carrying them on. The State will have done all that can be fairly expected from it, by placing at considerable cost and risk, in various parts of the country, the best examples it could furnish to the gentry, of the mode in which agricultural and literary instruction may be effectually combined in a country circumstanced like Ireland."

Original estimate of cost of Buildings, &c.

24. From this time the work progressed with rapidity. In 1854, the Commissioners had under their own exclusive management 14 model agricultural schools in full operation, 3 in partial operation, and 2 building, or altogether 19; under the management of local patrons 15 in operation and 1 building:—or a total of 35 of both classes of model agricultural schools, and 47 of ordinary agricultural schools. In 1858 the model schools had increased to 42, of which 1 was closed.

Number of Agricultural Schools in 1854.

25. About this date the system met with a serious check. Not a few complaints had, from time to time, been made of the extravagant expenditure connected with the agricultural department of the Board of National Education, and it was said that the benefits derived from the system were far from being commensurate with its cost. On the 1st March, 1859, on the motion of Mr. Sullivan, M.P., a return was ordered by the House of Commons of the—

Objections raised against system on the ground of its expense.

"Name, &c., of all model farms and agricultural schools connected with the Commissioners; date of connexion; extent of land for agricultural purposes under each; name of landlord; nature and terms of the tenure; purchase money, if any; annual rent; Griffith's valuation of each farm; total amount expended up to the 31st day of December, 1857, upon each farm and school for agricultural purposes exclusively, with the amount received from farm produce, boarders' fees, &c., in each of the schools managed by the Commissioners themselves; net total of the amount expended on agriculture out of the public grants made to the Commissioners, from the introduction of agricultural instruction to the 31st day of December, 1857; valuation of all the property held by the Commissioners in connexion with agriculture, classified under heads, such as capitalized interest in land, value of buildings, machinery, implements, live stock, crops, &c., and distinguishing the valuation of the Central Model Farm, or Albert Institution, Glasnevin, on the 31st of December, 1857."

The "Sullivan Return," 1859.

26. The return asked for was also to give the number of pupils on the roll of each agricultural school, of resident agricultural boarders, &c., with various details as to each. Also the names, duties, salaries, religious persuasion, and other particulars of all the officers in the service of the Commissioners, or employed by them in connexion with the agricultural department.

The information supplied by them very incomplete,

27. The returns made on this order by the Commissioners of Education, are not by any means as satisfactory to any one desiring to learn accurately the then condition of the agricultural department as they might have been made. No direct blame, however, can attach to the Commissioners on this head, inasmuch as the returns are given as they were asked for. It was unfortunate, however, that those calling for information did not frame the queries somewhat differently.

28. The column headed "Total amount expended upon each farm and school for agricultural purposes exclusively," should have been subdivided into minor headings, distinguishing the amounts sunk in buildings and permanent improvements from the sums paid in salaries, and those that had been expended year by year in the ordinary working of the various farms. As the account stands there is the rather startling sum of £146,000, representing the Commissioners' gross expenditure on the agricultural department, with no information as to how or when the money was spent on each of the twenty schools then in operation. On the other side of the account the information is almost equally unsatisfactory. The three subdivisions of the "Total" column for receipts, are:—firstly—"Farm Produce," £22,860 15*s.* 7*d.*; secondly—"Boarders' Fees," *Nil*; and, thirdly—"&c." (rather a vague heading for so large an amount!) £13,360 3*s.* 4*d.* Total, £36,220 18*s.* 11*d.* The most evident deduction from these figures is, that at the close of the year 1857, the receipts, from all sources of the twenty school farms under the direct control of the Commissioners, had fallen short of the total expenditure, connected with the same, by about £110,000.

29. The sum given by the Commissioners in their return as the "net total of the amount expended

on agriculture out of the public grants made to the Commissioners, from the introduction of agricultural instruction, to the 31st day of December, 1857," was £126,345 10*s.* 11*d.*

30. This sum is about £16,000 in excess of the deficit of £110,000, shown above; and we suppose that the difference is to be accounted for by the "note" appended to the return, which states that—

"This sum (£126,345 10*s.* 11*d.*) includes the net total expenditure from the year 1837–38 to the 31st December, 1857, under the heads—Building, furnishing, and repairing of all the model agricultural schools under the management of the Commissioners; the maintenance of the resident agricultural pupils; salaries of agricultural teachers; expenses connected with the working of the farms; payments to industrial classes; gratuities to workhouse agricultural teachers; other total disbursements to model and ordinary agricultural schools under local management, as well as cost of inspection."

but sufficient to prove the injudicious expenditure in the agricultural department to that date.

31. Wanting as these returns were in the fulness of information that, if not technically asked for by the member of Parliament who moved for their production, was certainly desired by a large section of the public, they were nevertheless sufficient to prove that the dissatisfaction expressed with the mode in which the Commissioners had managed their agricultural department, was not wholly unreasonable. The expense at which many of the model farm steadings had been built, and the general aspect of the establishments, were calculated to produce evil results in more than one direction. While they alarmed the economist who had to pay for their erection, they discouraged the farmers whom they were intended to instruct. Of the 608,564 farm holdings into which, at the date of the last Census, Ireland was divided, 309,480, or more than half, were of less than fifteen acres in extent. At the date of which we are now treating, the excess of the smaller class of farms was probably even greater than in 1861. Now, it was farmers of the class holding these smaller portions of land for whom, in a special manner, the system of agricultural instruction was intended. Deep cultivation for roots and house feeding for cattle were the primary lessons to be taught, and "Belgian farming" was the model held up for imitation. It was, therefore, eminently a small farmers' system. Now, it is sufficiently notorious that, judged by an English or a Belgian standard, the small farmers of Ireland are deficient in accumulated capital. We say "accumulated" to protect our statement from the popular criticism that his strength, thrift, and industry should be counted as part of the small farmer's capital. Doubtless they should be, but not to the exclusion of his cow, pigs, and poultry, his spade and pick, dairy crocks and churn, and of so much ready money at the least as will suffice to keep himself and family, and pay a half year's rent before his first crop becomes available. Want of capital then being notoriously one of the Irish farmer's weak points, it was not judicious when introducing to his notice an improved system of agriculture, against which (if merely because it was a novelty) he was sure to be prejudiced, to present it under conditions that were to him absolutely impossible of attainment. To dilate on the economic benefit of house-feeding the three or four cows of a ten acre model farm in a byre built of cut stone which had evidently cost nearly as much as the fee-simple of the farm it incumbered, was palpably absurd. Might there not be danger of the system thus exemplified sometimes coming to be looked on as partaking of that absurdity?

The farm buildings too expensive.

Agricultural schools chiefly intended for instruction of small farmers.

This object defeated by the expensive system adopted.

32. If the landlord or agent, finding fault with a tenant for keeping his poor cow on a winter's day, starving out in the cold on an imaginary pasture, pointed to the neighbouring model farm as an example, and asked why the tenant did not keep his cows comfortably in the cow-house like Mr. So-and-so, the agriculturist, he would, most probably, be met, as we once were, with the reply:—"Cow-house, indeed—bedad it's *parlours* he has them in! Where would the likes of me be looking for *grandeur* like them?" Bearing in mind the social condition of that class of persons for whom agricultural instruction and example were mainly intended, it would seem that much more practical good might have been done and at a far lower cost by a less pretentious system. In a few places that we visited during our tour of inspection we met with model farm steadings erected in a less expensive manner, and yet with adequate accommodation, where the buildings, though much in advance of those on the farms adjoining, were yet of a character by no means impossible of attainment by tenants holding from twenty to forty acres of land. Of such a class (though the land round each differs widely from the other in productiveness and value), may be said to be the buildings of Tervoe and Derrycastle Model Farms, under the direct management of the Board of Education. Amongst the first class model agricultural schools under local management, the same remarks may be in part applied to Rahan, in King's county, and Sallybank, in Clare; while of the third class, or ordinary agricultural schools, we met with a good practical working example of an inexpensively built, and yet commodious and well kept small farmer's establishment at Ballinvally, in Westmeath, on the property of the Right Hon. W. F. Tighe. We also found a favourable specimen at Oldcastle Endowed School Model Farm, to which reference was made by Mr. Baldwin in the course of his evidence before the Commission, and which, though unconnected in any way with the Board of National Education, has the benefit, through the courtesy of that body, of the supervision and inspection of the Superintendent of their Agricultural Department.

Some of the steadings, however, are useful as examples.

33. It is not of course to be expected in the larger and more imposing establishments—such as Glasnevin, Cork, and Belfast—where provision is made for the accommodation of large classes of agricultural boarders, and to which a certain air of being show places cannot fail to be attached—that the buildings should be necessarily erected on as plain a scale as economy might suggest to an estate owner who had merely profit in view. Some margin might fairly be allowed in such cases for moderate ornamentation, as it is allowed to railway companies, and other trust-holding bodies in the erection of their various termini, stations, hospitals, and similar public buildings. But in the model farms in strictly rural districts—where the chief object in view was to encourage improved agriculture in the neighbourhood by instructing the rising generation, and by affording examples to all of what should be avoided, as well as of what should be done, the expenditure of the public money in needless ornamentation, or in providing an extent of accommodation greater than the size of the farm could

ever require, was worse than wasteful—it was positively injurious. Indeed of all the model farms we met with in the course of our tour, we did not find any doing more real good than Lough Ashe, in Tyrone, where the buildings although sufficient for their purpose, are of a very plain and homely character. Nowhere did we see more practical good being done—we found there the largest number of boarders—and nearly the best instructed of any that we met, both in the theory and practice of agricultural science. We found as great, if not greater proofs, than in any other model farm we visited of continuous good work done, and doing, in reclamation of barren land, in clean and productive cropping, and last, not least, in a long series of highly satisfactory balance sheets. When this establishment was founded in 1834, one-half the present farm was a wild mountain side, and the other a snipe marsh. The work of reclamation has gone on little by little, and the accumulating profits have been re-invested in improvement. At the date of our visit the boarding class was filled. Sixteen is the largest number that the establishment can accommodate, and we found sixteen there. A reference to the report of the Commissioners of National Education for the year 1855, will show Lough Ashe holding a similarly high position at that time as an agricultural boarding school. The total number of "paying" (as distinguished from "free") agricultural boarders in 1855, in the twenty model agricultural schools under the exclusive management of the Commissioners was thirty-one, while at Lough Ashe alone there were thirteen "paying" boarders.

Lough Ashe, a most favourable specimen.

34. In a very interesting report by the owner of the Lough Ashe estate, Lieutenant-Colonel J. Pitt Kennedy, on the condition of the model farm in 1864, it is stated that up to that date 171 pupils had passed through the agricultural class, and in reply to our inquiries on the spot, we were told that the great majority of these had not only gone on well as to respectability of character, but had turned to a profitable account the agricultural instruction they had received at Lough Ashe. The comparatively greater success of this cheaply worked and self-supporting establishment, than of the costly model farms on which the money of the State has been so freely laid out, goes far to prove that a lavish expenditure in starting a model farm is by no means necessary. Indeed if we refer to the letter of Lord Monteagle, from which we have already quoted, we shall find that his views were much less ambitious than those subsequently adopted and acted on by the Commissioners of National Education. Speaking of Larne Agricultural school, which may be called the seed from which the entire system has grown up, his lordship said—"I have seldom seen so much good so simply and so effectively done, or at so small an expense. It is on these grounds that I think it a model capable of being imitated in other parts of Ireland. The entire cost, including the building of three large schools, one for males, one for females, and one for infants, a farm-house and offices, and fifty guineas paid for tenant-right, did not amount to £1,000; and the subscription for its annual support was under £50. The quantity of land which was found quite sufficient for the whole system of instruction was but four acres, Irish; and for this a rent of five guineas an acre was paid.* On this little spot I saw three cows kept in excellent order (in a house), and two calves reared. The land was all in one fence, but worked in a five-course shift." In the course of the "suggestions" accompanying his letter Lord Monteagle observed, "Another great impediment to the progress of agricultural teaching will be found in the exaggerated estimate formed of the outlay required for such an establishment. This has been proved to be a mistake by the experiment so successfully tried at Larne; four acres of land, buildings of the greatest simplicity and cheapness, farm-houses, out-offices for feeding cows, rearing calves and pigs, a small dairy, are all that are required." In conclusion his lordship says, "Let not my proposition be rejected on the ground of expense. In the first place I doubt whether that expense would be as great as many apprehend; but even if it were we should compare the expense with the gain." Taking then into consideration the original idea out of which may be said to have grown the present system of agricultural education in Ireland, reviewing the cost of its establishment and working, and finally comparing these with the results that have been attained, we cannot avoid coming to the conclusion that there has been an injudicious expenditure of the funds applicable to this branch of popular education.

Expensive buildings a departure from the original scheme as sketched by Lord Monteagle.

35. We now come to another and a most material subject in connexion with the model farms under charge of the Commissioners of National Education, *i.e.*, the example they have afforded and are now affording to the pupils and to the public of the profits of scientific farming. As there clearly could be no more useless expenditure of the public funds than to teach Irish farmers to lose money, so a very important point in model, as in all other farming, should be to take care that your operations end in gain and not in loss. But in model farming it is not enough to make a substantial and honest profit; it is necessary also to prove clearly, not only to the pupils but to the public, that such a profit has been really made. In both these points the model farming of the Board of National Education has been very defective. It was too often the case that year after year their farms were worked at a heavy loss. Indeed at one time a model farm balance sheet showing a gain on the year seems to have been a rarity. The return of 1859, from which we have already quoted, seems to give fuller information on this point than any other document published by the Board up to that date, and we have therefore, by an examination of the figures therein, endeavoured to arrive at some idea of the yearly profit or loss of the first twenty years' working of the Board's model farms. As we have already observed, the form in which these returns were asked for and furnished is not sufficiently detailed, and there must therefore be a certain amount of guess-work in striking a balance between receipts and expenses, such as should be legitimately debited or credited in a farmer's balance sheet. Under the head of "Total amount received from, &c., &c.," we find a column showing the gross receipts from farm produce for each of the twenty or twenty-one schools† in the list, the sum of which amounts in round numbers to £22,860. But on the other side of the account (from the column giving total expenditure for agricultural purposes not being subdivided) we have no means of knowing what

Necessity for proving that Model farms "pay."

*Four acres Irish, at five guineas an acre, represent six acres, one rood, and thirty-six perches statute measurement, at £2 12*s.* 5*d.*

† Glasnevin National Industrial School appears in the return separately from the Albert Model Agricultural School Farm and Garden, and thus makes the whole number of establishments twenty-one.

proportion of the total sum of £146,000 was expended on those items that should appear on the credit side of a farmer's yearly balance sheet. There is, however, a column in the return stating the year in which each school was taken into connexion, and it may be assumed that the rents were regularly paid from that time, and that they therefore form a portion of the total expenditure. By multiplying, therefore, the annual rent of each school farm by the number of years it had been in connexion in 1857, and by adding together their sums, we have ascertained that the total amount of rent due, and we presume paid, by the Commissioners during those twenty years was in round numbers £20,860. This sum was of course the first charge, so to speak, on the "farm produce," the total of which during these same twenty years is stated in the return to have been £22,860. Thus there would seem to be left only £2,000 (the excess of the total farm receipts over the rent paid) to meet the annual outlay on twenty-one farms for an average of seven years. Manifestly this would be but a drop of water in the ocean of needful farm expenditure on an aggregate area of more than a thousand acres. The returns or accounts of that period to which we have been able to gain access do not give us data for forming anything like a reliable opinion as to what the probable farm outgoings, exclusive of rent, must have been during the years named; but we find in the last report of the present Agricultural Inspector a statement that may enable us to draw a fair inference on the subject. In Mr. Baldwin's report for 1866 are published the balance sheets for that year of four of the Board's model farms, whose aggregate acreage is about 337 acres, in which the outgoings for the year, exclusive of rent, amounted to nearly £2,360, or more than £6 7*s.* 6*d.* an acre. As each of these modern balance sheets shows a respectable profit, while those of the former period to which we refer were clearly losing concerns, it will probably be well within the mark to take £6 per acre as a basis for calculation, and doing so we find no less a sum than £42,000, representing the probable outgoing, in addition to rent, during the period named in the return. In other words, the account would stand thus in round numbers :—

Failure in this respect of the Model farms of the Board of Education.

Total amount expended on the twenty-one model farms of the Board up to December 31, 1857, under such heads as labour, purchase of cattle, implements, manure, seeds, &c.,		£42,000
Total amount paid in rent during same period,		20,860
		£62,860
Total amount received for farm produce during same period,	£22,860	
*Total (probable) value of live and dead stock in all farms in 1857,	7,000	
		29,860
Loss,		£33,860

36. It will, of course, be understood that this loss is exclusive of all the money sunk in buildings, &c., and also that the salaries of agriculturists, and the interest on floating capital invested in the stock, &c., of these twenty farms, have not been taken into the calculation.

Rents of the Board's farms often very high.

37. In justice, however, to the officers of the Board, on whom has devolved the responsibility of working the various farms, and of trying to make them examples of profitable as well as of scientific cultivation, it must be observed that in several instances the rents for which the Commissioners of National Education have made themselves responsible are extremely high. Indeed the aggregate rental of the thousand and seven statute acres included in the farms under the direct control of the Board amounts to £1,950, about £1 18*s.* 7*d.* for the statute acre, or more than £3 2*s.* 6*d.* for the Irish acre—a rate which is probably double the average of that at which the land of Ireland is generally let. But as the labours of our Commission have proved, to any of us who may before have doubted it, that "averages" are frequently fallacious guides, we have compared separately the rents of each model farm with Griffith's valuation of its "land" (as distinguished from its "buildings"), and we find that that for which the Commissioners pay £1,950 is valued at only £1,206, so that the aggregate rents exceed the aggregate valuation by sixty per cent. But as a few of these farms are let a little below their value, and several at what would be generally thought a fair rent, it follows that there must be some whose rents are *excessive;* and such on examination we found to be the case. In certain instances, and notably at Athy farm, held from the Duke of Leinster, and at Tervoe, held from the Right Honorable W. Monsell, M.P., the rents were moderate, and there had evidently been a disposition on the part of the proprietors to aid the Commissioners in establishing the system of agricultural education, even at a certain pecuniary sacrifice. In too many instances, however (and for the reputation of Irish landlords, as promoters of agricultural advancement, we mention it with regret), we found the rents of the model farms not only much higher than the valuation, but higher also than the rents of the adjoining farms. At Kilkenny we found the rent to be £146—the valuation being only £78—while in the cases of Kyle Park, Farrahy, and Glandore,—three of the six first-class model farms which we were unable to visit—the returns show that their aggregate rent exceeds £90, the corresponding valuation being less than £35! But altogether, the worst case we met with was that of the Ulster Model Farm, which contains 108 statute acres. The rate of valuation of the two adjoining farms is £1 6*s.* 6*d.* an acre; the valuation of the model farm itself is £133 10*s.*, while the rent charged to the Commissioners is £284 11*s.* 4*d.*, or £2 12*s.* 6*d.* per acre!† It may be urged that the proximity of this farm to the city of Belfast gives what, agriculturally speaking, we should call a fictitious value to the land; but we cannot think it otherwise than injudicious to have chosen for a model farm a site so unsuited by nature as well as by accidental local circumstances for giving a fair chance to the system of scientific agriculture intended to be there exemplified. The result has been such as might reasonably have been anticipated, where an exorbitant agricultural rent is paid for a farm, the natural adhesiveness of the soil of which makes it unusually difficult and expensive to work, and

Sixty per cent. above "Griffith's Valuation;"

A fact not to the credit of Irish landlords.

Failure of the "Ulster Farm."

* In the return lately furnished to the Commission, the total value of live and dead stock on March 31, 1868, is given as £7,892 17*s.* 7*d.*

† Equal to £4 5*s.* per Irish acre.

increases the probability of such an utter failure of the root crop as we found there at the date of our visit. The balance sheets of this farm for the last four years show a gross loss on the mere working of the farm of more than £980. At the time we made our inspection there were only two boarders at the farm, the number of places being ten, while from its situation—three miles distant from the Belfast Literary Model schools—it is useless as a means of agricultural instruction for the day scholars of that institution.

38. The cost of the Ulster Model Farm, from its first commencement to the date of the late return furnished to the Royal Commissioners, is there stated to have been £15,152, while the benefit to the State conferred by it has been very small.

Should be abandoned.

39. It is our decided opinion that the agricultural department of this institution should be forthwith abandoned; and there is little doubt that from the yearly extension of Belfast in the direction of the farm, and the rapid increase in the value of building sites in that neighbourhood, the Commissioners of Education could repay themselves a considerable portion of the money sunk from first to last in this unfortunate speculation.*

Differences of opinion on the question of the necessity of Model farms "paying."

40. It seems, then, to be evident that if paying its way, not to speak of realizing profits, be a necessary requirement from a model farm claiming to have fulfilled all the ends of its establishment, the model farms of the Commissioners of National Education had, in so far, been a failure at the time we speak of. We are aware that our opinion as to the necessity of model farms being paying concerns, differs from what has been maintained by some of the agricultural officers of the Board of Education. In his report to the Commissioners in 1857—the date at which the subject of the extravagance of the agricultural department was being freely ventilated—Mr. Donaghy, at that time one of the Agricultural Sub-Inspectors, expressed himself as follows:—"Some seem to consider a *pecuniary* profit as the *only* test of the efficient working of such establishments. In conjunction with, I should think, the intelligent part of the community, I am of a different opinion. Whilst I admit that a pecuniary result is very desirable, and expect that in all cases it will be soon realized, yet I must say that I estimate the amount of sound agricultural knowledge diffused by them as much more valuable to the country, and more in accordance with the objects in view in their institution." Clearly a pecuniary profit is not the *only* test of the efficient working of a model farm; but, even at the risk of being classed with the unintelligent part of the community, we must adhere to our belief that when we introduce to the notice of the public—particularly of the agricultural portion of it, which is notoriously averse to change—any system of farming as an example for imitation, the very first thing we should prove to them is, that it is a system calculated to gain the main end every farmer has in view—viz., to make money. That example is better than precept may be a trite proverb, but it is a very true one, and rarely more true than in the case of the Irish small farmer. Show him a luxuriant crop of Swedes, and his first remark will be—"But they're terrible costly to grow." Show him a well finished beast—"God bless her!" he will exclaim, "she's a great beauty, but she must have gone through a power of turnips and hay!" Convince him, however, that money may be made by "costly" turnips, and he will begin to grow them; or that the profit on the cow exceeded the cost of the Swedes and hay she consumed, and he will probably begin to think of making a careful little venture in the same direction. "To see" with him "is to believe," while merely "to hear" is, most likely, to "disbelieve." If, therefore, you fail to make him *see* you fail to instruct him.

Opinion of the present Superintendent of the Agricultural Department on this point.

41. We are glad to find however, that the opinion on the question of profits expressed by Mr. Donaghy, in 1857, is not endorsed by the present Superintendent of the Agricultural Department. In the first report (March '65) addressed by that gentleman to the Commissioners of Education after his promotion to his present office, Mr. Baldwin writes—"So far my attention has been principally directed to the best and most profitable mode of working the Glasnevin, Cork, Limerick, Belfast, Kilkenny, and Athy establishments. These farms have hitherto entailed heavy losses; and after careful consideration, I have come to the conclusion that the department could not be worked as creditably and successfully, as the Commissioners are anxious it should be until the balance-sheets of those farms showed more favourable results. I hold the opinion myself, that no farm has any pretensions to the rank of model, unless the balance is on the right side."

Progressing improvement in the profits of the Board's farms.

42. That Mr. Baldwin still holds the same opinion is clear from the following statement in his report, dated July 15, 1867. "In the next place it must be confessed that, from one cause or another, some of these model farms have not gained the respect and confidence of either landlords or tenant farmers. In many cases the farms did not pay, and the consequence of this was they were pointed at as utter failures. This objection cannot in justice or fairness, be urged any longer. Several of the farms are now skilfully managed, and show satisfactory balance-sheets, and they will be improving every year. It has been already stated in these reports, and the statement may be repeated here, that the Commissioners should not retain in their service any agriculturist who fails to show a profit on the farm under his management. For, while it is true these farms were not established to make profit, yet it is preposterous to pretend to instruct farmers by a style of farming which does not pay." The rule here proposed of dismissing any agriculturist of a model farm who failed to show a *bona fide* balance on the right side of his account, is one that if strictly acted on would not fail to produce the desired result. We know how unfortunately frequent the complaints have been, not in Ireland alone, but in various other places where it has been tried, of the difficulty that has been met with of making model farms pay. The instances are notorious where the best intentions and the most energetic exertions have failed to achieve this to our mind, indispensable result. But where instances of success are to be found, it is clear that failure is not inevitable. Now we carefully examined the

Profits of first class Agricultural School farms under local management.

* It seems well worthy of consideration whether the buildings and land at the Ulster Model Farm might not still be made of service to the State by being turned into a reformatory or industrial school. The establishment could be applied to either purpose without any great expense in building or alteration, and might save a needless expenditure of more public money elsewhere. If it were thought undesirable to carry on any of the other larger district model farms, they might perhaps be utilized in a similar manner.

balance-sheets of eight of the nine* first class model agricultural schools under local management which we visited—in which cases the teachers are farming under the supervision of the Agricultural Inspectors of the Board of Education, but for their own private advantage, and we did not find a single instance where a respectable profit was not being made. It may be added that with scarcely an exception the teachers were paying as rent, fully what the land was worth, indeed in one or two instances were paying even a *high* rent, considering how much of the present value of their farms had been created by the occupier's unaided improvements. The aggregate area of these eight farms was less than 190 acres. The rent was £163; the valuation £116; the total floating capital was £1,420, about £7 an acre, and the average annual profit, as shown by the balance sheets of the last three or four years, was more than £379, or nearly £2 an acre yearly. There were about 170† pupils on the rolls of the agricultural classes of these schools.

43. Nearly the same may be said of those among the "ordinary" agricultural schools which we saw. We visited eight of this class, besides Convoy which was inoperative, walking over the land and examining the accounts, and in every instance found a profit had been made. The united area of these eight little farms was 66A. 2R. 15P. statute; their rent was £50 2*s.* 4*d.*; the total floating capital invested in them was £384 (less than £6 an acre) ;‡ their total average annual profit for the last three or four years had been £154 2*s.* 8*d.*, more than £2 6*s.* an acre, and the total number of pupils on the rolls of the agricultural classes was 223.

Profits of "ordinary" Agricultural School farms.

44. It should be borne in mind that most of these schools are situated in backward districts, and that the land in the farms attached is frequently very poor, being in several instances, only now in process of reclamation from the waste.§

Oldcastle Endowed Schools.

45. In the case of the Oldcastle Endowed Schools, which we have already mentioned as being managed by local trustees, and unconnected with the Board of National Education, the agricultural department has been scarcely nine years in operation, but in the item of "profit," this farm also has been an example that success is not unattainable. Its area is rather less than 18 statute acres; the rent paid is £32 (calculated at a guinea the statute acre, and £13 a year to cover the interest at 6½ *per cent.* on £200 sunk in farm offices). In the autumn of 1859, the agriculturist (who, it is very important to observe, is also assistant literary teacher), started with a capital of £142, advanced by the trustees. In two of the years that have passed since then, the balance-sheets showed a small loss, but on the close of the last year's account—March 31st, 1868—there was a net gain to credit of the trustees (after making up the losses of the two deficient years), of £199 2*s.* 6*d.* It is fair to the agriculturist, and also encouraging to those interested in model farming, to state that the two years in which a deficit occurred, were in the earlier period of the operations, and that the balance sheets of 1865, '66, '67, '68, show an aggregate net profit of £147 1*s.* 5*d.* nearly £37, or £2 a statute acre *per annum.* The accounts of the Oldcastle School Farm—elaborate copies of which were courteously placed at our disposal by the agriculturist, with the sanction of the trustees—possessed several points of interest in connexion with the direct object of our inquiry, and also with the great social question of small tillage farms *versus* large grazing ones, with which it is so intimately mixed up. To two of these we think it desirable to draw the attention of the Commission. The labour has all been paid for in cash at Oldcastle, with the exception of a sum of £30, at which the labour of the boarder class was valued during the two years that such a class existed in the establishment. During the nine years that the model farm has been in operation, this labour bill has amounted to more than £507. Had a small farmer, therefore, been working this farm (which, be it remembered, is only 11 Irish acres in extent), on his own account for this period, doing himself, and with the help of his family, all the work for which the trustees have been paying labourers 7*s.* and 8*s.* a week, he would have received for his time, risk, and the interest on capital invested, a gross sum exceeding £700. Deducting from this £288, for nine years' rent, at £32 a year, (which it is important to recollect, includes the full interest on the money sunk in sufficient farm offices for a house feeding system), his net earnings would have amounted to £422, while his farm would have been yearly increasing in fertility.

Has been worked at a considerable profit to the trust.

46. The other point in the accounts of this farm, to which we think it useful to draw attention, is that there have never been less than *seven*, and that during the past two years there have been *nine*, cows kept on the produce of these 11 Irish acres.‖ No meal, cake, or other artificial food was purchased during the last year, and the only food not grown on the farm that seems to have been used was £4 worth of hay. Under these circumstances, it need hardly be observed, that the house-feeding system is here strictly adhered to, as, under permanent grass, these 11 acres would do little more than maintain three cows summer and winter. Apart from the important consideration that this system must increase the fertility of the land by doubling the manure heap, it is found as well to be very profitable for the dairy. The gross receipts from dairy produce at Oldcastle on the last eight years, besides rearing a good many calves, has been £848 13*s.* 7*d.* The butter made having been disposed of at the current market prices, and the highest charge ever made for new milk sold being 2*d.* per quart. It may be interesting before leaving this branch of the subject, to give a return of the "cropping" of this farm in 1868, by which it will be seen that there are other sources of profit besides the dairy, although that is the one that is chiefly relied upon.

House-feeding system for dairy cows strictly adhered to.

* The only one we did not examine was Dromiskin, where in consequence of a disagreement between the patron and the teacher, the agricultural department was inoperative at the date of our visit.

† At Larne the vacation was going on at the date of our visit, so we were unable to learn the exact number on the roll of the agricultural class.

‡ This was exclusive of the sums paid for tenant-right in certain cases.

§ Apart from the subject of the profits of model farming, these statistics are not without interest in their bearing on the social question so important to Ireland, of the consolidation of small farms into larger ones. Taking the foregoing examples for what they are worth, they would go to prove that the profits of farming in Ireland (when land is tilled as it should be) are in an inverse ratio to the size of the farms. It would, perhaps, be out of place to follow this collateral subject to any length in this Report; but we venture to recommend its consideration to those who seem to believe that a further great consolidation of her 300,000 small farms is indispensably necessary to Ireland's future prosperity. See note to Paragraph 124—*infra*, page 862.

‖ On visiting this farm again, since these pages went to press, we found that there were twelve cows in stock, and the agriculturist calculated on being able to keep them through the summer without any extra purchased feeding stuffs.

OLDCASTLE MODEL FARM—CROPS—1868.

	Statute. A.	R.	P.		
Turnips,	1	2	35		
Mangold,	1	1	18	4	2 0
Cabbages,	0	0	32		
Potatoes,	1	0	35		
Oats,	4	3	30		
Grasses,	8	2	0		
Total,	17	3	30		

47. The results at Oldcastle have been on the whole very satisfactory, both as to profits realized and as to the progress of the pupils in the study of scientific agriculture; but we believe that the trustees are by no means of opinion that the limits of possible profit have as yet been reached, so that though they may "be thankful" they do not mean to "rest."*

House-feeding the key-stone of the "Belgian system."

48. We regard house-feeding and the judicious cultivation of soiling and stolen crops as the main-stays of the small farm or Belgian system, and in this we share the universal opinion of all accepted authorities on the subject. It is for this reason that we have insisted, at perhaps undue length, on the results achieved at Oldcastle, inasmuch as, with the exception of it and the five-acre farm at Glasnevin, where strikingly similar results have been attained, we did not find the house-feeding system carried out in any of the model farms we visited so fully as we had hoped to have done, or as we believed would be desirable. The collecting and economizing of manure are points in which the Irish small farmer (and, indeed, too many of the larger ones also) are still very backward; and as no application of the saying that "much will make more" is more appropriate than to the manure pit, this is an item that should be strongly insisted on by precept and example in every model farm and school in Ireland—more especially in the smaller farms in backward districts. At Tervoe we were glad to find arrangements being made for working a small portion of the land as a "Belgian farm," the stock and the accounts to be, as at Glasnevin, distinct from those of the rest of the farm. There seems to be every prospect of the experiment working satisfactorily. There is one more point in connexion with the subject of farm accounts to which we would draw attention—viz., the necessity of teaching the pupils the importance of such accounts, and of making them take part in keeping those of the model farm where they may be in training. Excepting at Glasnevin, we found this too much neglected in almost every agricultural school we visited, whether of the first or second class. In some there was no special instruction at all being given in farm account keeping, and in most cases even the boarders seemed to know little of the financial condition of the farm they were employed on.† We are aware there are some persons who will tell one that farm book-keeping by an ordinary farmer is loss of time, that "the proof of the pudding is in the eating," and that all a man who lives exclusively by his farm wants to know is, whether he has more stock on his land, or more money in his purse at the end of the year, than he had at the beginning. Indeed, we remember meeting an instance where a very intelligent gentleman, of the old school, carried his aversion to farm accounts still further—not alone maintaining that they were "useless," but that they were positively "injurious." Speaking of a farm on which, some years before, he had had a scientific steward, and where "high" farming had been carried on rather too expensively, he said, "We used to keep very accurate accounts at that time, and there was a dead loss every year; so at last we gave up keeping accounts altogether, *and the farm has paid first-rate ever since!*" We cannot, however, accept these views as being correct; and as the general absence of any regular system of keeping farm accounts amongst Irish farmers is a matter of notoriety, it seems to us doubly important, in educating these men's sons, to insist on the utility of such accounts in guiding an intelligent farmer's operations. A farmer who keeps no accounts may doubtless have made money during the year and may say that he has gained his end without the trouble of any book-keeping. But the next year may find him with a less profit—possibly with a deficit. He tries to recall the transactions of the past season, but it is wonderful how soon the accurate recollection of rates of sales, and of sums received or spent, fades away when there are no notes wherewith to refresh the memory. Now, three minutes' work each evening, or a quarter of an hour once a week, would have saved all this trouble and anxiety. It would have provided data at the end of the year, or during any portion of it, when the information might be wanting, for finding out the weak and the strong places in his expenditure; and would have helped to create or foster an orderly and methodical spirit that would be of no disservice to many an Irish farmer. For like reasons we think it very injudicious not to retain at each of the model farms detailed copies of all the farm accounts of each year. The mode of procedure seems hitherto to have been to send up each year's account, with vouchers, &c., to the Office of the Agricultural Department in Dublin; and once sent up they are never returned. This may be quite right and necessary as regards the central office, but surely certified copies should be kept on the spot for the information of the agriculturist, of the pupils, and last not least, of the public. In the table which we have drawn up, and which appears in the appendix, showing the condition of the first-class agricultural model schools which we visited, it may be observed that the balance-sheet for 1867 of the Munster Farm is not forthcoming. For this, as well as for most of the accounts of the larger farms, we were referred by the

Too much neglected in Ireland.

Farm accounts.

Their usefulness doubted by some.

An instance where they were thought even *injurious*.

Their real use to the Irish farmer.

Partial neglect on this point in some of the Board's model farms.

* In the appendix will be found a letter from one of the trustees of Oldcastle Endowed Schools, published in the *Irish Farmers' Gazette* in 1866, in which the actual profits obtained on this farm are compared with the best profits that could be expected from a like area of similar land in grass.

† Mr. Baldwin, to whom, when we were inspecting the Albert Model Farm, we made this observation, is of opinion that special instruction in keeping farm accounts should be reserved for the close of each pupil's period of training. This is the plan adopted at Glasnevin, and, as he states, with success. We still think, however, that more attention might be advantageously given to this branch of agricultural education in the district agricultural schools than is at present bestowed upon it.

local agriculturists to the Central Office in Dublin. In reference to this missing balance-sheet we received the following memorandum:—

"Munster Model Farm.—Balance Sheet for the Twelve Months ended 31/3/67.

"Education Office, 5th January, 1869.

"The Farm Account-book for this year was unfortunately lost in its transmission to the Office by Fishbourne's people.

"The balance-sheet for this year cannot, therefore, be made out."

Certified copies of farm accounts should be retained at each school.

49. If merely to prevent the possibility of such an occurrence taking place again, we think that copies of its own accounts should be retained at each agricultural school. They would be a most useful guide to the agriculturist (especially in case of any change of officials), and they would form, as it were, a financial history of each school farm, such as, in our opinion, the local and general public are entitled to have access to in any such establishment supported by State grants.

50. In estimating the amount of benefit that the country has derived from the expenditure by the Commissioners of National Education on their agricultural department, we have to regard the question from two different points of view. We must distinguish the agricultural education given to the classes of boarders, who have from the first attended the various model farm establishments, from the instruction diffused by means of the ordinary agricultural schools, and we must also distinguish the amounts of the total expenditure for agricultural purposes which should be respectively debited to each of these classes of schools.

Number of boarders that have been educated in the Agricultural Model schools.

51. In the return furnished to the present Royal Commission by the Board of National Education, the number of agricultural students in training during the past year is stated to have been 79, while the same return gives 985 as the total that have passed through their various establishments since the foundation of the system.

52. At the Albert Institution at Glasnevin—by far the most important of the agricultural boarding establishments—there was a steady increase in the number of boarders up to 1856, in which year there were 91, the accommodation being limited to 100 places. Since then, chiefly in consequence of a rather hastily enforced retrenchment in the estimates for that department, there has been a considerable falling off. The actual number of intern pupils at Glasnevin, according to the late return, is 63.*

About sixty pupils per annum have passed through these schools since their establishment.

53. In the same return it is stated that—outside Glasnevin—there were during the past year in the other establishments under the immediate control of the Commissioners 43 boarders. In the fourteen school farms of this class which we visited, we found altogether 38 intern agricultural pupils, and at the Munster Farm, near Cork, there were also 2 externs, of rather a higher social class than the ordinary pupils, attending the lectures and taking advantage of the general agricultural instruction. We observed, however, that according to the lists of former pupils, there had been in several of these schools a short time before our visit, a considerably greater number of boarders than we happened to find at the date of our inspection. Taking a rough average of the length of time that the various model agricultural schools have been in operation—it can hardly be put at more than sixteen years—and this would give about 60 pupils per annum passing through these schools since their establishment.† Although a good many of these young men have either emigrated or taken to other pursuits in life, the great majority, as will be seen by the returns furnished to the Royal Commission, have devoted themselves to agriculture—either farming for themselves or their parents—or acting as stewards or estate bailiffs to the landed proprietors of the country.‡ We found amongst the present

* At one time the admission to the Albert Institution was more a matter of favour than at present. The system of competitive examination is now in operation, and, on the whole, works well. Its weak point seems to be that, although it may secure the literary proficiency of the successful candidates, it does not furnish any guarantee that the agricultural education given at so much cost by the State may not be wasted on persons who do not intend to become farmers. A suggestion made to the Commissioners of National Education by Mr. Baldwin, in his report of March, 1865, appears to us well adapted to check this possible abuse. He recommends "that a number of marks should be given for the candidates' adaptation to agricultural pursuits at the first examination; and for this purpose each candidate should procure a statement from a patron or manager of a National school, or some respectable person giving such of his antecedents as would throw light on the subject; and the Inspector should fully state his views of the candidate's fitness."

† In the report of the Commissioners of National Education for 1867, a classified summary is given of the 919 pupils who have passed through Glasnevin from May, 1838, to the close of 1867, from which it appears that 604 are now engaged directly or indirectly in agriculture.

‡ The following extract from a report by the Resident Commissioner on the Agricultural Department of the National system of Education is of interest, as bearing on this point:—

"The complaint that the Commissioners have employed Glasnevin chiefly as a place for educating stewards for the rich is very unreasonable. It will be seen from the list of persons trained there, that a very small proportion of them become stewards. But even if every one of them should become stewards, so much the better would it be for the poor themselves. It would be for the sake of the poor, who would obtain those lucrative situations, that the Commissioners would give them such an education as would enable them to rise in life; not for the sake of the rich who would thus employ them as stewards. In no way could a young agriculturist, educated by the Commissioners, benefit the country and himself so much as by becoming the steward of a great landlord. Compare the good he would do by becoming steward to a nobleman, with a demesne of 500 acres, and an estate of £10,000, with the good he could do to himself or his country by tilling a farm of ten acres of his own! This objection is just about as reasonable as if you were to blame the Board for teaching the poor to write and count, on the ground that they were merely furnishing rich shopkeepers and merchants with persons to act as their storekeepers and to keep their ledgers."

Table showing the occupations of the young men who left the Albert National Agricultural Training Institution, from 31st January to 31st December, 1857.

Farming at home—either for themselves or their parents,	21
Land stewards,	7
Agriculturists and agricultural teachers,	4
Nurseryman,	1
Planter in Jamaica,	1
Engineering class—Queen's College, Galway,	1
Literary teachers,	2
Emigrated (Colonies 3, elsewhere 1),	4
Left on account of delicacy of health,	7
	48

managers of the Commissioners' model farms, several men whose whole education—including their Glasnevin training—had been received in schools under the management of the Board of National Education, men who bore the highest character amongst their neighbours, and whose good manner, intelligence, and knowledge of the theory and practice of their profession, could not fail to create a favourable impression on anyone coming in contact with them. We also met other instances where the late pupils of the agricultural model schools were going on very successfully as farmers, working on their own account, and were doing much good in their respective districts, by furnishing a practical example of farming at once scientific and profitable. Not a few of the agricultural pupils of Glasnevin have become teachers of ordinary National schools—a sphere of action where the information they acquired at the model farm would be likely to be more useful to the country than in perhaps any other profession they could have adopted. In five of the nine "ordinary" agricultural schools that we inspected, we found teachers who were ex-pupils of Glasnevin, and they were all very favourable specimens of their class.

Former Glasnevin pupils now teaching with credit in "ordinary" Agricultural schools.

54. Some of these men who had begun with nothing, we found very well to do for their position in life, living in comfortable houses, and with a floating capital (including sums paid for the tenant-right of their small holdings) of between £200 and £300. In only one instance did we hear any complaint of the school business, having been neglected for the sake of the farm, and here the teacher had been dismissed. So far, therefore, as the influence of Glasnevin and the other agricultural training establishments on the future of their pupils as propagandists of agricultural knowledge, there is no question, in our minds, that the State has derived considerable direct and indirect advantage from the system introduced and carried out by the Commissioners of National Education in their agricultural model schools. But whether it has had *full value* in the education of 985 boarders for the total cost of that branch of the agricultural department since its first establishment, is another question. We have already stated as our opinion that the expenditure on the structures of the various model farms was unnecessarily great, and further that the unprofitable manner in which for many years the model farms were worked, made the agricultural department a much heavier expense to the State than it need have been. Were we proposing to start the system *de novo*, with a fore-knowledge that its results would be such as have been actually attained, and that the cost must of necessity be as great as it has been, we might hesitate before advising that the experiment of large model farms should be tried. But as the case actually presents itself to us, we must be guided by different considerations. We find in existence in the hands of the Commissioners of Education a great amount of value in the shape of farmsteads and improvements of the soil, purchased or erected with the public money. We believe that valuable as these may be, they have, if looked at as a mere mercantile concern, been bought too dearly, and that if for sale in the public market they would not realize anything like what they have cost. If therefore the farms could be so worked for the future as to be made self-supporting, it would not of necessity seem to be desirable even on the grounds of economy, that they should be given up.* Now with the exception of the Ulster Model Farm, concerning the proper destination of which we have already expressed our decided opinion, we do not think there is one of the Board's larger model farms which we inspected but may, as things are now going on, for the future be made to pay its own way. Even if the covenants in their leases enabled the Commissioners to give up their farms, and abandon the whole scheme of agricultural instruction as connected with the system of State-aided education, it would (merely on the grounds of economy) be a step of very dubious policy to do so.† The mischief, so far as expense goes, has already been done, and we assume that its greatest enemies will admit that if conducted at no pecuniary loss to the State, the system of agricultural education can, at any rate, do no harm. For ourselves we need hardly say that we would go much beyond such merely negative approval.‡

Complaints very rare of teachers neglecting their schools for their farms.

Although the expenditure on the agricultural department may have been excessive

it is questionable whether to give them up now would be an economy.

55. Since writing the above we have had an opportunity of seeing a statement headed, "Some remarks on the agricultural education supplied by the Commissioners of National Education in Ireland," written, we believe by the Resident Commissioner, and printed for private circulation about the year 1858 or 1859, in which we find that some of the foregoing observations have been partially anticipated. It will be borne in mind that this "statement" was made about the time to which we have already alluded, when there was considerable public outcry against the agricultural department of the Board of Education. As some of the Commissioners may not have had an opportunity of seeing this very able statement, we extract its closing paragraph, which bears on the particular question we are now discussing :—

Statement of the Resident Commissioner on this subject.

"Nearly £50,000 have been expended upon the buildings and repairs of the several agricultural model schools and farm offices. Were you to insist upon the Board suddenly abandoning their agricultural schools, almost the whole of this expenditure would be rendered useless. The great mass of the buildings could not be applied to any other purpose, even of an agricultural nature. They would fetch nothing in the market, or

* It would be quite possible, even if not on all grounds desirable, to have the literary and agricultural departments managed by the same person, in several of the smaller farms under the direct management of the Commissioners—such as Derrycastle, Gormanstown, Tervoe. At Oldcastle Endowed School this is done; the second literary teacher (first of first class of the N.B.) is also agriculturist, and neither department is found to suffer from the combination of duties in one person. There would obviously be a considerable saving in such an arrangement. In schools of this class it seems to us undesirable to attempt keeping up an establishment for boarders. We would certainly not recommend the retention of a boarding class in any of the existing agricultural model farms except Glasnevin, Mungret, and Cork, and perhaps Kilkenny, Athy, or Bailieboro'. The destination of many of the agricultural schools must depend in great measure on the determination of Parliament in reference to the general question of the model schools. The uncertainty that hangs about the future of these establishments is an element of difficulty in the way of those desirous of promoting agricultural instruction amongst the school teachers of Ireland.

† See note, page 845.

‡ Since our report went to press we have had an opportunity of seeing the balance sheets of the seventeen model farms under the management of the Board for March 31, 1869, which fully bears out the opinion we have expressed above. Excepting Ulster, where, as we anticipated, there has been a deficit of £207 11*s.* 6*d.*, there are only two of the farms, Derrycastle and Glandore (where there has been a joint loss of £16 3*s.* 10*d.*), that have not made a handsome profit. The total gain for 1868 on those fourteen farms has been £1,685 16*s.* 3*d.* The net gain has been £1,462 0*s.* 11*d.*, after deducting the losses incurred in the three above-named farms.

next to nothing. You would abandon an important experiment, which was undertaken on the demand of the public, which, in the opinion of very many persons, has been eminently successful; and you would do so when the experiment is still merely in progress and incomplete. To abandon the experiment at the present moment would be alike unfair towards it, towards the teachers and Inspectors engaged in carrying it on, and towards the 3,000 pupils who are attending the various agricultural schools throughout Ireland. If, indeed, the expense of the present agricultural schools were excessive there might be some reasonable ground for abandoning the experiment as being very costly and as having failed to command the universal approbation of the public. But when you consider that the chief expense, the purchase, as it were, of the *agricultural plant*, has been already incurred, and that the actual expense of now carrying on all the agricultural schools throughout Ireland is somewhat less than £8,000 a year, it would be unreasonable and unjust to withdraw this portion of the Parliamentary grant, and to extinguish suddenly the system of agricultural education."

The system of agricultural instruction might be advantageously extended amongst ordinary National schools.

56. We should be very sorry indeed to see the combination of agricultural with literary teaching abandoned in Ireland. Indeed we are convinced that its further extension would be of very great use; but the extension we chiefly desire would be one in the lower grade of agricultural schools. Hitherto the great bulk of the grant for agricultural purposes has been spent on the higher class of school farms—on what may be called to some extent the show places of the system—while very little in comparison has gone to the "ordinary" agricultural schools or school gardens. In these schools agricultural has been blended with literary instruction in a modest unpretending fashion, and yet in a way eminently calculated to sow the seeds of sound agricultural principles in a soil where it is much needed, and which will amply repay the trifling cost of cultivation. These schools cost the State very little. We are told that an addition of £5 a year to the teachers' salary, and about 10*s.* a year to cover the cost of the agricultural books required, is all that an "ordinary" school need cost the State. Mr. Baldwin, in his report of 1865, tells the Commissioners that in that year "1,500 boys, chiefly the sons of tenant farmers and labourers, received agricultural instruction in these schools, which gives about 4*s.* 9*d.* as the cost per boy per annum." It is a fact worthy of reflection that, according to this calculation, twelve months' instruction in the rudiments of scientific agriculture could have been given to nearly 4,000 school-boys for the amount of money that was lost in the mere working of the Ulster Model Farm during the four years immediately preceding the date of our visit. One of the queries we circulated for the purpose of eliciting public opinion upon this point was, "whether it would be desirable to teach the elements of agriculture in all National schools, and to add, where practicable, a farm of a few acres to each." The great majority of those who sent us replies were favourable to the idea embodied in our question. It is evident, however, that as things now are in Ireland there would be a great difficulty in adding even very small portions of land to the existing National schools, from the fact of so few, comparatively, of the patrons being landowners. It is to be hoped, however, that there might be not a few cases where the owner of land adjoining an existing National school could be induced, on public grounds and on proper representation of the circumstances, to aid a patron, who, although not a landowner, might be disposed to encourage agricultural education, by granting or letting an available acre or two for the purpose. But doubtless there are still more cases where, from various causes, we have reason to fear that such grants would not be voluntarily made.* The head of the agricultural department stated in his evidence before the Commission that, in his opinion, there are about 500 existing National schools, the circumstances of whose position would make it easy to have practical instruction in agriculture engrafted on the literary education given in them at present. This opinion was subsequently corroborated by the Resident Commissioner in the course of his closing examination. These schools, if fairly scattered over the face of the country, would, when added to those already in existence, give an average of some twenty agricultural schools to each county in Ireland, the extra cost of the maintenance of which would be less than £4,000 a year. The advantages would be in many ways considerable, not alone to the pupils but to the teachers, and, in backward districts, to the neighbours in the way of example. The social position of some 500 school teachers would be materially improved, not only by the increase of their incomes from the addition to their salaries and from the profits of their little farms, but by having provided for them what, as a rule, their class are now so sadly in want of, a *home*, and some healthful and innocent occupation and interest for those hours in each day not necessarily devoted to the business of the school or to study.†

And at a very trifling cost to the State.

Replies to queries as to the desirability of further extension of agricultural instruction in National School.

Evidence that five hundred agricultural schools might be added.

Social status of the teacher would be improved thereby.

* Should the Royal Commissioners think it desirable to recommend Parliament to facilitate the acquisition by purchase of approved sites in districts where schools are required, and sites cannot at present be procured, it might be worth their consideration whether it would be desirable to extend such power to the acquisition in similar cases of sufficient land for a residence and school-garden for the teacher.

† It may be interesting to see an agricultural school-teacher's views on this subject, as put forward in a paper "read by David O'Dowd, Doo Castle, Buninadden, Ballymote, Mayo, at the late congress of National teachers held in Dublin," and published in the *Irish Farmer's Gazette* of March 13, 1869. After dwelling on the various general advantages of small school farms, Mr. O'Dowd instances his own farm of two statute acres, and says—"But I consider this small amount of remuneration (£5 a year), though a matter of no slight consideration to a class of public servants whose entire income averages a little over £30 per annum, as the least of the many advantages which I derived from the connexion of my school with the agricultural department. My increased income from my little farm, in consequence of the superior manner in which it has been improved and manured, in order to meet the views and requirements of the Board's Agricultural Inspector (who, I must say, never suggested any improvements that I did not subsequently find it to my own interest and advantage to have effected), has been, on an average, double the amount of the special salary allowed by the Board for this department. This addition to my income has consequently placed me in much more independent circumstances, and has enabled me to maintain a much higher social position amongst my neighbours than I could ever hope to attain as a mere literary teacher. Besides, however strong may be the prejudice of the uneducated classes of this country against anything like innovation in industrial arrangements, they are shrewd and quick enough to recognize superior intelligence and success in industrial operations whenever they may come under their observation, and to entertain a proportionate respect for the person possessing and displaying those qualities, especially when he evinces a proper degree of sympathy with them, and an earnest desire to place them in a position to emulate his own successful example, as far as advice and instruction can tend to accomplish so desirable a result. Again, I am enabled as an industrial teacher to be more useful to my pupils in imparting to them the information best calculated to ensure them success in after life, and this, too, without in the slightest degree interfering with their progress in the purely literary elements of instruction; as I make the agricultural lessons even more effective in developing their thinking and reasoning powers, and in advancing their general intelligence, than the ordinary lessons taught from the class books in non-agricultural schools."

57. But even where it might be found to be impossible or undesirable to attach land to a school, it seems extremely useful to introduce theoretical instruction in agriculture, as a portion of the regular school course.* Apart from the benefit of the actual information conveyed, the fact of calling the attention of young boys to the various causes of those common actions of nature, which, going on every day under their eyes, are yet probably unnoticed or unthought of by most of them, must have a useful effect in awakening their intelligence and sharpening their powers of observation. Even without land of his own to point to as a model, any intelligent school-teacher could find plenty of examples in the neighbourhood of his school to serve as texts for a lecture on what to copy and what to avoid. We found a good instance of such a course having been pursued for several years by a very intelligent first-class teacher in a rural school in Kildare. Those who knew the neighbourhood assured us that the education of the district had benefitted materially by the system, while the relaxation and change caused by the occasional half hour's walk over some adjacent farm had made the agricultural instruction very popular with the pupils. Indeed the only fault-finders seem to have been a few farmers of agriculturally conservative tendencies, who were heard to complain that "their chaps were getting so knowledgeable at school, that, what with "notions" and improvements, they got no peace at home now, at all!" Should the Commission see fit to report in favour of a general or a modified system of payment by results we are decidedly of opinion that agriculture should be made one of the pass subjects in rural schools.

Agricultural instruction could be given even where no land is attached to the school.

Agriculture should count as a Pass subject in any system of payment by results.

58. We stated in an earlier part of this report that we found in the cases of some of the teacher-tenants of agricultural schools the germs of the difficulties out of which has arisen what has come to be known as the Irish land question. In discussing this subject with the teachers, both in its particular application to their own cases and in its more general bearing, we found that they expressed themselves with a freedom and intelligence that were very creditable to them and very agreeable to us. The special branch of the question that most frequently came under discussion was that of compensation for a tenant's improvements unexhausted at the conclusion of his tenancy. We found the teachers generally well versed in all the theories common amongst the popular writers on this question, and particularly in that which, whilst giving to the tenant absolute ownership of the full value, he may have created by his own industry, excludes any length of enjoyment thereof from the calculation of the amount of his claim to compensation. We found, however, that they were, nevertheless, quite willing, when it came to a question of practice, to admit that a *preliminary agreement*, as to compensation in case of dismissal, even if it were based on a liberal scale of repayments, varying according to the nature of the improvement, and the length of its enjoyment, would have been esteemed a great boon, and would have met the practical justice of their several cases. It seems evident that such an agreement would be for the benefit of both the contracting parties; and yet, in very rare instances, did we find any regular contract entered into between the owner of the land and the school teacher, who is, of necessity, in most cases, a tenant at will. The same looseness that has, too generally, pervaded the dealings between the owners and the occupiers of the soil in Ireland, is, unfortunately, to be found in the cases of most agricultural schools, and is daily creating or extending a lurking spirit of discontent that a small amount of forethought and business-like arrangement might have averted. For several reasons the position of an agricultural school teacher is most important as an example of the want of security for compensation to an improving tenant. In the first place the land given for school farms is very frequently in a wild state when entered on by the teacher, and requires, comparatively with its extent, much labour and expense to bring it into cultivation. Hence, in such cases, a just and real claim for compensation is most likely to arise, should the teacher be suddenly removed. Again, the unquestioned liability of school teachers to instant dismissal prevents the introduction of such security as is provided by a lease, while it makes it impossible that in their cases the claim for compensation for improvements created during a tenancy can become obscured by the introduction of any claim to perpetuity of tenure. Their case is exactly that with which the Legislature has so often, and hitherto, so unsuccessfully, tried to deal in its wider application to that system of yearly tenancy which is, unfortunately, so general in Ireland. It would seem clear to any practical man that there could be no real difficulty in pre-arranging a scheme on a sliding scale of compensation for various classes of improvements that would secure to the teacher-tenant, in case of removal, full remuneration for any outlay that had really increased the value of his holding, without infringing, in any way, on the just rights of the landlord. In case of any necessity for arbitration arising between the parties the needful machinery is already in existence, as a skilled and impartial judgment might fairly be expected from the agricultural Inspectors of the Board of Education. Bearing in mind how important it would be that one of the best educated, and frequently, the most intelligent men in a rural community, the men to whose charge is committed the education of the rising generation, should be imbued with sound and just views, and should feel himself bound, as well as his landlord, to an equitable course of action in their mutual dealings with respect to land; it would seem a legitimate and desirable exercise of authority on the part of the Board of Education to aid in bringing about such a result. If the Board were to encourage the establishment of ordinary agricultural schools, and were, at the same time, to make it a preliminary condition for giving a grant that a detailed agreement, as to compensation for the various classes of land improvement, must be signed by the owner and the teacher-tenant, both agreeing to accept the Board's agricultural Inspector as an arbitrator in case of dispute, it would not only preserve harmony in that particular case, but might furnish to the neighbourhood the model of a fair and practical agreement, and a wholesome proof that a tenant's right is not, necessarily, a landlord's wrong.

Teachers' view on the subject.

Desirability of a preliminary written agreement as to compensation for unexhausted improvements.

Mode of arbitration.

59. We found in not a few places, both from casual conversations, and from the replies to our circulated queries, some of which will be found in the special reports of the schools visited, a vague but most unfortunate feeling of distrust as to the real object of the State, and even more so of the

Motives of landlords' encouraging model farms suspected.

* This has, we find, been lately done by the Commissioners of National Education, and a very useful and compendious agricultural manual, written by Mr. Baldwin, is now in general use in all boys' schools, the third and fourth classes reading it as part of the school course.

motives of local parties, in promoting the establishment of agricultural schools. One of our reverend correspondents, referring to this subject, used the following words:—"It would be desirable to teach the elements of agriculture in all rural schools on the condition that the tenant would be secured in the enjoyment of his improvements, and that the landlord could not step in and raise his rent because of the increased value of his farm. . . . Without this necessary guarantee for the tenant, model farms will ever be delusions." It was frequently represented to us that this feeling of insecurity made the farmers indifferent to agricultural progress. We also more than once heard it plainly said or covertly hinted that the landlords who promoted the establishment of agricultural schools were chiefly actuated by an unworthy desire to show what might be made out of the land by proper cultivation, merely in order to justify that most unpopular of acts—the raising of rents. To judge by his report to the Board of Education for 1866, the Superintendent of the Agricultural Department seems to have met with instances of similar distrust, in reference to which he makes the following very sensible remarks:—

"If these school farms," he says, "fully realized the objects for which they were founded, they would, like every agent of human progress, promote the interests alike of tenants and landlords; but they would necessarily benefit the tenants first. The primary object of these institutions is to enlighten and uplift the tenant-farmers, and thus to promote the prosperity, peace, and happiness of the nation; and the tenant-farmer who declines to send his son to be trained in one of them, because he thinks that in years to come his landlord would derive some advantage from it, must, to be consistent, oppose every general measure of progress."

In many cases certainly unjustly.

60. Whilst sorrowfully recognising in the Irish tenants' too common insecurity of tenure an ample justification for half-heartedness in undertaking any farm improvements of a character either involving much cost or requiring a considerable length of time to be reproductive, we cannot but agree with Mr. Baldwin in his estimate of the wisdom of those who purposely remain poor lest another man might ultimately gain by their becoming richer. Justice, moreover, compels us to state, without invidiously specifying names, that the owners of several estates on which school farms are to be found are not only notorious as being just and even indulgent landlords, but have, by giving leases, proved how inapplicable to their cases would be any remarks such as those to which we have referred. The great misfortune is that the unfrequency of tenures for fixed periods should furnish even plausible grounds for attributing agricultural apathy and ignorance to the existence of such suspicions.

A hard case.

61. There is another point which has been brought under our notice, in the case of an ordinary agricultural school in Munster, to which we think it desirable to direct attention. The following extract from a correspondence between the teacher, his landlord, and the Secretary of the Board of Works, will fully explain the circumstances of the case in question:—

"There being about five statute acres of waste mountain land requiring to be reclaimed in connexion with this model farm, also two acres to be drained, but the necessary improvement of which is out of my power with my limited capital, it occurred to me that advantage could be taken of the provisions of the Land Improvement (Ireland) Act in order to effect this very desirable work. With this view I brought the subject a second time under the notice of my landlord, who expressed his willingness to guarantee the repayment of the loan that might be necessary by the usual annual instalments. Under these circumstances I wrote to the Secretary of the Board of Works (E. Hornsby, esq.,) and received the following reply:—

"Land Improvement—11,546/68. "Office of Public Works, Dublin,
"23rd July, 1868.

"Sir,—With reference to your letter of the 9th instant, I am directed to inform you that the land in question would not be sufficient security for the smallest loan which could be made—£100. As regards your suggestion that your landlord would consent to a loan, he might make the application, but additional land should be included in the memorial.

"I am, Sir, your obedient servant,
"E. Hornsby, Secretary."

"I sent the foregoing letter to my landlord, to which he has replied in the following lines:—

"Sir,—What you propose could not be carried out. The Board of Works will only pay the money as it is laid out, and would not grant the loan at all until their Inspectors reported in its favour. You must, therefore, give up the idea."

"So you see that my landlord has declined to apply for the loan required. About £50 would be sufficient to carry on the work effectually. If, by your kindly interposition, the Board of Education would guarantee to the Board of Works the repayment of the required loan by the usual annual instalments, the amount to be deducted from my salary annually until the principal and interest would be repaid—the work might be yet accomplished."

62. In this case we find a teacher-tenant, with intelligence to value, and enterprise to undertake the reclamation of a piece of waste land; but without the capital requisite for the undertaking. The tenant being willing to charge himself during his tenancy with the annual repayments of the principal and interest, the landlord (although unwilling himself to advance the money) very sensibly consents to guarantee the repayment to the Board of Works, by accepting the legal charge on his estate. The only difficulty arises from what we believe to be a bye-law of the Board of Works, which refuses to lend any less sum than £100 for the purpose of land improvement. It would seem that a relaxation of this rule at any rate in the cases of agricultural schools might very reasonably be asked for, on proper security for the ultimate repayment of the loan being given either by the proprietor himself, by the Board of Education in the case of vested schools, or by the patron-lessee of the non-vested school farm. The teacher's salary in all cases would be a counter security to the guarantor, while the supervision of the Local Engineer of the Board of Works, and of the Agricultural Inspector of the Commissioners of Education, would secure the judicious and proper expenditure of the money advanced. At Derreendarragh, in Kerry, where there is a vested school under the patronage of the

Proposed mode of meeting similar difficulties.

parish priest of Kenmare, we found that a neighbouring proprietor had let a few acres of mountain land to the patron for the purpose of establishing an agricultural school, and the teacher, an intelligent, and seemingly industrious man, was full of schemes for bringing this waste plot into cultivation with the least possible delay. But his means did not enable him to set about making the fences and drains that were an indispensable preliminary to any systematic cultivation of the soil, and there seemed to be reason to fear that the good which might have been done by giving an example of systematic reclamation, even though on a small scale, in a very wild and backward district, was destined to be needlessly delayed.

Complaints by teachers.

63. In a few cases we found that teachers of long established agricultural schools who, although originally trained at Glasnevin, had been many years out of the way of seeing what we may call the novelties of agricultural science, complained of the disadvantages they were under in competing with more lately educated agriculturists, and expressed their regret at having no opportunities of improving themselves. It might be worthy of consideration in cases considered especially deserving of encouragement, and where the desire to improve himself was evinced by the school teacher, whether a small gratuity in the shape of a free journey to the Albert Model Farm and back, would not act as a stimulus to agricultural teachers of ten or twelve years standing, and be well repaid in the future improvement of their schools. If these "passes" were given at the time that the exhibition of model farm produce was in progress at Glasnevin, much interest would be added to the visit, and an opportunity afforded to the various teachers present of interchanging experience and ideas with mutual advantage.

64. We also heard complaints made by teachers that they are expected each year to send up roots, &c., to the Glasnevin Exhibition at their own expense, thus losing the value of the articles forwarded for exhibition, but not returned, as well as the cost of their transmission.

Insufficiency of agricultural Inspection.

65. Even with the present limited number of agricultural schools the inspection seems to us insufficient. Mr. Brogan, the travelling Agricultural Inspector, is expected to pay three visits to each of the 109 agricultural schools during the course of the year—a task that is manifestly an impossibility. Were the number of the ordinary agricultural schools to become much greater than at present, an increase in the staff of Agricultural Inspectors would be essential. It seemed to us, and we find our opinion confirmed in Mr. Baldwin's last report, published since these pages went to press, that the agriculturists of the district model agricultural schools, whose time can be by no means fully occupied with their present duties, might easily assist as local Agricultural Inspectors of the ordinary agricultural schools within a certain distance of their respective stations. The managers of the four or five chief model farms have working stewards under them at present, who could carry on the business of the farm during the occasional absence on special inspection duty of the agriculturist. On the question of expense, Mr. Baldwin says, "The adoption of this suggestion would, at first, appear to involve a heavy outlay; but I am prepared to show the Commissioners that arrangements could be made for carrying out the suggestion, with little, if any, additional expense." On this point also our opinion quite coincides with that expressed by the Superintendent of the Agricultural Department.

Suggested improvement.

Accuracy of Constabulary returns of June 25, 1868.

66. With the view of forming an opinion for ourselves on the accuracy of the returns furnished by the Constabulary to the Royal Commission of all pupils in school attendance on the 25th of June, 1868, we made it a point to inquire in almost every National school we passed—which, in the course of our lengthened tour, amounted to some hundreds—whether the enumeration had been made strictly in accordance with the rules laid down. In every instance we were pleased to find that it had been accurately taken.

Aid given by Constabulary to Royal Commissioners.

67. We gladly take this opportunity of stating that, in every district we visited where we had any occasion to seek assistance or information from the Royal Constabulary, we found them invariably obliging and intelligent. They seemed disposed to carry out most satisfactorily the instructions which they told us had been issued to them from the head office of their force—"to give the Royal Commissioners every aid in their power."

Detailed report of the schools visited.

68. We now propose to report in detail on the state of each of the agricultural schools that we visited, placing them in the same order as they appear in the Annual Reports of the Commissioners of National Education. Glasnevin takes the first place and is succeeded by the Provincial and District Model Farms under the direct management of the Board; to these succeed the first-class farms under local management; then the ordinary agricultural schools; then the school-garden at Glasnevin; and finally we add Reports on the Oldcastle Endowed School Farm and the Benedictines' Farm at Leopardstown.

69. At the end of the Special Reports will be found a short repetition of the conclusions we have arrived at, and the recommendations or suggestions on agricultural education which we think it desirable to make to our colleagues. We have added references to those various paragraphs of our Report in which each particular subject is treated at greater length.

70. At the end will be found a few observations on those collateral subjects to which we referred in the opening of our Report.

The Albert or Glasnevin Agricultural Training Institution.

Agricultural Training Institution, Glasnevin;

71. The Albert or Glasnevin Agricultural Training Institution is situated about one mile to the north of the village of Glasnevin, which lies a short distance outside the municipal boundary of the city of Dublin. Towards the end of 1836 the Commissioners leased a small farm of about 17 statute acres of land here for the purpose of teaching the practice of agriculture to those attending the normal establishment which was then being organized for training teachers. This place appears to have been selected because of its proximity to the boarding-house established for the teachers in training in the village of Glasnevin. In the fifth Report of the Commissioners for 1838 we are told that the teachers residing at that boarding-house "will receive instruction at home, particularly in agriculture, upon each evening; and they will attend on Saturdays at a farm which is conducted under the directions of the Commissioners, and where they will see theory reduced to practice."

teachers in training sent there in 1838;

First mention of pupils being trained there in 1839;

In the sixth Report, or that for 1839, the Commissioners report that "our model farm, which is connected with our normal establishments, is at present only in its infancy, but it is well conducted, and we have no doubt that the teachers under training, as well as the agricultural pupils, of whom there are at present 12, derive much benefit from the instruction they receive, and the judicious system of farming which they see practised there." This is the first mention we find of pupils, and we learn from it that the first plan of the Commissioners had been enlarged. In the year 1840 the buildings now used for the intermediate and "spade labour" farms were erected, and are referred to in the Report for that year. For the first time an epitome of the instruction given to the agricultural pupils and masters in training by Mr. Skilling, who was then the head of the department, was published as an Appendix to the Report just mentioned. Up to the year 1844 the number of places for boarders was twelve; these were filled up by nomination from different parts of the country, and the persons so nominated, or their patrons, paid £10 a year towards their board. In that year, however, the Commissioners determined to make those places free and tenable for two years, and to give them as rewards of merit to youths, who were to be selected from such agricultural schools as should happen to be in connexion with the Board. A want of competent teachers for the newly established schools having been felt, a few of the teachers attending the training school were selected to form a special class, and receive practical instruction in working a farm during one year. In 1846 this special class was increased to 12.

pupils paid at first;

places made free in 1844;

formation of a special class.

72. In 1847 Mr. Skilling, having resigned the office of agriculturist at Glasnevin, Mr. Donaghy, who had been master of the Agricultural Model School at Larne, was appointed to succeed him. In addition to the 12 free pupils, and the special class of 12 teachers, the Board permitted Mr. Donaghy to receive into his house a limited number of pupils of a higher class, who were to pay him a moderate sum per annum for board, lodging, and instruction, the Commissioners providing the necessary accommodation. When the farm was first established the agriculturist was a mere agent for conducting the operations of the Board, and keeping an account of receipts and disbursements, the Commissioners paying the rent and taxes of the farm. After some time the farm was let to the agriculturist, who worked it on his own account, the Board paying him, however, a salary for instructing in agriculture the five resident pupils, the special class of teachers, and all the teachers in training. On the appointment of Mr. Donaghy the Commissioners reverted to their original plan of management. They also determined to appoint some one to superintend the growing department of agriculture, and to double the number of free boarders, and of the special class of teachers in training, so as to raise the number of the whole to 48, and to appoint a first-class teacher to give them literary instruction in the morning and evening. In 1848 the late Thomas Kirkpatrick, M.D., who had been one of the founders, and for a considerable time one of the most active members of the Committee of the Larne Agricultural Model School, was appointed Agricultural Inspector, an office created in pursuance of the resolution of the Board of the previous year. The farm at Glasnevin was also enlarged to about 128 statute acres; and plans for new farm buildings and residences for the officers, and for 100 pupils, to which number the Commissioners proposed to increase the agricultural class, were prepared. These buildings, which were estimated to cost £5,615, were not all quite completed in the beginning of 1853, but the Commissioners in their report for that year announced that "all the essential works have been completed," and that 75 agricultural pupils were lodged in them. The name of the establishment was changed to that of the "Albert National Agricultural Training Institution," and arrangements were made for the delivery of regular courses of lectures, in each of the two sessions into which the school-year was divided, on agricultural chemistry and geology, animal physiology and pathology, and botany. All the buildings were completed at the end of 1853, and the new institution was opened on the 20th February, 1854. In that year also the farm was enlarged to its present extent by the addition of the land attached to the house on the Drumcondra road, now known as the Albert Lodge.

Agriculturist allowed to take boarders.

Farm at first worked for Commissioners; afterwards let to agriculturist;

Old plan re-established in 1847.

Appointment of Dr. Kirkpatrick as Agricultural Inspector.

Erection of new buildings.

Name of Institution changed. Courses of lectures established. Farm enlarged to present size.

73. In the year 1860 the old objectionable system of nominating to free places was given up, on the suggestion of the Right Hon. E. Cardwell, then Secretary for Ireland, and it was arranged that all candidates for admission into the Glasnevin Institution, and for free places at the country agricultural schools, should submit to competitive examination. In 1861 an important change was made in the course of instruction at Glasnevin. In consequence of the pupils selected by competitive examination being much better instructed in ordinary school work than those admitted under the old system, it was thought desirable to give more time than formerly to agriculture. The lecturer on agriculture was also directed to give two lectures weekly at Marlborough-street; and all the teachers in training were ordered to attend each Saturday at Glasnevin during the period of training. A small example-farm was also established at the suggestion of Mr. L. Waldron, one of the Commissioners of Education, who takes great interest in the agricultural department, and was placed under the management of the lecturer.

Competitive examination for places established.

"School Farm" established.

74. In 1862 Mr. Waldron recommended that an annual exhibition of farm produce from the different agricultural schools in Ireland should be held at Glasnevin, and that a grant of £10 should be made to provide prizes for the most varied and best collections exhibited. The first exhibition of this kind took place on the 10th of December of that year. In the same year a discussion took place in the House of Commons upon the Glasnevin Institution, in the course of which it was suggested that the time had arrived when the institution should be put an end to. The Government pledged itself that the estimate for the following year would be revised. In fulfilment of this promise, Sir Robert Peel, in a letter to the Secretaries of the Board of National Education, dated 4th December, 1862, expressed a hope that under the circumstances the Commissioners would be "prepared to recommend a sensible reduction in the amount to be asked for from Parliament for the model farm at Glasnevin, in the estimates for the ensuing financial year." The reduction was made, and the lectures on science were discontinued in 1863. They were, however, re-established in 1865.

Annual exhibitions of farm produce.

Debate in Parliament on the Institution.

The Government promise retrenchment.

Lectures on Science discontinued. Re-establishment of paying class.

75. In the year 1867 an important suggestion was made by Mr. Waldron, which has been acted upon, namely, that a class of paying pupils should be re-established at Glasnevin, the members of which

should be placed upon the same footing as the free class in every respect, except in the payment of an annual premium.

76. *Buildings.*—There are on the farm, besides a gate lodge, three distinct blocks of buildings:— Buildings.

1. The New Buildings, consisting of the residence of the Superintendent, apartments for the matron and agricultural steward, dormitories, refectory, lavatory, class-room, and school-room for the boarders, a laundry for the general use of the boarding establishments of the teachers in training, small gas-works, farm offices, green house, vinery, peach house, and orchard house.

2. The old farm house and offices. The former is occupied by the literary teacher and his family. The offices are also divided, the principal part being used for the "intermediate" farm, and a small part for the spade-labour farm.

3. Albert Lodge and farm offices. The Lodge is now occupied by the agriculturist, Mr. Smith; the offices are used in connexion with the large farm.

77. There is also a good house and a plot of land on the road-side near the farm, but not connected with it, and occupied at the time of our inspection by Mr. Edward Carroll, who had charge of the horticultural department.

78. The new buildings are very ugly, ill contrived, and far too expensively built. The apartments of the Superintendent are good; but the manner in which they are connected with the remainder of the buildings render them very uncomfortable, and indeed until some recent changes, they were almost uninhabitable. The dormitories of the boarders are very defective; in the first place, they are not divided into distinct chambers, and in the case of the upper one the ceiling is too low. It seems strange that the dormitory accommodation of the central institution, to which the best pupils from the other schools are eventually drafted, with the view of giving them a complete technical education, should be inferior to that afforded to them while in the district agricultural schools. Yet it is so. In all the provincial, and in the principal district schools we saw, the dormitories were divided by partitions. It is unnecessary to point out the many objections to the arrangement at Glasnevin, but there is one to which we must refer. At Glasnevin Institution more, perhaps, than at any other of the agricultural boarding establishments, there is a considerable intermixture of Catholics and Protestants, and care should have been taken to allow to each the privacy necessary to perform whatever religious devotions he may desire at night and in the morning. Character of new buildings: dormitories defective;

79. The refectory is a fine room, but appears to have been designed for more than double the present number of boarders; it is also very inconveniently situated as regards the kitchen—indeed the architect does not seem to have thought that there was any necessary connexion between the two places. refectory;

80. The school-room is, without exception, the most ill-contrived room for the purposes of such an institution we ever saw. At first it consisted of one room 85 feet long, and 19½ broad, and 12 high, having at one end a good sized apartment, originally intended to be used as a class-room. Under these rooms are the lavatory, an archway, the farm-office, and stables, now used as loose boxes for a bull, &c. Like the refectory, the school-room was designed for a very much larger number of youths than now attend there. Mr. Baldwin has had it divided by a partition into two rooms; the larger is 54¾ feet long, and forms the school-room and study-hall; the smaller forms a good-sized ante-room 30 feet long, and was to have been fitted up with cases so as to form a museum. The work was sanctioned, it appears, by the Commissioners about two years ago, but the Board of Works has not yet executed it. school-room;

81. The room, intended as a class-room, and which is 21 feet long by 19½ feet wide, was partially fitted up with cases to hold chemical and physical apparatus, and serve as a kind of laboratory, but owing to the want of proper drawers, &c., for holding maps and diagrams, it is largely used as a kind of lumber-room for the latter, and also as a drawing-room by those pupils engaged in preparing farm maps from surveys. We have no doubt that the money spent upon the inconvenient cases intended for physical apparatus would have been fully enough to have provided all the fittings required—certainly the amount of wood in them would be amply sufficient. Making shelves 1½ inches thick, and capable of sustaining half a ton weight, to hold objects weighing about 10 lbs., appears to us not to be a good mode of teaching the economy of materials or the principles of mechanics. It seems to be a general rule in Ireland that the persons most concerned, and who, from position, ought to know best what is required to be done, are never consulted about fittings, alterations, or other similar matters connected with public buildings. Hence a great deal of the public money is wasted, and the arrangements are seldom convenient. A ludicrous instance of this occurred when the large cow-sheds were being erected. Somebody, not however connected with the agricultural department, wishing to introduce a novelty in the arrangements for feeding cattle, ordered a number of feeding troughs hollowed out in two compartments each from a single block of granite. One compartment was to hold chopped hay, sliced roots, &c., and the other, bran, Indian corn, oil-cake, &c. They were brought a distance of more than twenty miles, and cost, we were told, about £7 each; but, unluckily, the artist knew nothing of house-feeding, and made his troughs not only too small for the feed, but too small for the nose of the cow. Seven or eight of them appear to have been delivered before the blunder was discovered. laboratory. Ludicrous instance of waste of public money.

82. The school-room is wholly unsuited for giving lectures illustrated by experiments or diagrams. Several years ago it was proposed to build a small lecture-room; plans and estimates were prepared, and the money voted by Parliament, but the Board, yielding to the opposition in and out of Parliament against the whole scheme of agricultural instruction, allowed the grant to lapse. There are fair grounds for supposing that a good deal of the loss sustained from the working of the agricultural department, and much of the ill success of the latter in an educational point of view, was primarily due to the indecision of Parliament and of the National Board. The persons intrusted with the carrying out of the work, not having faith in the permanence of an institution subject to perpetual attacks, lost one of the most effective spurs to exertion. School-room unsuited for lectures.

83. There are good stables at one side of a square building in the court-yard, the other side is occupied by implement sheds and a fire engine. Over the whole is a large airy loft where seeds are dried, &c. This building ought to be converted, as was suggested by Mr. Baldwin, into an agricultural Building in centre of inner yard;

might be made into a museum and implement house.

museum; the lower portion might contain all the implements, for which at present there is no suitable place, and which are consequently exposed to injury and cannot be kept in proper order; and the upper portion might be the museum proper. We shall have something to say on the character of such a museum further on. If this were done, and the stables under the school removed, the whole of the inner yard would then be devoted to educational and administrative uses, and the farm offices proper confined to the outer yards.

Cow-house.

84. The present large cow house is absurdly expensive in its plan and execution, and is at the same time very defective. In the first place it is a great mistake to have so large a number of cattle under one roof, as it creates a needless difficulty in treating them differently when necessary, and is positively dangerous in case contagious disease should happen to break out. In the second place, the mode of discharging liquid manure behind the cows by means of sunken covered sewers is most objectionable. No matter how carefully looked after, putrefaction takes place in them, and fœtid air is given off. This was the case at the time of our visit although the weather was cold. Chloride of lime was used freely; but this substance, though very useful when used occasionally to deodorize a place, is injurious to the liquid manure when allowed to mix with it in any quantity. These covered sewers should be closed up, and open drains made to convey the liquid manure to the manure pit. A part of these sheds might be advantageously converted into stables in place of those now in the interior yard.

Piggeries.

85. There is ample accommodation for the breeding and rearing of pigs; and the arrangement of the piggeries is satisfactory.

Poultry yard and houses.

86. Within the last few years a rather extensive enclosed fowl yard and fowl houses have been erected according to sketches furnished by Mr. Baily, the well-known poulterer of Mount-street, London. They appear to have been chiefly designed for the breeding of different varieties; there seemed to have been no special arrangements for fattening. This department is under the management of the matron, Mrs. MacDonnell. The varieties bred were numerous enough,—Spanish, Bramah-Pootra, Dorking, Creve-cœur, and Houdan fowl, Aylesbury and Rouen ducks, Toulouse geese, &c.; but the whole arrangement is more suitable for some wealthy amateur, than for a farm where profit was to be made. Some use might, however, be made of this fowl department for experimental purposes. The breeding, rearing, and fattening of fowl are matters requiring great skill and undivided attention, and consequently cannot be expected to thrive, or afford the useful lesson they might be made to do when left to amateur hands not specially conversant with the matter.

Steam engine.

87. There is a large fixed steam engine, which is used for threshing, chopping straw, &c.; the boiler supplies steam for cooking food for the cattle, pigs, &c. The steaming vessels now in use, and which have been substituted for others on an inconvenient and more expensive system, are simple and conveniently

Liquid manure pumps.

enough arranged in a shed close to the cow house. Connected with the steam engine is a set of pumps for distributing, by means of a net-work of pipes and hose, the liquid manure over the artificial grass. This expensive and absurd contrivance was introduced at Glasnevin at a time when the enthusiasm for so-called scientific agriculture had reached such a height, that the real object of farming was wholly lost sight of by many of its visionary promoters, who appear not to have realized the idea that the

Laundry.

application of science to husbandry should always be guided by common sense. This system of distribution is no longer, we are glad to learn, in use at Glasnevin. For some time past this engine and boiler have been also used for giving power and steam to a laundry which has been set up for washing the linen of the several boarding-houses of the teachers in training. If steam cultivation were adopted on the farm the fixed engine might be dispensed with, and any agricultural work now done by it could be done by

Locomotive v. fixed engines.

the locomotive engines. Fixed engines should never be erected on a farm unless where continuous work can be supplied to them. A locomotive engine, which can be used for ploughing, harrowing, threshing, winnowing, pumping, lifting, &c., is more economical. If it were thought desirable to show the application of steam-power to the distribution of liquid manure, it could be best and most economically done by a locomotive engine. The substitution of locomotive for fixed power would

Suggestion to remove laundry.

also lead to the removal of the laundry, which ought never to have been established at such a place. Whether our suggestion as to steam-power be carried out or not, the laundry ought to be removed, and the room gained used for other purposes for which it is much required.

Old farm buildings.

88. The old offices at the "intermediate" farm, which, until 1855, accommodated the whole of the then farm, are sensible and inexpensive, and so far as we could learn from Mr. Boyle, at the time of our visit in charge of that farm, are found quite sufficient for present wants. Sixteen cows are accommodated in the cow-house, a space of four feet being allowed for each cow. This building is estimated to have cost only about £100.

Albert Lodge farm offices.

89. The offices at Albert Lodge were on the land when it was taken by the Commissioners of National Education. They are simple and cheaply, though substantially built, and are being utilized in a very sensible and practical way for the partial housing of cattle in summer.

Total cost of buildings.

90. The whole of the buildings erected by the Commissioners of Education from first to last are estimated, in the return furnished to the Royal Commissioners, to have cost £35,363 15*s.* 10*d.*, or more than six times the amount of the original estimate. The greater part of this sum has been expended for educational purposes, but unfortunately there exist no data, either in the office of the Commissioners of National Education, or in the office of Public Works, for estimating the proportions of this large sum to be credited to farm offices, and to educational buildings, respectively. It is very much to be regretted that the accounts were not kept strictly separate from the beginning.

The farm:

91. *The Farm* consists of three parcels of land, held for different terms, and at different rates per acre. The first parcel contains 17A. 0R. 2P., held on a lease for a term of 84 years, from the 29th September, 1836. This was the first model farm of the Board, and upon it were erected the house

tenure;

and offices now used for the intermediate and spade labour farm. The third parcel consists of 34A. 3R. 2P., held on lease for a term of 31 years, from the 29th September, 1852. The second consists of 127A. 0R. 20P., held on lease for 999 years, from the 25th March, 1849, or, in all, 178A. 3R. 24P., at an annual rent, exclusive of the interest on a fine of £300 paid for one of the parcels, of £723 0*s.* 5*d.*, or an average of £4 0*s.* 9¾*d.* the statute acre. Griffith's valuation for the land without the buildings is £369 15*s.*, or an average of £2 1*s.* 4*d.* the acre.

92. The 178A. 3R. 22P. are appropriated as follows:— Sub-divisions of land.

	A.	R.	P.
Buildings, pleasure-grounds, flower, fruit, and kitchen gardens,	10	0	22
Market garden,*	6	2	0
Spade labour or Belgian farm,	5	2	37
Intermediate or medium-sized farm,	22	3	7
Large farm,	133	2	33

93. The pleasure grounds and gardens were at the date of our visit under the management of the late Mr. Edward Carroll, a man of varied experience in every department of agriculture and horticulture, and well known as a writer in several agricultural periodicals. Mr. Carroll also lectured on general horticulture, and gave practical instruction to pupils in the gardens. Mr. Edward Carroll.

94. The kitchen garden contains about two acres Irish, and the fruit garden one acre. The pleasure ground and the avenue leading from the high road to the principal establishment serve to show the cultivation of flowers and ornamental shrubs. The fruit garden is well stocked with good fruit trees; but all the trees are not yet fully grown; the situation is exposed, and some steps should be taken to provide shelter on the eastern side. A small orchard house, and a range of glass, comprising a small green-house, a vinery, and a peach-house, are connected with these gardens. The pupils take considerable interest in the garden department, which is undoubtedly not the least useful one of the whole institution. Considering the class of boys who come to the farm, and that the course of education which extends over two years, may therefore be looked upon as a more or less complete course of technical instruction, horticulture should necessarily form part of the instruction given. In fact, it is in the flower, fruit, and kitchen gardens that plant-life can be best studied, and that the lessons of science can be most effectively illustrated, and their practical bearing proved. Gardening, too, shows more decisively than any other branch of agriculture the value of deep tillage, of manure, of skill in the selection of seeds, and, above all, of constant care and attention, and the injury of neglect, and of allowing weeds to spring up. We have found that instruction in gardening, and the practice of it by agricultural pupils, awakened their intelligence in a remarkable degree, at the same time that it gave them a taste for order and neatness. For two other reasons, also, it is desirable to combine horticultural instruction with ordinary agricultural training. One is that in many of the places open to the poorer classes of the pupils the duties of gardener are often combined with those of land steward, and unless they receive some instruction in garden management, they could not fill situations of that class. The second is, perhaps, one of the strongest reasons of all:—Ireland is very backward in the cultivation of fruits and culinary vegetables,—far more so now than in the last century, or even in the first quarter of the present century. In the south of Ireland there was at that time an orchard and kitchen-garden attached to the greater number of the middle-sized and large farms, and cabbages, peas, and onions were largely used by the rural population. Now, an orchard attached to an ordinary farm-house is rarely seen; and kitchen gardening, where there is a garden at all, never rises above the cultivation of a few cabbages. The want of skill in vegetable-culture among the Irish small farmers and labourers is indeed one of the most noticeable points of difference between them and the corresponding classes in England, Belgium, France, and other countries. It will hardly be credited that several inland towns are actually, or at all events were a very short time since, supplied with vegetables,—even cabbages and white stone turnips from Dublin. It seems to us, therefore, very important that instruction should be given in gardening not only in Glasnevin, but in every agricultural school in the country. Kitchen, fruit, and flower gardens. Importance of instruction in horticulture. Great want of skill in growing and using vegetables in Ireland.

95. What we have just said applies even more strongly to the value on such an educational farm of a market garden for the cultivation of the usual vegetables sold in the markets of Dublin. The one at Glasnevin contained only 6A. 2R., and was too small to keep a horse constantly at work carrying vegetables to town, and bringing back manure, and to pay for the superintendence which an educational garden would necessarily require. It was also too small to show the importance of market gardening as a skilled trade, which might be advantageously followed by young men having some capital in the neighbourhood of a large town. We would accordingly recommend that a market garden of 20 statute acres be established at Glasnevin. Such a farm might be reasonably expected to produce a profit of at least £10 an acre over and above all charges, if worked with skill and care. This profit would help to reduce the rent upon the Belgian, intermediate and large farms, and place them, so to speak, upon a fairer ground of competition with similar farms in districts more remote from a city or large town. It is in this way alone that the Glasnevin farm could take advantage of its position near Dublin to increase its acreable profit, and serve at the same time as an educational farm. Value of a market garden; recommendation to establish one of 20 acres;

96. In discussing this subject with Mr. Baldwin, who had long entertained a similar opinion as to the value of a large market garden, he suggested that it should be formed out of the fields lying to the west of the principal buildings, and between them and the road. This land forms part of the large farm; if taken from it, it would still leave enough of land to serve as an example of large tillage farming. The present market garden might be added to the intermediate farm, so as to increase it somewhat in size. part of farm best suited for this purpose.

97. *The School or Spade-Labour Farm.*—This farm consisting of 5A. 2R. 37P., was established for the purpose of showing the profit that may be realized by working a small piece of land on a four-course rotation, and strictly house-feeding the cattle as in Belgium. A portion of the old offices have been set apart for the use of this farm; the manure from the cattle, and in fact everything connected with the farm, being kept strictly separate. The following table shows the character of the cropping, and the extent under each crop in the years 1868 and in 1869:— "School Farm.

* Now added to the large farm.

Cropping in 1868 and 1869;

	1868. A. R. P.	1869. A. R. P.
Grain crops—oats,	1 1 37	2 3 19
Green crops, Mangels,	1 0 0	0 2 0
Turnips,	0 1 29	0 0 39
Potatoes,	1 0 31	0 1 0
Cabbages,	—	0 1 0
Artificial grass,	1 1 37	1 1 37
Total,	5 2 14	6 0 35

character of crops;

98. The corn of 1868 had all been cut and removed before our first visit, but it appears to have been a good crop, judging by the produce and prices received; the oat crop of 1869 looked very well also when we saw it. The mangels and turnips of 1869 promise to be a fair crop. Nothing could exceed the luxuriance of the rye-grass. This crop indeed was one of the best examples afforded by the whole farm; no young fellow could see it without observing the field for improvement in the growth of artificial grasses which exists on Irish farms.

implements in use.

99. The principal implements used on this farm, and the cost of each, were as follows:—

	Cost. £ s. d.
1 Turnip-cutter,	0 15 0
1 Hand-cart,	2 10 0
1 Wheel-barrow,	1 0 0
1 Weighing machine,	3 10 0
Miscellaneous implements, including spades, forks, hoes, and dairy utensils,	3 2 6
	10 17 6

Cattle.

100. The cattle kept during the year represented 3 milch cows, and for part of the year the equivalent of 4, in cows, heifers, and calves. We shall give a detailed list of all the animals on the farm in a table of the live stock of the three farms, when we come to describe the large farm.

Profit and loss account;

101. The value of this little farm as an example of the profit that may be realized by the careful tillage of a small quantity of land, and the house-feeding of cattle—that is where a small capital is employed to work efficiently a proportionate quantity of land—will be best seen by the following table containing the balance sheets for the years 1866–7, 1867–8, and 1868–9:—*

Dr.	1866–7. £ s. d.	1867–8. £ s. d.	1868–9. £ s. d.
To Amount of Valuation at the commencement of the year,	95 6 10	107 3 8	77 15 11
„ Free labour of pupils,	—	—	—
„ Cash paid for labour,	11 2 9½	16 10 3½	4 8 0
„ Cash paid for seeds, manures, feeding stuffs, &c.,	20 11 11½	9 5 9 / 25 5 10	3 6 3 / 7 4 8
„ Cash paid for cattle,	33 7 6	11 15 0	26 5 0
„ Cash paid for pigs,	—	—	7 0 0
„ Cash paid for implements and repairs,	6 11 1	1 2 8	0 15 9
„ Miscellaneous disbursements,	1 2 6	0 2 0	—
„ One year's rent,	22 14 2	22 14 2	22 14 2
„ Balance being gain on the year,	67 15 10	49 13 1	23 3 10
£	258 12 8	243 12 5½	172 13 7

Contra—Cr.	1866–7. £ s. d.	1867–8. £ s. d.	1868–9. £ s. d.
By Amount received for grain and grass seeds,	1 19 0	—	—
„ Amount received for potatoes, roots, &c.,	20 13 10	22 18 3½	21 11 8
„ Amount received for cattle,	30 15 0	40 2 9	23 11 5
„ Amount received for dairy produce,	98 0 4	102 3 0	42 8 8
„ Amount received for miscellaneous	—	0 12 6	—
„ Valuation at the end of the year, inclusive of proportion of unexhausted improvements,	107 3 8	77 15 11	85 1 10
£	258 12 8	243 12 5½	172 13 7

high profit of 1866–7 not realizable in the country generally.

102. So great a profit as that of 1866–7, when the farm was managed by Mr. Baldwin himself, could not, of course, be realized except in the neighbourhood of a large city, where there is a ready market for the sale of dairy produce at high prices. In districts remote from a large city, the receipts for dairy produce would be about one-third less. On the other hand, the rent would be very much less, and a small farmer and his family would themselves do the work which is paid for at Glasnevin, and might increase the profit by poultry, which cannot be kept here. On the whole this farm is one of the best things at Glasnevin.

"The Intermediate Farm;"

103. *The Intermediate Farm.*—This farm consisting of 22A. 3R. 7P., was established for the purpose of showing how a farm of moderate extent, and representing the most extensive class of farms in Ireland, should be worked by means of simple contrivances, without a greater amount of capital than might be expected among farmers of that class. We have already spoken of the farm offices.

rotation followed;

The rotation adopted on the farm is the Northumberland five-course shift, namely:—

First year, green crops manured.
Second year, grain with grass seeds.
Third year, grass first year.
Fourth year, grass second year.
Fifth year, lea oats.

cropping in 1868 and 1869.

104. The following table shows the character of the crops and the extent under each in the years 1868 and 1869:—

	1868. A. R. P.	1869. A. R. P.
Grain crops—oats,	9 0 5	9 1 23
Green crops, Mangels,	4 2 23	3 1 20
Turnips,	0 1 0	1 0 9
Potatoes,	0 1 0	—
Artificial grass,	8 2 1	8 3 25
Total,	22 2 29	22 2 28

* These balance sheets are for the year ended 31st March in each case, at which period the inventory and valuation is made.

105. The mangels in 1868 were a very good crop, and seemed sound. They were of a fair size, no effort being made to produce the large roots of inferior quality which are so injudiciously fostered at many of our agricultural shows; and the exhibition of which, while it affords an example of *unscientific* agriculture, has done very great mischief, by holding up to the small farmer a goal, which even if it was a right one, which it is not, he could not hope to attain. This, there can be no doubt, is one of the causes why the small farmers have held aloof from agricultural shows, and learned more and more to distrust agricultural improvement as recommended to them by agricultural societies and model farms. The observation made with respect to the oat crop of 1868 on the small farm applies equally to that grown on this farm. The crop of 1869 gave a good return of excellent grain, though the straw was here, as almost everywhere else, somewhat light. The turnip and mangel crops of 1869 promise to be very good, and the grass seeds laid down with the oats were excellent. Character of the crops grown in 1868 and 1869.

106. The following table contains a list of the implements used in the cultivation of the farm and their cost:— Implements used.

	Cost. £	s.	d.
1 Glasnevin combined plough,*	4	10	0
1 Iron harrow,	3	10	0
1 Metal Roller,	6	10	0
1 Farm-cart,	10	0	0
1 Hand-cart,	3	0	0
1 Wheel-barrow,	1	0	0
1 Set of harness,	6	10	0
1 Steaming apparatus,	5	10	0
1 Chaff cutter,	3	17	6
1 Turnip slicer,	4	10	0
Miscellaneous implements, including spades, forks, hoes, dairy utensils, &c.,	13	6	1
	62	3	7

107. One horse only is kept. When a second one is required he is hired from the large farm, and his hire is charged in the same way as if he were hired from a neighbour, as is very generally done on this class of farms through the country. Horse-labour.

108. The live stock kept on this farm will be found in the table of live stock already referred to. Live stock.

109. The following table, which gives the balance sheets for the years 1866–7, 1867–8, and 1868–9, will show the value of the stock, the profit and the general character of the annual expenditure, and receipts of the farm:— Profit and loss account.

Dr.	1866–7. £	s.	d.	1867–8. £	s.	d.	1868–9. £	s.	d.
To Amount of Valuation at the beginning of the year,	291	3	9	345	1	1	284	6	3
„ Amount of outstanding debts,	16	3	9	33	13	6½	43	7	0
„ Value of free labour,		—			—			—	
„ Value of dairy produce received from small farm,		—		90	12	1		—	
„ Cash paid for hired labour,	43	14	9½	44	16	3	36	3	0
„ Cash paid for seeds, manures, &c.,	38	10	11	32	2	6½	21	4	7
„ Cash paid for cattle and pigs,	85	16	0	53	0	0	28	0	0
„ Cash paid for implements and repairs,	32	2	7½	21	15	11	3	17	0
„ Cash paid for feeding stuffs,	33	0	1	45	2	7½		—	
„ Miscellaneous expenditure,	15	16	3½	10	10	1	3	2	0
„ Veterinary surgeon's bill and medicines,		—		7	3	0		—	
„ One year's rent,	91	1	3	91	1	3	91	1	3
„ Balance being gain on the year,	126	16	6½	60	1	8	30	2	8½
£	774	6	0	835	0	0½	541	3	9½

Contra—Cr.	1866–7. £	s.	d.	1867–8. £	s.	d.	1868–9. £	s.	d.
By Amount received for grain and grass seeds,	107	6	8	86	19	6	54	12	6
„ Amount received for potatoes and roots,	2	8	3	7	13	5		—	
„ Amount received for cattle and pigs,	25	9	9	67	17	6	41	9	6
„ Amount received for dairy produce,	256	4	8½	331	7	11*	84	17	4
„ Amount received on account of miscellaneous sales,	4	2	0		—			—	
„ Horsework, &c., supplied to school farm, and charged under different heads on debtor side of balance sheet of the farm,		—		13	8	5½		—	
„ Amount of outstanding debts,	33	13	6½	43	7	0	15	8	0½
„ Valuation at the end of the year, inclusive of proportion of unexhausted improvements,	345	1	1	284	6	3	344	16	5
£	774	6	0	835	0	8½	541	3	9½

110. *The Large Farm.*—This farm consisting of 133A. 2R. 38P., was established for the purpose of showing how a large farm should be worked, taking advantage of all the most improved methods of modern husbandry, and the best implements and machinery. It is divided into three parts, one part containing about 20 acres, lying on the western side of the farm between the principal buildings and the high-road, is worked according to a special four-course rotation, namely:— "The Large Farm;"

First year, root crops.
Second „ potatoes.
Third year, Italian rye-grass, sown in autumn after the potatoes.
Fourth „ Lea oats.

rotations followed on it;

111. This is the plot of ground which we have suggested should be cultivated as a large market garden.

112. The second part consisting of about twenty-five statute acres is in permanent pasture; and the third consisting of the remainder is worked according to the common four-course rotation. The following table shows the crops grown in the years 1868 and 1869, and the extent of land under each.

* Convertible into a grubber, broad share, double mould-board plough, &c. This implement originated in a suggestion made by Mr. Waldron to Mr. Baldwin, who put himself in communication with several leading makers of agricultural implements, who endeavoured to realize the idea. The one found most suitable was brought out by Mr. Samuelson, M.P. for Banbury.

† Including that of small farm, as charged on opposite side.

cropping in 1868 and 1869.

Kind of Crops.		1868. A.	R.	P.	1869. A.	R.	P.
I. Green Crops,	Turnips,	9	2	22	5	1	30
	Mangels,	8	2	23	9	2	22
	Potatoes,	5	1	3	10	2	5
	Sugar beet,		—		5	1	3
II. Grain Crops,	Oats,	31	2	7	18	1	6
	Wheat,	16	0	8	13	3	14
	Barley,	5	1	25	9	3	22
III. Grass,	Artificial grass,	28	3	30	23	3	10
	Permanent pasture,	17	3	26	24	0	12
IV. Stolen Crops,	Vetches,	3	0	0	2	0	0
	Rape,	1	2	0	8	3	30
	Flax,	1	0	0	1	0	0

Character of the crops in those years;

113. The crop of mangels grown in 1868 was very good, the size of the roots affording a fair example of what a farmer ought to aim at in growing root crops namely, the largest acreable produce of *real food:* big roots give quantity but not quality, small roots quality but not gross weight. The swedes were indifferent. Those in use when we first visited were the last of the crop, and from the worst part of the field, and we were told that they were much worse than those which had been previously used. What we saw were certainly much inferior to many crops we saw on district model farms. We found an excellent stolen crop of rape for the use of the cows in spring. Italian clover had been sown also but it had failed, as had also a small experimental crop of white mustard, sown on the 8th September. The winter vetch crop was promising well. The corn had all been sold before our visit, but the observation already made with regard to the oats grown on the other two farms applies to oats and barley grown on this farm; the wheat, however, though heavy in the straw, did not prove as good as was expected. Kohl Rabbi had been tried with partial success. The turnip and mangel crops of 1869 promise to be good; but are not on the whole equal to those on the intermediate farm. The sugar-beet, which was grown for the purpose of affording the means of making an experiment in the production of beet-sugar, should the necessary facilities offer, promises to be a splendid crop of well-grown, uniform, moderate-sized roots, just like those grown in the north of France and Germany. If no use be made of them for making sugar, they will be found of great value for feeding cattle.

Implements used on this farm.

114. We give in the following table a list of the principal implements used in working this farm, and the cost of them, in order to afford an opportunity of judging of the amount of the working capital engaged in this object:—

Table.

Name of Implement.	Cost of Implement. £	s.	d.	Observations.
1 fixed Steam engine, used for Farm and Laundry in common.	120	0	0	For threshing, chopping straw, pumping liquid manure, slicing roots. The waste steam is used for cooking food for stock.
1 Threshing machine, 4-horse,	60	0	0	—
1 Chaff cutter,	10	10	0	Used also for chopping straw.
1 Bentall's Pulper,	8	10	0	Pulping roots for steamed mixtures.
1 Biddle's Root slicer,	8	0	0	Slicing roots for stock.
1 Steaming apparatus, including vats, &c.,	10	10	0	Boiler of steam engine used for cooking food.
1 Oil-cake breaker,	3	10	0	
1 Reaping machine,	25	0	0	Combined reaper and mower.
1 Hay tedder,	15	0	0	—
1 Horse rake,	10	10	0	—
1 Corn drill (Garrett's),	22	10	0	—
1 Turnip sowing machine,	6	10	0	—
1 Croskill's clod crusher,	18	0	0	—
1 Grubber (Clay's),	7	10	0	—
1 Drill grubber,	4	10	0	—
1 Metal roller,	6	10	0	—
1 Wheel plough,	6	10	0	—
2 Common ploughs, cost £4 each,	8	0	0	—
1 Double-mould board plough,	4	10	0	—
1 Sub-soil plough,	4	10	0	—
2 Iron harrows (Howard's), cost £3 10s. each,	7	0	0	—
1 Grass seed harrow,	1	10	0	—
1 Saddle harrow,	1	10	0	—
1 Drill harrow,	1	15	0	—
4 Farm carts, cost £10 each,	40	0	0	—
1 Market cart,	13	10	0	—
4 sets Harness (plough and cart),	30	0	0	—
Miscellaneous implements, including spades, forks, hoes, corn sacks, weighing machine, dairy utensils, &c., &c., &c.,	40	0	0	—
Total,	£495	15	0	

115. These implements appear to us not to exceed the requirements of a farm of this size used for educational purposes. Taking into account the latter object, we think that steam cultivation might be advantageously exemplified at Glasnevin. The land is of a quality well fitted for such cultivation, being free from rocks and boulders, while the size of its fields and the character of the central farm roads would afford facilities for the necessary operations. There are now several steam cultivators in Ireland, one of which could be occasionally hired for the purpose of letting the pupils learn their use by taking part in working them.* the farm suited for steam cultivation;

116. We were glad to observe that a flax-scutching machine had been lately erected in the farmyard, and a fair sample of flax grown on the large farm in the year 1867 was being scutched about the time of our first visit. We consider this to have been a sensible and useful addition to the machinery of the farm. scutching machine;

117. In the following table will be found a list of the live stock upon this farm, and for convenience of comparison we have placed side by side with it lists of those on the other farms. list of the live stock of the three farms;

AVERAGE NUMBER of each kind of LIVE STOCK kept on each of the THREE FARMS.

			Large Farm.	Intermediate Farm.	Small Farm.
I. HORSES,	Farm horses,		4	1	–
	Horses for delivering milk,		2	–	–
II. BLACK CATTLE,	Calves,		8	3	1
	Year-olds,	Heifers,	6	3	1
		Bulls,	2	–	–
	Two-year-olds,	Heifers,	6	3	1
		Bulls,	–	–	–
	Milch cows,		30	6	2
III. SWINE,	Sucking pigs,		20	8	8
	Stores and porkers,		15	4	2
	Brood sows,		4	1	1
	Boars,		3	–	–

118. The want of sheep on the farm is, in our opinion, a great deficiency. It might not, perhaps, be desirable to have a breeding flock at Glasnevin, but a few fattening sheep should be kept each year, and experiments made on the comparative merits of grass-feeding, house-feeding, and folding on the drained clay—the latter being a system too much neglected by Irish farmers.† want of sheep now supplied.

119. It was, we believe, at one time suggested to add to the farm some forty-five acres lying between its eastern boundary and the Santry road, so as to round off the farm. As the farm seems now to be in a fair way of making a good yearly profit, this addition which, while it would certainly make the farm more useful, would enable the great defect of the absence of sheep to be remedied, might be made if a favourable opportunity offered. If model farming at Glasnevin is for the future to be attended with a *gain*, as it is likely to be, and not with a *loss* in money, the taxpayers will have no right to complain if they are not called on, as heretofore, to make up needless deficits. Additional land might be taken.

120. The large manure pit is very tidy, and no waste of manure takes place, but its construction is not economical. It would have been much better to have sunk it somewhat below the surface, so as to save labour in throwing up the dung. The manure heap at the offices of Albert Lodge is very well and very simply arranged. It is one of the most useful, practical examples in a small way that an Irish farmer finds at Glasnevin. The manure pits at the small and intermediate farms are good examples, but the one at Albert Lodge was undoubtedly the best of all. Manure heaps.

121. We noticed at our first visit a very bad and untidy boundary fence at the part of the farm contiguous to the Albert Lodge offices, which could not be repaired without the co-operation of the occupier of the adjacent land. We found, however, when we visited the place on a subsequent occasion that the fence had been made good, the ditch filled up, and the new ground laid down in grass, and the farm road to the Albert Lodge offices fully opened up and made passable for carts. Untidy fence; since repaired.

122. *Farm Accounts.*—The system of farm book-keeping seems very compendious, and though much more detailed than would be necessary in the establishment of any gentleman or farmer working the same extent of land, is not perhaps more so than is desirable and necessary in such an institution as Glasnevin. A special class of six are employed in keeping these accounts, and all the pupils passing through Glasnevin are specially instructed in the duties of this department before completing their course. The dairy books kept, though somewhat troublesome for general use, are very interesting; and the general attention bestowed upon them must doubtless be of great use to the pupils in teaching them the value of accuracy, even in the seemingly trifling matter of a cow's daily or weekly yield of milk, which experience proves to be an almost unfailing index of latent disease, and in many cases certainly even of the nature of the coming sickness. Farm Accounts.

123. With the view of showing the value of the stock, the amount of floating capital employed in working the farm, the nature and amount of the principal expenses and receipts, and the profit and loss account, we give in the following table the balance sheets of the last three years:— Profit and loss account.

* Fowler's Steam Cultivator which we found at work on Leopardstown farm, is hired out at a reasonable rate to farmers in the neighbourhood of Dublin; but it is worth consideration whether Howard's round-about system might not answer the fields of Ireland better.

† A small flying flock has been kept; and Mr. Baldwin tells us that he purposes always keeping one in future now that he has got the eastern part of the farm into order. For instance, this season he will buy at Ballinasloe a small flock, and sell as the lambs and ewes become fat in 1870.

Dr.	1866–7.* £ s. d.	1867–8.† £ s. d.	1868–9.‡ £ s. d.
To Amount of Valuation made at the commencement of the year,	1,552 8 2	1,749 4 3	1,522 12 1
„ Amount of outstanding debts,	85 10 2	119 2 1	182 3 6
„ Value of milk received from intermediate and small farms,	—	—	70 9 10½
„ Value of permanent improvements effected during the year,	32 9 2	—	—
„ Amount paid for cattle,	375 4 0	257 10 0	238 2 0
„ Amount paid for horses,	13 4 6	25 0 0	44 0 0
„ Amount paid for pigs,	22 12 4	5 0 0	8 0 0
„ Amount paid for sheep,	69 7 3	—	—
„ Amount paid for manures,	123 17 4	55 8 6	43 0 6
„ Amount paid for seeds,	63 13 4	72 16 0	76 1 6
„ Amount paid for feeding stuffs,	355 2 7	189 15 1½	277 8 10
„ Amount paid for labour,	201 12 5	174 4 1	208 19 2
„ Amount paid for implements and repairs,	133 11 2	85 15 0½	40 17 9
„ Amount paid for harness and horse-shoeing,	37 7 1	24 19 2	50 3 9½
„ Amount paid for oils, paints, and medicines,	11 19 10	5 6 1½	8 1 11
„ Amount paid on account of dairy,	0 17 0	—	—
„ Amount paid for iron hurdles,	—	—	62 12 5
„ Amount paid for coal used for engine,	20 0 0	—	20 0 0
„ Amount paid for cab-hire and postage,	—	2 10 0	2 6 5
„ Amount paid for miscellaneous expenditure,	16 14 11½	27 6 3	20 16 9½
„ Amount paid for rent,	555 13 10	555 13 10	531 18 4
„ Balance being gain,	148 3 7½	416 17 5	648 6 5½
£	3,799 5 9	3,766 7 10½	4,051 1 4

Contra—Cr.	1866–7. £ s. d.	1867–8. £ s. d.	1868–9. £ s. d.
By Amount received for wheat,	47 13 3	72 9 10	152 18 8
„ Amount received for oats,	95 15 5½	243 16 0½	58 16 7
„ Amount received for barley,	91 9 8	58 18 5	67 3 4
„ Amount received for Italian rye-grass,	35 14 0	—	—
„ Amount received for potatoes,	78 17 8½	84 16 8½	79 11 10
„ Amount received for flax,	29 8 4	—	—
„ Amount received for cabbages,	10 10 0	—	—
„ Amount received for cattle,	479 6 9½	351 4 0	467 13 9
„ Amount received for sheep,	77 10 3	99 12 0	—
„ Amount received for horses,	30 0 0	20 0 0	10 4 0
„ Amount received for pigs,	95 11 8	146 11 10	161 9 3
„ Amount received for service of sires,	27 10 0	22 0 9	22 9 6
„ Amount received for wool,	—	—	13 4 6
„ Amount received for dairy produce,	747 14 1½	895 9 6	1,174 10 5½
„ Amount received for miscellaneous receipts,	2 12 9	13 13 1	—
„ Amount of outstanding debts,	119 2 1	182 3 6	218 2 1½
„ Amount of rent of Albert Lodge,	35 0 0	34 10 1½	30 0 0
„ Valuation at the close of the year,	1,749 4 3§	1,522 12 1	1,579 11 4
„ Amount received for old implements,	—	8 5 0	15 6 0
„ Value of horse labour for market garden,	—	10 5 0	—
„ Permanent improvements,	32 9 0	—	—
„ Fixtures with which the Farm is charged on the opposite side,	13 5 4	—	—
£	3,799 5 9	3,766 7 10½	4,051 1 4

Credit due to Mr. Baldwin for placing the agricultural department on a sound basis.

124. These balance sheets, showing a successive and considerable increase of profit for each of the last three years, especially when compared with former years, when the annual loss was often as great as the present profit, prove that the farm is now well and economically managed. Mr. Baldwin undoubtedly deserves great credit for the success which has attended his efforts to place the agricultural department on a sound basis; and nowhere are the results of his labours better seen than at Glasnevin. In considering the profit realized at Glasnevin, we should not forget that, worked as an educational farm, it cannot take advantage of its position near Dublin. If the farm were to be worked merely for profit, it might be found more profitable to sell the hay and straw, for which there is an excellent market in Dublin, and bring back dung from the city, than to use it all for feeding.‖

Literary Instruction; different classes of pupils.

125. *Literary Instruction.*—Four classes of pupils receive instruction at the Albert Institution at present.

1. Resident or intern pupils who are admitted by competitive examination and are boarded and educated at the public expense, less whatever may be the value of their free labour.

2. Resident or intern pupils who are admitted without competitive examination and pay an annual sum of £20 for their board and education, in addition to the value of their free labour.

3. Non-resident or "extern" pupils who pay a fee of £2 annually, and board and lodge at their own expense either in the village of Glasnevin or in the city of Dublin.

4. The teachers who attend the Central Training Establishment of the Board and who receive instruction in agriculture at the farm every Saturday.

126. The first, second, and third classes receive instruction in common; the fourth class is instructed separately.

Objection to competitive system that the persons selected are not always fit to be farmers; those selected should intend to become farmers.

127. Up to the year 1860, as we have already stated, all the intern pupils of the first class were nominated without examination, and it sometimes happened that those nominated could scarcely write their names, and were otherwise very deficient in the most necessary parts of school business. Under the present system such a case cannot of course occur; but it is open to the objection, which applies equally to competitive examination for all offices requiring other qualifications besides mere school-knowledge, that the persons selected may not be physically fitted for agricultural work, or may not have that taste for it which would ensure their making agriculture the occupation of their lives. Several of the pupils whom we saw did not seem likely to adopt farming as a profession, and we have no doubt that their parents allowed them to become intern pupils because it offered a means of giving them a good literary education free of all expense, while the farm work they would have to perform, though it may not prove of much practical use to them in after life, would give them habits of industry, and accustom them to work with their hands as well as their heads. This is no doubt a gain to the country, but it is not precisely the object the State had in view in establishing the free places at Glasnevin, and at the district agricultural schools. The public could not expect that every one who obtains a free place at an agricultural school should be bound to make farming his future occupation. Even those who pay largely for their professional education do not always stick to their professions, nevertheless, care should be taken, as far as can be done, that those selected for free places should have some qualifications for agriculture as well as book-knowledge. This subject has engaged the attention of Mr. Baldwin, and in his report to the Commissioners for 1864, he very properly says

* From 1st April, 1866, to 30th April, 1867. † For twelve months ended 30th April, 1868.
‡ For twelve months ended 30th April, 1869. § Including threshing machine not in last year's valuation.
‖ In connexion with the subject already alluded to in the note to paragraph 44, it may be not unworthy of observation here that in the three farms at Glasnevin a similar result has been arrived at as in the cases of the District and Ordinary Model Agricultural Schools, the profits being in an inverse ratio to the area of the farms. On the five-acre farm the average annual net profit of the three years quoted above is in round numbers £47, the rent being £22 14*s.* 2*d.* On the twenty-two acre farm the average profit was £72, the rent being £91 1*s.* 3*d.* On the large farm of 133 acres, the rent of which is £555 13*s.* 10*d.*, the average profit was only £404. The Belgian farm, therefore, although the labour bill was acreably more than on either of the larger farms, produced a net profit more than equal to two rents, while the average profits of the "medium" and "large" farms were respectively 79 and 73 per cent. of their rents.

that: "It is more conducive to the public good that no pupil should be admitted to those schools who shall not have made up his mind to follow farming. It is opposed to all economic principles to afford special instruction and training to a man at the expense of the State, who is not likely to use the knowledge so acquired for his own advantage or that of the public afterwards." It is right to repeat here what we have already said, that more than half of all the pupils who have been at Glasnevin Model Farm as intern pupils are now engaged directly or indirectly in agriculture, as appears from the register kept at Glasnevin.

Intern or resident pupils.

128. The total number of intern pupils of both classes at present in the Glasnevin Institution is 70, of whom 68 are from different parts of Ireland, and 2 from England. Of these 44 are Roman Catholics, 19 members of the Irish Episcopal Church, and 7 Presbyterians. The first-class, or intern free pupils, numbers 58, of whom 39 are Roman Catholics, 13 members of the Episcopal Church, and 6 Presbyterians of the Synod of Ulster. The following table shows the proportion of these free pupils contributed by each county of Ireland, and their religious denominations:—

Classification of free pupils.

Counties and Provinces.	Roman Catholics.	Episcopal Church.	Presbyterians.	Total.	Counties and Provinces.	Roman Catholics.	Episcopal Church.	Presbyterians.	Total.
Ulster.					Leinster.				
Antrim,	1	–	–	1	Carlow,	–	–	–	–
Armagh,	–	–	1	1	Dublin,	3	–	–	3
Cavan,	1	–	–	1	Kildare,	1	1	–	2
Donegal,	1	–	–	1	Kilkenny,	1	1	–	2
Down,	–	–	2*	2	King's,	–	–	–	–
Fermanagh,	–	–	–	–	Longford,	–	–	1	1
Londonderry,	1	–	–	1	Louth,	2	–	–	2
Monaghan,	4	–	–	4	Meath,	1	–	–	1
Tyrone,	1	1	–	2	Queen's,	1	1	–	2
					Westmeath,	–	–	–	–
Total,	9	1	3	13	Wexford,	4	–	–	4
					Wicklow,	–	1	–	1
					Total,	13	4	1	18
Munster.					Connaught.				
					Galway,	3	1	–	4
Clare,	1	–	–	1	Leitrim,	2	–	–	2
Cork,	3	5	2	10	Mayo,	–	–	–	–
Kerry,	1	1	–	2	Roscommon,	–	–	–	–
Limerick,	4	1	–	5	Sligo,	2	–	–	2
Tipperary,	1	–	–	1					
Waterford,	–	–	–	–	Total,	7	1	–	8
Total,	10	7	2	19	Grand Total,	39	13	6	58

* Synod of Ulster.

129. From this table it will be seen that none came from the counties of Carlow, Fermanagh, King's, Mayo, Westmeath, Roscommon, or Waterford.

Classification of successful candidates at last competitive examinations;

130. The following table shows the proportion contributed by the several counties, and the religious denomination of the successful candidates in the competitive examinations of 1869:—

Counties and Provinces.	Roman Catholics.	Episcopal Church.	Presbyterians.	Total.	Counties and Provinces.	Roman Catholics.	Episcopal Church.	Presbyterians.	Total.
Ulster.					Munster.				
Antrim,	1	–	–	1					
Armagh,	–	–	1	1	Cork,	2	4	1	7
Cavan,	1	–	–	1	Clare,	1	–	–	1
Donegal,	1	–	–	1	Limerick,	3	–	–	3
Down,	–	–	1	1					
Londonderry,	1	–	–	1	Total,	6	4	1	11
Monaghan,	1	–	–	1					
Total,	5	–	2	7	Connaught.				
Leinster.									
Kildare,	–	1	–	1	Galway,	–	1	–	1
Kilkenny,	–	1	–	1	Leitrim,	2	–	–	2
Longford,	–	–	1	1	Mayo,	–	1	–	1
Louth,	1	–	–	1	Sligo,	2	–	–	2
Queen's,	–	1	–	1					
Wexford,	1	–	–	1	Total,	4	–	–	6
Wicklow,	–	1	–	1					
Total,	2	4	1	7	Grand Total,	17	10	4	31

131. A student of the Established Church, from Archbishop Tennison's school in London, also obtained a free place.

schools whence they came.

132. Of the Irish students, 5 came from Model Agricultural schools; 1 from an ordinary agricultural school; 1 from a Model school (literary); 4 from Parochial or Church Education Society's schools; 1 from a middle class school; and 19 from ordinary National schools.

Paying pupils.

133. The second class of intern pupils admitted without examination, and who pay a sum of twenty pounds yearly for their board, was established in April, 1869, and the success so far has fully justified

the wisdom of establishing it, although the existence of such a class is as yet scarcely known to the persons likely to send their sons to Glasnevin.

134. The Board of Education limited the number of places for paying intern pupils to 10. The application for these places having exceeded the number established, 11 of the candidates were ultimately admitted, and there are applications from 6 other candidates. Of the 11 admitted, 10 are Irish, and 1 from London; 5 are Roman Catholics, 5 of the Established Church, and 1 Unitarian. The following table shows the religious denominations of the pupils, and the counties whence they come:—

Classification of paying pupils.

	Roman Catholics.	Episcopal Church.	Unitarian.	Total.
ULSTER—				
Donegal,	–	1	–	1
Down,	–	–	1	1
Total,	–	1	1	2
LEINSTER—				
Dublin,	1	1	–	2
Kilkenny,	–	1	–	1
Longford,	1	–	–	1
Queen's,	–	1	–	1
Westmeath,	1	–	–	1
Total,	3	3	–	6
CONNAUGHT—				
Roscommon,	1	–	–	1
Sligo,	1	–	–	1
Total,	2	–	–	2
Grand Total,	5	4	1	10

135. Mr. Baldwin states that these pupils are attentive to their studies, and are very desirous to make the most of their time at the farm.

Pupils come from every part of the country. Extern pupils.

136. It will be seen from the foregoing tables, that the Glasnevin Institution draws its free and paying classes from almost every part of the country, and has many claims to be considered a National institution.

137. The class of externs has never been large, generally not more than two attending. This may in part at least be attributed to the want of accommodation for such pupils on the farm, or even in the village of Glasnevin. It is too much to expect a young man to walk daily out and back, winter and summer, two or three miles, and work besides the whole day on the farm. While he loses the opportunity of attending to the evening work of the farm, he has no leisure for reading. This class might perhaps be largely increased if the literary teacher and the agriculturist were encouraged to take boarders, by having part of their respective houses suitably arranged for the purpose.

Course of literary instruction;

138. The literary instruction is under Mr. D. P. Downing, a first class teacher, who also acts as assistant superintendent as regards the internal discipline of the pupils and government of the establishment. The course of instruction embraces the usual subjects taught in the better class of English schools: writing, reading, English grammar, composition, political geography, the elements of physical geography, book-keeping, the elements of political economy, arithmetic, plane geometry (six books of Euclid), plane trigonometry, the mensuration of surfaces and solids, algebra as far as quadratic equations, elementary mechanics, and the steam engine.

character as ascertained by examination.

139. The majority, indeed we might say all, of the pupils write a fair legible hand. Spelling, as shown in their notes and writing from dictation, was very satisfactory indeed—quite equal to that of boys educated in good middle class schools. The answering in arithmetic showed that the subject is well taught; but it would be well if they had a little more practice in commercial calculations so as to habituate them to work more rapidly. The boys of the junior class know the first book of Euclid, those of the senior class two or three books, and some even the whole of the six books. Very few of either class could do any, even simple corollaries. The subject seems to be taught in a very mechanical way in the National schools. About one-fourth of the boys of the upper class could solve simple equations and were moderately well acquainted with the fundamental rules of elementary algebra. Mr. Downing told us that he found it very difficult to teach algebra, the boys had not sufficient time, and those who had not a natural taste for it did not care to learn it, as they did not see any practical use for it. Those who knew some algebra knew also the elements of Plane Trigonometry, and a good many were able to use trigonometrical rules for the solution of problems. The answering in mensuration was good; nearly all the more advanced pupils are quite competent to make calculations of earthwork, and masonry, &c., and to perform the operations required in calculating areas, &c., from a field-book, when they do practical land surveying. Most of the questions in practical mechanics were satisfactorily answered. The boys of the senior class were all fairly acquainted with the principles of book-keeping. The special-class who had had experience in keeping the farm accounts seemed to understand very well the keeping such books as are required in farming and the management of land generally.*

Scientific instruction.

140. *Scientific Instruction.*—Applied science is the knowledge of the facts and laws of physical science applied to explain practical operations of all kinds. In order to learn a branch of applied science we should begin by learning the fundamental principles of those branches of science upon which it is based. As the facts and laws of science which are most useful in explaining operations, and most fruitful in practical result, are, as a rule, the most abstruse and difficult, true practical science implies in truth, a knowledge of the highest kind of science, and not what too many think, a dry collection of facts and descriptions of processes. Agriculture is an applied science in which the laws of heat, light, chemistry, animal and vegetable physiology or biology, in its widest sense, and mineralogy and geology, are used to explain the origin, nature, and composition of the soil, the character and action of manures, and plant and animal life. A

* The questions given at the oral and written examinations held by us will be found in the Appendix to this Report.

knowledge of mechanics is likewise necessary to explain the action and economical application of power in all farming operations. These sciences are taught in two ways: by lectures, illustrated by diagrams, specimens and experiments, catechetical instruction and reading; and by educating the eye by the exhibition of examples of the objects described or referred to in lectures or books on the subjects.

141. Very few of the boys who go to Glasnevin appear to have, or indeed can have, accurate notions, or notions at all, on physical science, because it is not taught in the schools whence they come; and, where books are provided by the Board for the purpose, they are so defective and so antiquated that it would be much better for the scholars not to read them at all, as they have afterwards to unlearn, with much difficulty, what they may have acquired from those books. As no provision has been made in the Training Institution of the Board for giving any instruction in the sciences bearing on agriculture, the masters cannot be expected to teach what they have not had an opportunity of learning. Of the sciences above mentioned, the only ones upon which lectures are given at Glasnevin are chemistry, botany, and geology. No lectures, except what are incidentally included in chemistry, are given on any portion of experimental physics, including the whole subject of climate, or in animal physiology. The literary teacher gives some instruction in mechanics, and occasionally some catechetical instruction in the subjects of the lectures on chemistry, botany, and geology. The three things the farmer has to deal with are—the soil, the nature and functions of which are rendered intelligible to him by physics, chemistry, and geology; plants,—the life of which he learns to understand through chemistry and botany; and animals,—a knowledge of whose life he acquires through chemistry and animal physiology. We cannot understand why the whole subject of animal physiology, including under that term likewise the pathology, or diseases of animals, should be left out of the scientific course at Glasnevin. This is the more remarkable in a country in which cattle and sheep form so large a part of the national wealth, and where for so many years the tendency has been to extend the grazing and diminish the tillage.

Pupils unacquainted with science when they come;

sciences taught at Glasnevin;

animal physiology not taught;

142. If scientific instruction is to be at all given, additional courses on elementary physics—mechanics, heat and light—especially in reference to meteorology—and on animal physiology and veterinary art, should be established.* Encouragement should also be given to the literary teacher, or to some one else, to give catechetical instruction on the subjects lectured upon.

physics and biology should be taught;

143. The chemical apparatus is sufficient to enable the simpler fundamental experiments of the science to be performed, but might be increased with advantage. The room, however, as we have said before, is wholly unfitted for lecturing on physical science or chemistry. There is no proper lecture-table, no place to hang diagrams, no suitable black-board, the desks are all on one plane, so that only those on the first two or three forms can see the experiments. There is also some physical apparatus; but the greater part of it is broken, a matter of little consequence however, as it was never of any value. Like nearly all the apparatus we have seen at the model schools, it was made to sell and not to use. There are few diagrams, which is accounted for by the absence of any means of using them. During the period from 1863 to 1865, when the lectures on science were suspended, and the health of Dr. Kirkpatrick was declining, no care was paid to the apparatus or the collections of rocks and minerals, and to this circumstance is to be attributed the broken condition of some of the apparatus.

no suitable lecture-room;

Physical apparatus of no use.

144. There is the nucleus of a collection of minerals and rocks. At one time they had been fully arranged and temporarily labelled with much labour, preparatory to having a catalogue for the use of the students printed; but when, for reasons of economy, the lectures were discontinued, the minerals got tossed about, the labels were collected into a heap, and the cases used for holding various articles which were placed on the top of the specimens. One of the objects which Mr. Baldwin had in recommending the division of the large school-room by a partition was to provide a place for a suitable range of cases in which to form a proper collection of rocks, minerals and soils. To the great injury of the pupils, however, this necessary work has not been executed, although sanctioned two years ago.

Mineral collection formerly arranged now not of much use;

cases not yet constructed for them;

145. On the completion of the new buildings an attempt was made to establish an agricultural museum. Specimens of cereal and other grasses, seeds, &c., and a few models of farm-offices, corn and hay stacks were arranged at the end of the refectory, which, however, was generally kept locked, except at meal time, in order to keep the room clean. The collection did not grow. An agricultural museum ought to have formed one of the first cares of the Commissioners when the institution was established. Since the revival of the agricultural department from the state into which it had fallen before 1863, and the partial disorganization of the Glasnevin Institution, consequent upon the retrenchment made in its grant by the Government in that year, Mr. Baldwin, the present Superintendent, has had too much up-hill work to be able to devote much time to this subject; nor could he, indeed, have attempted it in the absence of any suitable place to establish it in. Now, however, that the farm promises not only not to be a burden to the State, but to realize a good annual profit, there seems no reason why this work should not be carried out at once, if the institution is to be maintained as a training school.

attempt to form an agricultural museum;

one should be established, to consist of—

146. Such an agricultural museum might consist of five parts:—

I. A Geological Collection, consisting of—

a geological collection,

1. Classified collection of the minerals forming rocks; of rocks, especially those of Ireland.
2. A classified collection of soils and subsoils.
3. Mineral materials used as manures.
4. Clays, &c., used in making bricks, tiles, &c.
5. Fuels—*e.g.*, coal, turf, &c.
6. Substances used as building materials, &c.
7. A collection of the commercial ores of the common metals.

* Since this Report was written, we have learned that the Commissioners of National Education have decided on establishing lectures on the diseases of farm animals.

a vegetable collection,

II. A Vegetable Collection, consisting of—
1. Specimens illustrative of the proximate components of plants—sugar, gums, fecula, &c.
2. Specimens illustrative of the structure of plants.
3. Specimens illustrative of the classification of plants, with especial reference to agricultural plants.
4. Illustrations of seeds, woods, fibres, &c.
5. Vegetable manures.
6. Vegetable products used in manufactures—*e.g.*, flax fibre, &c.

an animal collection,

III. An Animal Collection, consisting of—
1. Proximate constituents of animals.
2. Specimens illustrative of the structure of animals.
3. Specimens illustrative of the classification of animals, with especial reference to farm animals.
4. A collection of preparations illustrative of the diseases of farm animals.
5. Animal materials used for manufacturing purposes, viz.—Wool, hair, skins, and their immediate products.

a collection of machines and tools,

IV. Collection of Machinery, consisting of—
1. Models of the mechanical powers; elementary parts of machines, especially with reference to agricultural implements.
2. A collection of weights and measures, and of geodesical instruments for actual surveying and levelling.
3. Models of the essential parts of motors—fixed and movable engines, windmills, watermills, &c.
4. Ploughs and other machines used in working the soil.
5. Machines for reaping, mowing, threshing, and slicing, &c.
6. Machines and contrivances for conveying and using water for agricultural purposes.
7. Machines employed in manufactures directly connected with agriculture.
8. Illustrations of quarrying, &c.

V. Museum of models of buildings, fences, drains, &c.

importance of such objects;

147. The importance cannot be overrated of having such a series of objects continually under the eyes of young men from every part of the country, specially selected for their superior ability, and whose daily avocations in after-life may bring them into contact with the localities of every kind of mineral raw materials, and every source of industry in the country This would be what may be called the public's share in the benefit; but as a mere means of instruction there can be no question that to the country lads who had an opportunity of studying in such a museum, where they could see all the objects of which they would hear in lectures or read in books, scientific agriculture would be a reality. Without the objects themselves being constantly before the eyes of such students, science must always consist of empty forms attached to no definite ideas. Such a museum need not be very expensive nor on too large a scale—it is not the most extensive collections that are the best schools for the student. As we have said before, the central building in the inner yard might be made to contain such a museum, and the lower floor might be used as an implement house. There the implements might be properly preserved, while, at the same time, they would serve as a sort of permanent exhibition of implements and machines, which could be examined by agricultural teachers from the country. Makers of new machines, too, might be invited to send for exhibition, at a certain period every year, any new or improved machines they may have recently produced. In this way the implement collection might, to a certain extent, be made to show the progress of improvement by placing the new implements beside the old ones.

where it might be put.

Agricultural Instruction:

148. *Agricultural Instruction.*—The lecturer on agriculture delivers a lecture every morning between 7 and 8 o'clock to the whole of the intern and extern pupils. From 3 to 4 o'clock P.M. he gives catechetical instruction to one-half of the class, while the other half work on the farm. Thus each pupil hears six lectures a week on the principles and practice of husbandry, and receives catechetical instruction on three days on the subject-matter of the morning lectures. The pupils also receive a lecture on horticulture at 8 o'clock A.M., when the lectures on chemistry and botany, which are delivered at that hour, are not being delivered. Thus independent of the ordinary school instruction the pupils hear two lectures every morning upon agriculture, horticulture, or on one of the branches of science upon which regular courses of lectures are given. All the pupils work on the farm from 9.30 A.M. to 2 P.M., and one-half from 3 o'clock P.M. to 6 o'clock P.M., every other day in summer, and until dusk in winter, and after that attend the live stock, and do whatever other work may be required about the farm-yard.

special class;

149. Mr. Baldwin has, with the sanction of the Commissioners, formed a special class selected from the best pupils, who act as farm stewards, and who are thus enabled to get the benefit of a longer course of training—sometimes extending to four years. The young men who pass through the special class having had some experience in superintending work, keeping accounts, and otherwise acting on their own responsibility, become qualified to act as stewards, or to manage farms of their own on leaving the establishment. This class affords an opportunity of training a superior class of young men to act as agriculturists on the Board's own farms.

proficiency of upper class;

150. The upper forms of the class possessed an extensive and sound knowledge of the general principles of theoretical and practical agriculture. Their answering on the nature and classification of soils, manures, and plant-life was very good. The more advanced pupils had same knowledge of land surveying, and were able to construct maps of the farm from their own surveys. Some of the maps which we saw were very neatly executed. They could also make the levelling required for farm roads and main drains; and could estimate tolerably well earth-work, and stone and brick work.

and of the middle and lower.

151. The middle and lower forms seemed to have fairly profited by the time spent at the institution. On the whole we think the instruction of the pupils both in ordinary school-work and in theoretical and practical agriculture is satisfactory.

152. *Agricultural Experiments.*—An educational farm is not necessarily an experimental one. Very few scientific experiments require to be conducted on a farm of one hundred or more acres. Indeed most agricultural experiments which have been conducted on such a scale are, and in the present condition of science must be, worthless. We, therefore, entirely coincide in the opinion expressed by Mr. Baldwin in his evidence before the Commission, that a farm expected to pay should not be made an experimental farm. It is, however, very desirable in educational institutions like Glasnevin to show the pupils the conditions under which experiments should be conducted, and the methods of investigation followed in the study of scientific agriculture. It is also very desirable that there should be somewhere in Ireland a place where those experiments could be made, and new or doubtful practical results accurately tested; and especially experiments instituted to ascertain how far results obtained in England and other countries might be specially affected by the climate of Ireland. Agricultural experiments;

153. It is, we believe, intended by the Commissioners, influenced in some measure by the practical experience and knowledge of Mr. Waldron, to set apart a few acres at Glasnevin as an experimental field. We discussed this fact at some length with Mr. Baldwin, who quite concurred, as we did, in the wisdom of Mr. Waldron's suggestion. It seemed to us that one of the two fields adjoining the road leading from the large farm to the intermediate farm offices would, for many reasons, be the best adapted for this purpose. That on the east side of the road would, we think, be the more suitable of the two; inasmuch as the giving up that on the west side of the road to the purposes of an experimental farm would interfere with the course of husbandry which has been laid down for the intermediate farm. This intermediate farm is, in our mind, one of the most useful things in Glasnevin, as an example to that class of farmers who are the most numerous in Ireland. The field we speak of contains about three acres, which would be quite enough in extent for carrying out each year any experiments as to manures, seeds, modes of culture, or other matters, that it might be thought necessary to try there. experimental plot to be set apart;

154. As the most important conditions to be taken into account in all experiments on plant life are climatial ones, a complete system of meteorological registration should be instituted, and for that purpose a proper set of instruments should be procured, and erected on the plot itself. small meteorological observatory should be erected on it;

155. It would be desirable that the rent of this plot should be deducted from the rent of the whole farm in the general balance sheet, and that all expenses attending the experimental ground should be accounted for separately. rent of plot to be deducted from farm rent.

156. We were gratified to learn that the conduct of the pupils as to sobriety, outward morality, industry, and subordination has been almost invariably satisfactory. Conduct of pupils satisfactory;

157. All necessary facilities for attending to their religious duties are furnished to the pupils; and the clergy of the various denominations have access to those pupils who may be members of their respective congregations. Here, however, as elsewhere, there has not been of late years as effectual a superintendence of the religious instruction of the pupils, who, with the exception of a few externs, are all boarders, as would be desirable in such an establishment. no effective religious superintendence;

158. Those pupils who become seriously ill have hitherto been sent to Sir Patrick Dun's Hospital. It is desirable that the Roman Catholic pupils requiring hospital treatment should be sent, if they should so wish it, to the Mater Misericordiæ Hospital, which is not far from Glasnevin, and where the Catholic atmosphere of the place would be likely to be useful and pleasing to them. pupils should be sent to Mater Misericordiæ Hospital.

PROVINCIAL AGRICULTURAL SCHOOLS.

1. Kilkenny.

159. *Situation.*—The Kilkenny Agricultural school and farm are situated about one and a quarter miles to the south of the city and (except that residence is provided for the male teaching staff, including the pupil teachers), is unconnected with the model school established in the town. The farm is attached to the school and farm buildings. The establishment has been in operation since 1854. Kilkenny Provincial Agricultural School and Farm; situation;

160. *School Buildings, &c.*—The residences and school buildings, as distinguished from the farm buildings, are very well built, and cost £6,036. They contain accommodation for the principal and assistant literary teacher of the city model school, for the agriculturist and steward, eleven agricultural boarders, and six pupil teachers. There is one school-room, 32 feet by 24 feet, and 13 feet high, but there is no separate class-room; such a room is not, however, necessary, as there is no day school, and the school-room is properly speaking only a study hall for the pupil teachers and boarders. The fittings and furniture, wall appointments and requisites, of the school were very good. The dormitory and refectory were clean, and the kitchen and offices well kept. The lavatory of the boarders had no water in consequence of the well having run dry. The establishment was lighted with paraffin oil. Gas could not be used unless made on the premises, which would be too expensive. The urinals and privies were good, and the latter were provided with boxes on rollers which was a good arrangement. school buildings;

161. *Literary and Agricultural Instruction.*—There being no day pupils, the class consisted of pupil teachers and boarders. Four of the pupil teachers attend the theoretical instruction in agriculture, but do not take part in the practical; they get a field-lecture, however, from the steward every Saturday along with the other pupils. They were not at the farm when we visited, and we had not an opportunity therefore of ascertaining whether they derived any benefit from the instruction. There were eight boarders when we visited—five paying pupils at £8 per annum, three belonging to the Episcopal Church, one Presbyterian, and one Protestant Dissenter; and three free pupils, of whom two were Roman Catholics and one a member of the Episcopal Church, Of the eight paying and free pupils, seven were above the age of sixteen, and one under that age. Six were the sons of farmers, one of a land steward, and one of a policeman. agricultural class.

Proficiency in ordinary school work; agricultural instruction;

162. The pupils who had been under instruction a sufficient length of time answered very well in the theory and practice of agriculture, and their general knowledge (arithmetic, geometry, book-keeping, spelling, and dictation) was very creditable. From 8.30 A.M. to 9.30 A.M. is devoted to agricultural instruction in the school by the agriculturist, and one hour every week to a field-lecture by the steward. From 10 to 6 o'clock P.M. the pupils are occupied on the farm, with the exception of one hour for dinner, from 2 to 3 P.M. The agricultural class is not inspected by the Board's literary Inspectors which is a very great disadvantage, especially as the Agricultural Inspector cannot possibly make an effective examination even once in the year. We have heard a complaint that the Agricultural Inspector does not classify the pupils according to their time at the school, but reports on the average answering. This complaint is no doubt just, but it would require much more time to be given to inspection if they were divided into several classes.

no means of teaching physical science;

163. There seemed to be no means of affording elementary instruction in those physical sciences upon which the theory of agriculture is based. This is certainly a great defect in a provincial school.

no special religious instruction.

164. No special religious instruction is given by any of the teachers, nor did it appear that anyone felt it to be his duty to do so. The agricultural pupils (we did not see the pupil teachers) appeared, to have been well taken care of, and looked orderly. They were reported to be well conducted, and we heard good accounts of those who had left.

The farm.

165. *The Farm* consists of 79A. 0R. 34P. statute measure, of which 4A. 0R. 34P. are occupied by the buildings, 1A. by a garden, leaving 74A. for the farming operations. The land lies flat and consists of a calcareous strong clay. It is held on lease for 999 years, at the yearly rent of £146 11*s.*, or at the rate of £1 19*s.* 1*d.* per acre;* Griffith's valuation for the land without the buildings being £78 5*s.*, or not quite £1 per acre. An adjoining farm is valued exactly at that rate. The average rent of land in the neighbourhood is from £1 10*s.* to £1 15*s.* per Irish acre, or 18*s.* 6*d.* to £1 1*s.* $7\frac{1}{4}$*d.* per statute acre. The buildings erected upon the land would scarcely, if at all, influence the letting value of the farm, as the rent is fully the value of the land in its present state, and rather above that of the neighbourhood.

Farm offices.

166. *Farm Offices.*—These buildings, erected at a cost of £3,060 7*s.* 6*d.*, are capable of affording accommodation to twenty-six milch cows, twelve stores, thirty sheep, in eight compartments, and thirty to forty pigs, and four horses. They are fully adequate for the farm, and suitable for the purpose, but more expensive than would suit a tenant farmer. At the period of our visit the outside woodwork required painting very much; the yard gate had been off its hinges for the preceding eight months. The Board of Works had been frequently applied to, but in vain. New cow-sheds had been got up, but could not be used for want of chains, which could only be procured through the Board of Works.

Implements, &c.

167. *Farm Implements.*—The supply of implements was adequate, except that there was no thrashing machine, a want which ought to be supplied. The implements seem to be kept in proper condition.

Live stock;

168. *Live Stock.*—At the period of our visit the live stock on the farm consisted of: 3 horses, 11 milch cows, 1 dry cow, 2 bulls, one a yearling, 9 year-old heifers, and 10 calves; 17 ewes, 1 ram, and 26 lambs; 23 store pigs, 2 sows, and 2 boars. No poultry was kept. This was a considerable increase over the preceding year, when the live stock consisted only of 4 milch cows, 1 three-year old bull, 14 pigs, and 3 horses. The sheep are therefore a new feature on the farm, and one which should never be absent where the soil and local circumstances are at all suitable for them. The

well-bred bulls should be kept at the larger farms;

cattle kept were a short horn cross, and seemed very fair animals. The agriculturists under the Board are not allowed to expend much money on highly bred bulls. Within certain limitations this is no doubt quite right; but in no way could a model farm, particularly in remote places, be more serviceable than by bringing into a locality superior breeding animals suitable for the district, and letting the farmers have the use of them at moderate, but remunerative, fees. It would be one of the most effective ways of bringing farmers in contact with the model farms. The bulls were pure short horn, and the full-grown one was, we were told, let out to farmers at 5*s.*, but as he proved not fruitful early in the year the farmers did not make much use of him afterwards. The sheep were three-quarter bred, but the ram was a good pure bred Leicester. The land seemed well fitted for sheep, and we were told that they had thriven very well and given more lambs than the average in the spring of 1868, before our visit.

house feeding;

169. House feeding is only carried out in winter. The young stock on the farm were reared chiefly on skim-milk and oil cake, and were then allowed a run on grass during the summer and winter. In October they were fed on white turnips and hay; in November and December on Swedes, hay, and crushed grain; and from January, during the spring months, on mangels, hay, and crushed grain, with

feeding formulæ;

a run on grass during the whole time. In the byres and stables we found a label suspended stating the times of feeding, and the quantity and kind of food used at each feed. This system, which Mr. Baldwin has introduced into all the school-farms under the Board, is to be recommended not only for its purely educational use, but because it habituates the agriculturist to the use of weights and measures in his operations, and shows him how he is to determine the cost of a beast he has fattened, or the cost of his dairy produce. In many of the model farms we did not find, however, any means of weighing the feeds, which could only have been done by guess. The agriculturist at Kilkenny, Mr.

agriculturist does not think dairy cows paid in 1867.

M'Candless, appears to have paid particular attention to his feeding formulæ, and to have calculated the cost of production of his dairy produce with considerable accuracy, so far as the quantity of food required to produce it was concerned. He came to the conclusion that his dairy cows did not pay in 1867, but he was scarcely in a position to determine the point in that year, for it was during this period he was increasing the whole live stock of the farm at irregular intervals. He has, however, pursued the right way of doing the thing, and we recommend similar close calculations on the other large farms.

Cultivation;

170. *Cultivation.*—The district about Kilkenny is chiefly in tillage, which on the whole appears to

* The tenant pays no rates.

be well done. Part of the model farm has been laid down in permanent pasture, and the remainder cultivated on the Northumberland five-course rotation, which is adapted to the circumstances of the farm, and was being well conducted. A good "stolen" crop of rape and winter vetches was put in on 17½ acres in August, and promised very well. The following table gives the several crops and the proportion of land under each at the season of our visit:— rotation;

Green Crops.	A.	R.	P.	Grain Crops.	A.	R.	P.	Artificial Grass.	A.	R.	P.	Permanent Grass.	A.	R.	P.
Turnips,	2	2	0	Oats,	9	1	20	Hay,	24	2	0		21	2	0
Mangel Wurzel,	6	0	0	Barley,	8	0	0								
Potatoes,	1	0	20	Wheat,	1	0	0								
Total,	9	2	20		18	1	20		24	2	0		21	2	0

171. The Swedish turnips sown in March looked excellent, although the year was so very dry that the water failed in the pump-well. The drills for the mangels were opened by the double-mould plough, followed by the drill grubber; The crop looked fair. character of root crops;

172. No flax is grown on the farm or in the district. Considering that a large sum is annually spent by the State in attempts to induce farmers to grow flax, it seems strange that no flax should be grown upon the farms supported by the State, where the best system of cultivation could be shown, and the attention of young persons directed to it. no flax grown.

173. The manure heap was well managed, and no signs of waste were visible. One ton of guano, 18 cwt. of nitrate of soda, 10 cwt. of bones, and 1 ton of salt were purchased for the season's crops. The selection appeared judicious, both in respect of soil and the circumstances of the farm. Manures.

174. A kitchen garden of one acre, combining also the cultivation of flowers and bush-fruit, &c., was laid out in 1867 with considerable skill and taste, and promised well. A small seed-sample plot was set apart in this garden for the growth of a named collection of grasses and clovers, &c., and promises if looked after to become a source of much instruction. This garden appeared to us to be a good type of kitchen garden for Irish farmers, and we hope that it will be kept up in such a way as really to serve as a model. Kitchen garden.

175. Several very useful improvements were being made by Mr. M'Candless, such as levelling old fences, planting thorn and privet hedges, laying out new roads, picking and removing old roads. Some new gates were well and economically hung on iron fence strainers, and a well designed and executed watering place at the confluence of the drainage in the permanent pasture had been made just before our visit. The farm on the whole was beginning to look tidy, and in good working order. Improvements made during the year.

176. The following is the balance sheet for the year ending 31st March, 1868 :— Profit and loss account.

Dr.	£	s.	d.
To Amount of Valuation made at the commencement of the year, including proportion of unexhausted improvements and artificial manures,	596	0	2
„ Free Labour of pupils,	40	0	0
„ Sundries, including £187 8s. 7d. paid for labour,	693	8	2
„ One year's rent, poor-rate, and county cess,	146	11	0
„ Profit,	138	16	6
	£1,614	15	10

Contra—Cr.	£	s.	d.	£	s.	d.
Cash received for farm produce, &c.,				467	1	7½
Valuation at close of year,				1,001	6	2
Debts due for farm produce,				17	18	6
Amount expended in permanent improvements :—						
Labour on draining, fencing, roads, garden, &c.,	59	1	6			
Materials for do.,	23	10	2			
Horse labour for do., at 2s. 6d. a day,	19	13	9			
				102	5	5
Expenses charged on opposite side but not chargeable to farm :—						
Labour on ornamental grounds, and for establishment,	14	8	8			
Shrubs, gravel, &c., for garden,	6	4	6			
Accounts paid for boarding department,	5	10	11½			
				26	4	1½
				£1,614	15	10

177. The balance sheet of the previous year showed a profit of £59 5s. 3d.; but as Mr. Baldwin discovered a serious defalcation in the accounts of the agriculturist who then managed the farm, the amount of profit cannot be depended upon. Accounts for 1867 not to be depended on;

178. If we add the value of the free labour of the pupils, the actual gain to the public was £178 16s. 6d. true gain to the public.

2. Munster Model Farm, Cork.

179. *Situation.*—The Munster Model Farm is situated on the banks of the river Lee, about three miles to the west of the City of Cork. It is unconnected with the model school in the city, except that residence is provided there, as in other farms, for the head and assistant male teacher, and male pupil-teachers. The farm was first put into operation in March, 1853, and the arrangements for pupils fully made in 1859. Munster Model Farm. Situation;

180. *Residences and School Buildings.*—The buildings intended for the residences of literary teachers, agriculturist, boarders, and pupil-teachers, are solidly and handsomely built, and are estimated to have cost £8,689. There is accommodation for 30 boarders and pupil-teachers. There is no day school in connexion with the farm, and there is, therefore, only one school or class room, 42 feet by 27 feet, and 12 feet high. The whole of the buildings were in a very good state of repair. The dormitories, refectory, and lavatory of boarders are excellent, and were clean and in order. The urinals were also in a fair condition. The residences of the officers were in excellent order. The head literary teacher of the Cork Model School caters for the boarders, and is allowed £20 per head for them. school buildings, &c

181. *Literary and Agricultural Instruction.*—At the date of our visit there were twenty-one boarders on the roll, and two extern students, who followed the course of theoretical and practical instruction, but did not board or reside on the farm. Twelve of the boarders only were present, the others having either gone home, been sent to the central establishment at Glasnevin, or got employment. Of those present, six were Catholics, five belonged to the Episcopal Church, and one was a Literary instruction

somewhat backward;

Presbyterian. Their ages varied from fourteen to twenty, and they were principally the sons of farmers or land-stewards. Only one of the externs was present and came in for examination. We had not time to examine at length in the ordinary school subjects, but so far as we were able to judge, there was much room for improvement. This is to be attributed chiefly to the want of a resident literary teacher. After the death of the late one a very strange arrangement was made to supply his place. Each of the assistant-teachers of the Cork Model School went out in turn to the farm, where he was obliged to sleep, and was boarded while there. One of the three had a wooden leg, and one, if not all, were married men, who were thus obliged to be absent from their families. This absurd arrangement was adopted, it appears, for the sake of economy, the character of which may be judged by the fact that the car-hire to and from the farm cost 18*s.* a week! The arrangement must have been proportionately injurious to the model school. The proficiency of the pupils also suffers from want of adequate literary inspection. Such of the pupils as had been six months and upwards in the institution were very well acquainted with the fundamental principles of the theory and practice of agriculture. The answering in both branches was very creditable. The agricultural instruction in the school is given each day from 8 to 9 A.M., and to pupil-teachers on two days of the week from 6½ to 7 A.M. The boarders work on the farm from ten to six, with the exception of one hour for dinner. A field lecture of one hour is also given to the pupil-teachers on Saturday evening. The agricultural instruction is given to all the classes by the agriculturist, Mr. O'Brien. We noticed a defect here, which is not, however, peculiar to this school, namely, that no register of former pupils is kept.*

this is due to a curious arrangement with the model school.

Agricultural instruction.

The farm:

182. *The Farm.*—The farm contains 126A. 3R. 17P., statute measure. It is a light sandy loam, resting on limestone, which occasionally crops up. The farm is generally flat, but a small part inclined at a high angle to the north and north-west. It is held by lease from the Duke of Devonshire for ninety-nine years from the 1st of January, 1853, at the yearly rent of £220, or £1 14*s.* per statute acre. Griffith's valuation for the land, without the buildings, is £190, or at the rate of 29*s.* 11¼*d.* per acre. The land of the adjoining townland of Inchigaggin is valued at 27*s.* 7*d.* per acre. The rent is about the same as that of adjoining land of the same value. From the very expensive character of the buildings the farm has not acquired an increased value at all proportionate to their cost if to be let to an ordinary tenant-farmer. Among the stringent covenants of the lease of this farm there is the extraordinary one, that the Commissioners or their representatives "shall have no claim whatsoever against the said Duke, his heirs or assigns, in respect of any outlay upon buildings, or improvements, or any other matter or thing whatsoever, notwithstanding any rule of law or equity, *or the provisions of any Act of Parliament* to the contrary."†

distribution of land;

183. The land is distributed as follows:—

		A.	R.	P.
Under buildings and ornamental ground, Kitchen garden,	about	4	0	0
Permanent grass and waste,	„	61	3	17
Under rotation,	„	61	0	0
Total,		126	3	17

no kitchen garden until 1867.

Until 1867 there was no kitchen garden! It is to be regretted that this most important instrument of agricultural training has been hitherto so much neglected on the Board's farms.

Unoccupied house on the land.

184. There is a good house on the farm lands unoccupied, which might be advantageously let for at least £25 or £30 a year. It could be used, perhaps, for affording accommodation to extern paying pupils, who have to walk into town every day, and might thus assist in increasing that class of students.

Farm offices.

185. *Farm offices.*—The farm offices are extensive and complete. They are exactly similar to those attached to the Ulster Model Farm at Belfast, and cost £4,998 6*s.* 2*d.* They afford accommodation for 32 cows, 5 horses, 200 sheep, and 20 to 30 pigs, exclusive of young stock. The general plan is good, but far too expensive, even as permanent buildings, for a public institution, and beyond the requirements of the Farm in every way. The premises were in good repair on the whole, but there were several defects which might be remedied. In the first place the water supply is bad; the liquid manure cannot be applied directly to the manure heap; there are no rick-stands, nor is there a steaming apparatus.

Implements, &c.

186. *Farm implements.*—There was a sufficient supply of farm implements for the purposes of the farm; they were of a good class, and appeared to be kept with proper care, though many of them are old and much worn. There was no mowing-machine, and a straw shaker was much required.

Live stock.

187. *Live stock.*—At the date of our visit (30th September, 1868), the live stock consisted of 3 horses and 1 ass, 2 bulls under two years old, 18 milch cows, 1 cow in calf, 6 yearling heifers, and 3 calves; 1 ram, 46 ewes, and 11 lambs; 2 boars, 2 sows, and 2 store pigs. The cattle, a good cross of short horn, seemed a useful class of animals, and were in good milking condition; the sheep were fair. House-feeding is only partially carried on in winter. The dairy is well attended to, and in good order. Poultry are also kept. When we visited there were 30 hens and 10 ducks. This department is not much attended to at any of the model farms; the circumstances of the management, especially the divided authority, is not favourable to its successful development.

Cultivation.

188. *Cultivation.*—The agriculture in the surrounding district is on the whole good; all the farmers grow turnips and mangels, and improved implements are coming more and more into use. Up to within the last two years the cultivation of this farm appears to have been bad. We learn from the reports of the Board's Agricultural Inspector that during the first years of its operation no systematic course of cropping was adopted. Then the following seven-course rotation, which was wholly unsuited to the soil, was partially carried out:—

Rotation previously followed.

First year, mangel wurzel.
Second „ wheat followed by stolen crops, to be off in time for Swedes.
Third „ turnips.
Fourth year, barley and grass seeds.
Fifth „ grass, first year,
Sixth „ „ second „
Seventh „ oats.

* We have since learned that the literary teacher keeps such a register.

† See Appendix, p. 937.

To work this manure was required for the turnips, mangels, and stolen crop; and as a sufficient quantity could not be produced on the farm, the land was impoverished by an undue application of artificial manures. The agriculturist also drilled his root crops on the flat, which in a moist climate like Cork is a great mistake. The land, too, was allowed to get into a very dirty state, and became infested with black scutch; very little was done to improve the appearance of the farm. At the time of our visit the present agriculturist was engaged in levelling broken ground and quarries, work which ought to have been done years ago. A four-course of 12 acres and a five-course of 35 acres were being established. The low parts of the land, which are cool and grassy in summer, are to be kept as summer pasture for the dairy, and the dry upland, where the soil is thin, reserved for sheep. These new arrangements are very judicious, and promise to make the farm a successful and instructive one.

land impoverished under this rotation; rotations now used;

189. The following table shows the crops grown, and the area under each at our visit:— crops in 1868.

Green Crops.	A.	R.	P.	Grain Crops.	A.	R.	P.	Artificial Grass.	A.	R.	P.	Permanent Grass.	A.	R.	P.
Turnips,	10	0	0	Wheat,	4	0	22		7	0	0	Pasture,	59	2	26
Mangel Wurzel,	4	2	0	Oats,	12	0	0					Meadow,	6	0	0
Potatoes,	3	2	9	Barley,	18	0	0								
Carrots,	0	2	0	Flax,	1	2	0								
Total,	18	2	9		35	2	22		7	0	0		65	2	26

190. The Swedes and mangels were good crops; the latter were, however, somewhat thin. There were, also, some very good soft turnips in use at the time. The land is very well adapted for brewers' and distillers' barley, and we were told the crop had sold well; the wheat was also good. The whole of the grain crops on this farm are mown with scythes. One of the finest samples of flax we saw was grown on the farm; the straw was 4 feet 10 inches long, and if well retted in good water, and properly handled, would have been far above the best average flax grown in the north of Ireland. This fact is a complete answer to the absurd statement that the south of Ireland is too warm for flax! When there is question of growing flax the Irish climate is too like Bourdeaux, and consequently too hot! When there is question of growing sugar, it is too like Scotland, and too cold! The steep was not good; a proper one should be prepared in time. quality of crops;

191. Stolen crops, winter vetches, and crimson clover, are grown with success; sometimes rye, to be cut in April for cattle. Some crimson clover, sown on the 15th of September, appeared to be doing well, the soil and climate both appearing to suit it. stolen crops;

192. The manure heap is in a covered shed, and consequently easily kept from waste; 1 ton of guano and 10 cwt. of superphosphate, were also used with the crops above mentioned. manure heap;

193. *Rate of agricultural labour.*—The yardman gets 8*s.* a week and a house; of the labourers on the farm two get 9*s.*, and three get 8*s.*; this is within two or three miles of the city. At ten miles distance the same class of labour can be had at 6*s.* a week. The dairy-maid gets 2*s.* 6*d.* a week and her board. rate of wages;

194. The following are the balance sheets for 1865--6, and 1867--8:— profit and loss;

Dr.	1865–6. £	s.	d.	1867–8. £	s.	d.	Contra—Cr.	1865–6. £	s.	d.	1867–8. £	s.	d.
To Amount of Valuation, 31st of March,	1,085	7	10	1,141	16	9	By Cash received for farm produce sold,	711	17	8½	818	19	8
„ Value of free labour of pupils,	42	0	0	36	0	0	„ Proportion of labour included on debtor side chargeable to literary establishment (*e.g.* ornamental grounds, &c.),	10	13	9	12	0	0
„ Cash paid for labour,	96	14	6	122	9	8							
„ Wages of dairymaid,	—			14	0	0							
„ Cash paid for sundries,	410	5	5	269	3	4	„ Amount of permanent improvements effected during the year, and included on debtor side,	—			29	1	1
„ Cash paid for one year's rent, poor-rate, and county cess,	234	10	6	220	0	0							
„ Profit,	185	13	11½	139	13	4	„ Overcharge in valuation of crops, 31st March, 1865,	13	14	0	—		
							Valuation made on the 31st of March, being the end of the financial year,	1,318	11	9	1,083	2	4
£	2,054	17	2½	1,943	3	1	£	2,054	17	2½	1,943	3	1

195. The higher valuation on this farm, on the 31st March, 1866, than on the 31st March, 1865, is accounted for partly by the purchase of a large number of sheep in the Autumn of 1865, and partly by the fact that a larger quantity of farm crops was on hands, and young stock unsold on the 31st March, 1866. higher valuation in 1866 explained;

196. Mr. Baldwin has credited in this balance sheet the sum of £13 14*s.*, on account of overcharge in the valuation of mangels on hand in 1865. They had been always estimated as worth 20*s.* a ton, which is far above their value for feeding in the district, hence he allows for the overcharge at the end of this year. credit for overcharge in valuation of mangels;

197. The accounts for 1866–7 having been lost, as we have already mentioned, we cannot give the balance sheet for that year. If we add the value of the labour of the pupils, the real sum to the credit of the public in 1865–6 was £227 18*s.* 11½*d.*; and for 1867–8, £175 13*s.* 4*d.* accounts of 1866–7 lost.

3. Limerick.

198. The Limerick Agricultural school is at Mungret, about a mile and a half south-west of the city of Limerick. It is unconnected with the model school in that city; residence for the pupil-teachers is however provided there; and there is in the building a day school for the boys of the locality, conducted as an ordinary National school. The buildings are upon the farm land; and the establishment has been in operation since the year 1854. Limerick Provincial Model Farm.

School buildings.

199. *School Buildings, &c.*—The residences and school buildings, as distinguished from the farm offices proper, are handsome and well built. They are estimated to have cost, up to the date of their being put into operation, £7,554. They contain accommodation for the agriculturist, the literary teacher of the boys' school, a steward, twenty-six boarders and pupil teachers. Besides a well-built school-room, capable of accommodating 100 boys, there is a class-room for the use of the boarders and pupil-teachers of the city model school who reside here.

200. The school buildings were in good repair with the exception of the flooring of the spare dormitory over the day school, which had sagged greatly, and appeared to us to be in a dangerous condition. Placing dormitories over crowded school-rooms is a very objectionable arrangement, and especially so where it might have been avoided as here, where there was no necessity for economizing space.

201. The fittings and furniture, wall appointments, and school requisites of the day school and class-room were very good. The playground was in good order; the urinals, &c., clean, and the dormitories, refectory, and lavatory of boarders were in good repair, provided with necessary furniture, and on the whole clean. The parts occupied by the resident officers were good and in proper order.

Attendance of pupils;

202. *Literary and Agricultural Instruction.*—The day school had 75 on the roll in the first quarter of 1868, and an average attendance of 55·9; and in the second quarter, 83 on the roll, and an average attendance of 56·5. At the date of our visit, 6th of October, 1868, the number on the roll was 77, classified as follows:—

First class,		26	Total, 77.
Second class,	1st division,	19	
	2nd division,	7	
Third class,		19	
Fourth class,		6	

agricultural class;

203. All the boys of the third and fourth classes, 25 in number, are taught agriculture each school day from 9½ A.M. to 10 A.M., and occasionally from 12 to 12½ P.M.—the former being before the commencement of school business, and the latter the time for recreation. On the day of our visit 18 boys of this class, 13 of whom were in Third Book, and 5 in Fourth Book, were present. We examined them in reading, grammar, arithmetic, and writing from dictation, as well as in agriculture. The whole of them were fairly prepared in notation and numeration, and could work sums in Division of Money; 10 passed satisfactorily in Proportion and Practice; 10 were able to write a sentence from the Agricultural Class Book with tolerable accuracy, the spelling being very fair; and 8 were able to write accurately and with ease a long and difficult sentence. The whole class could fairly understand the new Agricultural Class Book, and appeared to have picked up some useful information, especially about the atmosphere, soils, and manures. These boys were all sent for literary instruction, but we heard that their parents attached importance to the agricultural instruction. All the boys who answered well in agriculture, were those who answered best in every other subject; and so far from interfering with their other studies, the reading of the Agricultural Class Book appeared to have awakened their intelligence especially as to the meaning of words. The agricultural instruction is given to the day school class by the agriculturist. The literary teacher, who has to instruct the boarders and pupil-teachers, has no assistant, and we believe but one paid monitor.

proficiency in literary subjects and in agriculture.

Boarders;

204. At the period of our visit there were only 8 boarders, 4 free, and 4 who paid £8 per annum. Half of each class of boarders were Catholics, and the other half belonged to the Episcopal Church. There were thus 18 vacancies. The number in the preceding years was much more considerable, for instance in 1867 as many as 33 had spent some time in the establishment. We learned, however, that some were about to enter. On inquiring why farmers were not more inclined to send their sons to agricultural schools, we were told (and one of our informants was a large and successful farmer who had been himself educated at an agricultural school), that among other causes, one of the most important was that too much of their time was occupied at mere brute work, which they could learn as well at home and with more profit to themselves. The objection is certainly well founded to some extent; it would hardly be worth a farmer's while to pay for his son's instruction in the skilled operation of picking stones, a work which we saw young men engaged at on another farm. They also complained that while set to do this kind of work, which they are never called upon to do in after-life, and which the most illiterate children could do after five minutes teaching, they were rarely afforded an opportunity of learning to plough, or to perform other skilled operations, because a skilled ploughman was kept on each farm, who did all the work, so as to make things look smart.

one reason why the boarding classes are not larger;

no industrial class,

205. There was no industrial class in connexion with the day school, as no boys could be got at less than double the rate of wages allowed at present.

time of instruction.

206. The boarders received instruction in theoretical agriculture every school day from 8 to 9.30 A.M., and worked on the farm in summer from 10 A.M. to 6 P.M., with the exception of one hour for dinner. Only a minority of them were farmers' sons, the others were of various classes. Their answering both in literature and agriculture was indifferent, some of them had been, however, only a short time in the school. The agriculturist in this school has the management of the boarders. Elsewhere that duty belongs to the literary teacher. The cost of boarding amounted to £1 12*s.* 8*d.* a month for each boarder. There was no provision whatever for the religious instruction of the boarders. The agriculturist did not, however, complain of their conduct, except that he said a loss had been incurred by the implements being broken by them. It did not appear to have been wilfully done, and was evidently the result of clumsiness.

Majority of boarders not farmers' sons.

Cost of boarding.

No religious instruction.

Conduct.

207. The male pupil teachers of the Limerick model school, to the number of about 8, board at the farm, and receive instruction in agriculture twice a week, namely, on Mondays and Wednesdays, at from 7 A.M. to 7.30 A.M.; and on Saturdays they receive a field lecture, and sometimes assist in doing some light farm work.

208. *The Farm* consists of 71A. 1R. 39P. statute measure, of which about 3 acres are occupied by the buildings, leaving 67 acres for farming operations. The land is generally flat, and a small part inclined to the west. The flat portion has a stiff clay soil resting on a clay subsoil, and originally part of it was occupied by a small lake. The high ground has a lighter soil resting on limestone which in parts comes near the surface. The farm is held on a lease of sixty-one years from the 29th September, 1853, from the trustees of the Limerick Agricultural school, at an annual rent of £70 15*s.* 4*d.*, or £1 per acre. Griffith's valuation for the land alone is £73, the valuation in 1854 having made it almost the same as the rent, admitting it is said, that it was below the real value; but an adjoining farm of land of the same character is valued at the same amount, namely, £1 0*s.* 6*d.* per acre, so that the rent could not have been the basis of the valuation. The rent is below what an ordinary tenant would pay, which would certainly be £1 10*s.* the statute acre. The farm was, however, purchased by a local committee for the purpose of founding an agricultural school, and the property was invested in trustees, who let it to the Board of Education when they found that body had established a general system of agricultural education. The rent received is applied towards the support of free boarders in the school, so that it may be considered to be endowed to that extent, or rather to the extent of the full rent which an ordinary tenant would pay for it. A good deal has been done to improve the farm since 1859, and especially within the last few years, but the buildings being got up for a special purpose would not materially increase the letting value of the farm if let to a farmer. The farm: extent, rent, &c.

209. *Farm Offices.*—It was originally intended to purchase or rent an adjoining piece of ground in order to double the size of the farm; the buildings were accordingly erected in what would have been the centre if the additional land had been purchased, but this not having been done, the farm buildings are inconveniently situated at one end of the actual farm. The farm buildings, independent of the residences and school buildings, cost £3,267 0*s.* 7*d.*, and contain accommodation for twenty cows and a corresponding number of other farm animals. They are very good buildings, more than amply sufficient for the present extent of the farm, but not precisely models for the imitation of farmers. Buildings erected for public purposes ought no doubt be more solidly and durably built than private farm-houses; but substantial buildings better suited for the purposes might have been erected at half the expense. Farm offices.

210. The drainage arrangements were very defective, and at the time of our visit a great part of the flooring of the large cattle-shed was broken up to enable the closed sewers to be cleaned out. The stench created by this operation was so offensive, as to impregnate the air of the whole establishment. Underground sewers in cattle-sheds are a great mistake, and one that we found too generally repeated in the buildings of the Board's model farms. drainage of cattle-sheds bad;

211. The buildings were in fair state of repair, with the exception of the piggeries, the flagging of which was in a very bad state. state of repair:

212. There are some labourers' cottages on the farm which are not shown on the map of the farm published by the Commissioners of Education. cottages.

213. *Farm Implements.*—There was an adequate supply of ordinary farm implements, also a Crosskill, Golding's corn sower, Ashby's rake, but no mowing or reaping machines. The large farms of this class ought to be permanent exhibitions of improved implements. Where expensive implements could not be purchased for each farm, they might be sent for a time to be seen and tested. There is much room for improvement in the ordinary implements in use on the model farms—only the most improved digging forks, &c., should be used. At all events, the common spade or "loy" should be banished from school farms. Implements.

214. *Live Stock.*—At the date of our visit the live stock consisted of a yearling bull, 13 three-quarter bred short-horn milch cows, 1 dry cow, 2 yearling heifers, 4 calves, 1 ram, 5 ewes, 6 wethers, 12 hoggets, and 4 lambs; 2 horses and 1 ass; 1 boar, 3 brood sows, and 5 sucking pigs. The stock was lower than at other periods, the herd of dairy cows being sometimes 16, and the breeding ewes having been at one period as many as 23. There were no store pigs when we visited, but a good number are usually kept. The animals were in fair condition, with byres in fair order; but the piggeries, as we before stated, were out of repair. Except in winter there was no house feeding. A fair share of mangels are grown, and form, with some of the softer turnips—*e.g.*, Aberdeens or Greystone—with some straw and flaxseed in the morning feed and straw in the night feed, the principal food of the milch cows. Live stock; cattle not wholly housefed.

215. *Cultivation.*—The agriculture of this district is very good, and is daily improving. It is, however, more a dairy than a tillage country, nearly three-fourths of the land being in grass. The farm is now divided into two: one of thirteen acres, which is to be managed on the Belgian four-course rotation system; and the remainder of the land forms a medium-sized farm of about 54 acres, the tillage portion of which is to be worked on the East Lothian six-course rotation. This arrangement, which is admirably adapted for the circumstances of the farm, and will be highly instructive, was only being established last year. The following table shows the crops and area under each at the time of our visit:— Cultivation

crops in 1868.

Green Crops.	A.	R.	P.	Grain Crops.	A.	R.	P.	Artificial Grass.	A.	R.	P.	Permanent Grass.	A.	R.	P.
Turnips,*	6	1	0	Oats,	10	0	0		8	2	17		19	2	0
Mangel Wurzel,	5	0	0	Wheat,	7	0	0								
Potatoes,	3	1	0	Barley,	2	2	0								
Carrots,	0	1	0	Flax,	0	2	0								
Cabbage,	0	1	0												
Total,	15	0	0		20	0	0		8	2	17		19	2	0

* Swedes, Aberdeens, and white.

Quality of crops. In all, 63A. 0R. 17P. A little flax is grown in both rotations (about a rood in each): in the four-course it came in after lea oats, and was put in with grass and clover-seed for laying down. We noticed that wherever this was done the grass looked much better than when laid down with grain. The flax had been pulled before our visit. There appeared to have been no appliances on the farm for showing its preparation. The Swedes and other turnips and the mangels looked well, and, notwithstanding the unusual dryness of the season, promised to yield fair crops.

Manure heap. 216. The manure-heap seemed to be fairly attended to, and some artificial manures—consisting of Peruvian guano, superphosphate, and nitrate of soda—were also used.

Profit and loss; 217. The following are the balance-sheets for the years 1865-6, 1866-7, and 1867-8:—

Dr.	1865–6. £ s. d.	1866–7. £ s. d.	1867–8. £ s. d.
To Amount of Valuation made at the commencement of the year (31st of March),	787 16 6	776 6 10	763 12 9
„ Value of free labour of pupils,	20 0 0	32 0 0	32 0 0
„ Cash paid for labour and wages,	112 10 6	68 18 6½	86 3 2
„ Cash paid for sundries,	193 4 4	242 6 8½	209 1 8
„ Cash paid for one year's rent and taxes,	70 0 0	70 0 0	70 0 0
„ Amount of charges of Tervoe farm against this farm,*	7 10 0	—	—
„ Cost of fuel consumed for farm purposes,	—	5 0 0	—
„ Profit,	238 4 2	131 1 3	140 16 2½
	£ 1,429 5 6	1,325 13 4	1,301 13 9½

Contra—Cr.	1865–6. £ s. d.	1866–7. £ s. d.	1867–8. £ s. d.
By Cash received during the twelve months,	633 4 2	535 5 7	535 18 6½
„ Amount expended on permanent improvements,	—	5 0 0	10 0 0
„ Unexhausted value of land laid down and manured for permanent grass,	—	12 0 0	—
„ Amount of expenditure not chargeable to model farm—stationery, car-hire, &c.,	—	9 15 0	10 0 9
„ Amount of valuation made at the end of the year (31st March),	776 6 10	763 12 9	745 14 6
„ Amount of charges of this farm against Tervoe farm,*	19 14 6	—	—
	£ 1,429 5 6	1,325 13 4	1,301 13 9½

* The farm at Tervoe was placed for some time under the management of the agriculturist at Limerick, merely to economize the salary of an agriculturist. In 1866–7 an agriculturist was again appointed.

gain to public. 218. If we add the value of the free labour of the pupils to the balance, the actual sums to the credit of the public, for each of the years included in the above balance sheet, was as follows:—

	£ s. d.
1865–6,	258 4 2
1866–7,	163 1 3
1867–8,	172 16 2½
Total,	594 1 7½

Ulster Model Farm.

4. Ulster Agricultural School.

219. *Situation.*—The Ulster Agricultural school is situated about three miles south-west of Belfast, on the Lisburn-road. There are residences on it for the principal and assistant teacher, and pupil teachers of the male model school in Belfast; but it is otherwise unconnected with that institution. It was established in 1854.

Residences, &c. 220. *Residences and School Buildings.*—The buildings appropriated for the residences of teachers and boarders are of considerable extent, there being no less than thirty-two places, ten of which we were told were for agricultural boarders, and twenty-two for pupil teachers.† There is no day school held at the farm, and only one school or class room for the pupil teachers and boarders was provided. The dormitories, refectory, and lavatory are very good, except that the dormitories, in which each boarder or pupil teacher has, as in the schools of Kilkenny, Cork, and Limerick, a separate chamber, are not provided with roof ventilation, which seemed to us to be much

School fittings. required. The fittings, furniture, &c., were good, in repair, and clean. The school-room fittings, wall appointments, and requisites, were good and sufficient. There were some physical apparatus, and geological specimens,—the former not of much use, the latter, as in nearly all the model schools, of no value whatever, and more calculated to mislead than to give useful information. This is, however, not the fault of the teachers who have been provided with articles originally of little value, and who have not received any instruction in their use at the training establishment. The total cost of the buildings intended for residences and school purposes, exclusive of farm buildings, was £8,952.

Boarders: 221. *Literary and Agricultural Instruction.*—There were only two agricultural pupils at the time of our visit, one paying £8 a year, and the other free, both members of the Episcopal Church, and sons of farmers, and curiously enough neither of them from Ulster—one being from the county of Galway, and the other from the south of Ireland. There were therefore five places for paying

time of instruction; boarders, and three for free, vacant. Agricultural instruction is given in the school from 8.30 A.M. to 9.30 A.M.; literary instruction is given during the six working days from 6.30 A.M. to 7.30 A.M., and in the evening from 6.30 to 9 o'clock. The pupils work on the farm from 10 A.M. to 6 P.M., with the exception of one hour for dinner. The instruction in agriculture is given by the agriculturist; the

proficiency. literary instruction is given to the boarders and pupil teachers by the model school teachers. One of the boarders answered very fairly both in the theory and practice of agriculture, and seemed fairly prepared in writing, dictation, and spelling, arithmetic, and a little geometry; the other was a

Pupil teachers. dull boy, from whom much could not be expected. There were thirteen pupil teachers residing at the farm at the period of our visit, six of whom were under seventeen, three under eighteen, and four under nineteen. Four were Roman Catholics, three Protestants, and six Presbyterians. They received daily instruction in agriculture for half an hour, and field instruction every Saturday for

Matron. one hour. The domestic arrangements for boarders were under the superintendence of the wife of the principal teacher, who is paid a salary as matron; the boarders seemed well taken care

† In Mr. Baldwin's Report for 1867 the places are thus assigned: twenty for pupil teachers, and twelve for boarders. The places may no doubt be used to a still greater extent for boarders if they offered.

of. No religious instruction appears to have ever been given to boarders or pupil teachers by clergymen of any denomination. They appeared, however, to be well behaved, and no complaints were made about them. No religious instruction; conduct.

222. But little interest seems to be taken in the school in the locality. In answer to our queries, Mr. Thomas M'Clure, M.P. for Belfast, says:— No interest taken in school.

1. "I believe the farmers, generally, know nothing about it [the value of agricultural teaching]. For my own part, though aware of the existence of the model school and farm, I did not know on what terms the instruction given could be available to tenant farmers and their sons." Opinion of Mr. M'Clure, M.P.,

2. "I never had an opportunity of ascertaining whether the instruction given there is sound and practical. The model school for primary education in Belfast has periodical examinations to which the public are invited, but the model school for agriculture has no such public examination that I have heard of."

3. In answer to the question as to whether the farmers have given their sons the benefits of the agricultural instruction, and profited themselves by the example given by the management of the school farm, he says, "I am afraid they have not." He thinks it would be desirable to teach the elements of agriculture in all rural National schools, and to add to all good large schools a small farm where practicable. He further adds, that it would be important to interest land-owners and farmers in the working and success of these agricultural schools, and to invite their co-operation.

Mr. William Bottomley, a magistrate of the neighbourhood, says:—

"I believe the farmers of the neighbourhood do not appreciate the value of agricultural teaching, nor do they take any advantage of it. They have not profited by the example of the school, nor have their sons been sent for instruction there." He doubts the advantage of having small farms attached to schools, or model farms apparently of any kind. and of Mr. W. Bottomley, J.P.

223. *The Farm.*—The farm consists of 108A. 1R. 25P. statute measure of level land, about 30 feet above sea level. It consists of a stiff red brick clay, too tenacious even to make good bricks without a mixture of sand. At the period of our visit, after a long drought it had cracked into polygonal blocks, affording a most beautiful example of the regularity of the planes of fracture in contracting masses. Some of the cracks or joints were half an inch wide, and a stick went down eighteen inches in one. We could not break up the clods even with a spade and mallet! In the whole of Ireland we believe it would be difficult to find another spot of equal size so utterly unfit for the purposes of teaching agriculture. Add to this that the rent is £284 11*s.* 4*d.*, exclusive of £485 1*s.* 3*d.* paid for tenant right. Griffith's valuation for the land alone is £133 10*s.*, so that the rent is more than double the valuation. And yet according to recent statements the valuation is said to more nearly represent the value of the land in the north than in the south of Ireland. Two neighbouring farms are valued at £1 8*s.* 2*d.* and £1 4*s.* 8*d.* respectively. Good land in the neighbourhood and nearer to Belfast is let for £1 15*s.* per statute acre, and the best land in the whole district, in the valley of the Lagan, pays £4 the Irish acre. An ordinary tenant would not be disposed to pay more than £1 per acre for it for tillage purposes; possibly the present rent might be obtained for it for dairy purposes. If Belfast extends in the direction of this farm it might fetch a high price as building ground. It is held for the lives of Her Majesty, Prince Albert, and the Prince of Wales, from November, 1854, with a covenant for perpetual renewal. The land is thus occupied:— The farm: extent, quality, rent, &c;

	A.	R.	P.
Buildings,	2	0	6
Permanent grass,	32	3	12
Proposed garden,	0	3	38
In the rotation,	72	2	9
Total,	108	1	25

224. The whole farm with the exception of three acres has been thorough-drained with tiles. The rest of the necessary drainage could be completed for £20. nearly all drained.

225. *Farm offices.*—The farm buildings are extensive, very complete, and upon a good principle, but wholly unfit as models of farm buildings for tenant farmers. Even as buildings of a public institution, they are extravagantly expensive in execution. They are similar to those of the Munster farm at Cork, and contain accommodation for 32 cows, 200 sheep, 20 to 30 pigs, 5 horses, exclusive of ample provision for young stock, and are consequently in excess of the wants or size of the farm. According to the Board's return they cost £5,251 9*s.* 11*d.* We found them in good repair. Farm offices.

226. *Farm implements.*—There was a sufficient supply of good implements—not more than ought to be on such a farm—and they were kept in middling order. Implements.

227. *Live stock.*—At the period of our visit the live stock consisted of a half-bred short-horn bull, 11 milch cows, of a mixed breed, chiefly Ayrshire, 4 horses. No sheep, pigs, or poultry, are kept on the farm. House-feeding is only practised in winter. Live stock.

228. *Cultivation.*—The district is generally in tillage, with the exception of the valley in which the model farm is situated, which is chiefly in grass. The usual crops grown are wheat, oats, flax, green crops, and soiling, all of which are fairly cultivated. The following table shows the crops grown when we visited:— Cultivation;

Green Crops.	A.	R.	P.	Grain Crops.	A.	R.	P.	Artificial Grass.	A.	R.	P.	Permanent Grass.	A.	R.	P.
Turnips, rape, and potatoes,	10	3	24	Wheat and oats,	20	0	0		43	0	0		32	3	12

229. A rotation was about to be adopted. The turnips, as might be expected, were a complete failure; they had been a failure likewise the two preceding years. The potatoes were also a failure. The wheat was very fine in size, weight, and colour of ear, with strong upstanding straw, but thin. The oat crop was fair. The permanent pasture looked pretty well, considering the long drought. rotation; quality of crops.

The cultivation was on the whole good; but from the description above given of the soil it seemed a hopeless work to till it. Stolen crops in most years would be an impossibility on this land. No flax was grown last season, as we were told it had always failed on the farm.

Manure heap

230. The manure heap was in a covered shed, and of course was not liable to much waste. Its economical management appeared to have been attended to. Town manure is bought in considerable quantity, and last season a little guano and superphosphate were used.

Kitchen garden.

231. At this farm, also, there has hitherto been no kitchen garden, but a piece of ground has lately been set apart for the purpose.

Profit and loss.

232. The following are the balance-sheets of this farm for the years 1864--5, 1865--6, 1866--7, and 1867--8:—

Dr.	1864–5. £ s. d.	1865–6. £ s. d.	1866–7. £ s. d.	1867–8. £ s. d.
To Amount of valuation made at the beginning of the year,	1,181 14 1	704 19 9*	661 7 4	781 14 9
„ Value of free labour of pupils,	16 0 0	16 0 0	16 0 0	10 0 0
„ Cash paid for labour,	153 7 7	141 1 1½	143 17 8	163 0 3
„ Cash paid for sundries,	181 3 10½	197 17 3½	209 11 2½	246 17 5
„ Value of fuel used for farm purposes,	6 0 0	6 0 0	—	—
„ Value of seed oats allowed in valuation, but not charged to farm in last year's account,	—	—	6 5 0	—
„ Amount of one year's rent and taxes,	287 8 9	287 8 9	287 8 9	287 8 9
£	1,825 14 3½	1,353 7 0	1,324 9 11½	1,494 1 2

Contra—Cr.	1864–5. £ s. d.	1865–6. £ s. d.	1866–7. £ s. d.	1867–8. £ s. d.
By Cash received during the twelve months,	371 9 4½	639 15 8	501 14 4	558 3 6
„ Amount of expenditure not connected with farm—stationery, candles, &c.,	7 13 5	5 6 1	—	9 12 9
„ Amount of valuation made at the end of the year,	1,215 10 11	661 7 4	781 14 9	656 3 3
„ Amount expended on permanent improvements during year including items on Dr. side,	—	34 6 1	17 12 6	66 1 9
„ Balance being loss on the year,	231 0 7	12 10 11	23 8 4½	203 14 11
£	1,825 14 3½	1,353 7 0	1,324 9 11½	1,494 1 2

* Exclusive of the sum of £510 11*s.* 2*d.* expended on permanent improvements, &c., for which credit was taken in the valuation of the farm in the balance sheet for 1864–5.

Summary of balance sheets.

233. The following summary of these balance-sheets will put the case of this farm in a clearer light:—

	Expenditure. £* s. d.	Receipts. £ s. d.	
1865,	644 0 2½	379 2 9½	
1866,	648 7 3	679 7 10	
1867,	663 2 7½	519 6 10	
1868,	712 6 5	634 3 0	
Total expenditure in four years,	2,667 16 6	2,212 0 5½	Total receipts in four years.
Valuation at the beginning of 1865,	1,181 14 1	656 3 3	Valuation at the close of 1867–8.
		981 6 10½	Balance being loss on four years.
Total,	£3,849 10 7	3,849 10 7	

Loss.

234. While the loss by farming during four years was £981 6*s.* 10½*d.*, the actual loss to the public exclusive of salaries, interest on capital invested, and boarders, was only £923 6*s.* 10½*d.*, as the value of the free labour of the pupils, amounting to £58, though chargeable against the farm, helped to diminish the actual cost to the public. The amount at which the free labour is valued for each of the three years, 1865, 1866, and 1867, is the same, £16; this fact shows that it must have been very roughly estimated. In calculating the loss on the four years no allowance is made for the portion of the sum said to have been expended in permanent improvements included in the valuation of 1864, which may have been unexhausted in 1868, because we had no evidence that any improvement had been effected, which should be included in a valuation of the farm.

Rate of wages.

235. *Rate of Wages.*—Four men are permanently employed on the farm; two, the chief ploughman, and the cow man receive 10*s.* shillings a week, and a free house and garden; a second or extra ploughman gets 11*s.* a week, he has no house, but sleeps at the farm, and walks home a distance of seven miles once a week; a carter gets 10*s.* 6*d.* a week, but has not a house on the farm. A jobbing man receives when employed 2*s.* a day. The dairymaid is paid £8 a year, and her board, which is estimated to cost £14 a year. Draining costs: 6*d.* per Irish perch for opening the drains, when free from stones; 1½*d.* per perch for filling in earth; and ½*d.* for laying the tiles. One and a half inch tiles cost 20*s.* per 1000. The total cost of drainage per lineal Irish perch of 21 feet is therefore 1*s.* 2*d.* When the drains are 16 feet apart, and cut 3 feet deep, the cost of drainage per statute acre would be £7 10*s.* Mowing rye grass and clover per Irish acre, which may be cut in from fifteen to sixteen hours, 7*s.* 6*d.*; mowing an average crop of meadow per Irish acre, which may be cut in about the same time, 6*s.* Cutting down oats per Irish acre, or about ten hours' work, 6*s.* Turning over manure, or filling it into carts, 1*d.* per cubic yard, at which a man can earn 2*s.* 6*d.* a day.

DISTRICT AGRICULTURAL SCHOOLS.

Athy District Agricultural School.

Athy District Agricultural School.

236. *Situation.*—The District Agricultural School of Athy, in the county of Kildare, is situated not far from the railway station, and about a quarter of a mile from the town. The Model School is connected with the residences and farm buildings, and is built upon part of the land. The school was established in the year 1849.

School-house and teachers' residence.

237. *School Buildings and Residences.*—Besides the model schools proper, consisting of three school-rooms for boys, girls, and infants, there are apartments provided in the buildings for the literary teachers, agriculturist, working steward, and four paying boarders. These buildings are estimated to have cost about £4,656. This sum has, however, been obtained by approximately dividing the total cost of the building for all purposes. We have not been able to ascertain how much of this sum was ex-

pended upon the schools, and how much upon the residences of the agriculturist, agricultural boarders, and the persons to manage them. The district Inspector has an office there also,* so that the school buildings as distinguished from the farm offices, serve the several purposes of: 1, National schools; 2, residences for literary teachers, agriculturist, &c.; 3, residences for boarders; and 4, central office for district Inspector.

238. The whole of the premises were in very good repair, and lighted with gas, at a yearly cost of £15. The fittings and furniture are excellent, and the wall appointments very good. A small room attached to the boys' school contained some physical and chemical apparatus, which though not in very good order, seemed to have been sometimes used, a circumstance which deserves notice on account of its rarity.

239. *Literary and Agricultural Instruction.*—The boarding class was full, and the agriculturist had had two applications for places during the year, which from want of accommodation he was obliged to refuse. The boarders are sons of farmers, generally holding about 50 acres of land. In the Model School there was a class of 8 boys receiving instruction in agriculture; 7 of them were sons of farmers, and 1 the son of a druggist in the town. The pupil teachers also received instructions in theoretical agriculture. The school instruction in agriculture is given on five days of the week by the agriculturist, from 12 o'clock to 12.30 P.M.—which is the time allotted to play. As the attendance of the school class is voluntary, and requires the sacrifice of play, it is evident that the members of the class take an interest in the subject, and value the instruction. On Saturday this class, and the pupil teachers, receive a field lecture from 10 o'clock to 1.30 P.M. As our visit took place on a Saturday, we had not an opportunity of examining the school class. Only 2 of the boarders were present. Both possessed a fair knowledge of the theory and practice of agriculture, such as they could acquire from the Agricultural Class Book, Murphy's Agriculture, and Johnston's Catechism, the text books used. The Agricultural Class Book is, however, gradually becoming the sole text book—the others being used apparently because having hitherto been the text books, copies of them were in the school. The boarders were also well instructed in reading, writing, dictation, arithmetic, and some geometry and mensuration. One of them was able to calculate the earthwork of drains and embankments. These boys were quite well able to understand farm accounts, but they were not afforded an opportunity of seeing how they were kept. Here (as in the other farms) the account books are transmitted to Dublin, and duplicates are not kept.

Boarders.

Agricultural class.

Pupil teachers.

Proficiency of boarders;

not taught farm accounts.

240. No special religious instruction appears to have been given to the boarders, who were all members of the Episcopal Church, as indeed were the majority of those attending the model school, although the district is eminently a Roman Catholic one. Of the 168 children on the roll for the week ending 26th September, 1868, 94 were of the Episcopal Church, 32 Presbyterians, 19 Protestant Dissenters, and 23 Roman Catholics, or, of the latter, only 13·69 per cent.

No religious instruction.

241. In answer to our first query, whether the farmers in the neighbourhood appreciate the value of agricultural teaching, and are disposed to take advantage of it—

Opinions of neighbours:

Marquis of Kildare;

Rev. H. F. M'Donald;

Rev. A. Quinn.

The Marquis of Kildare says: they do, but are divided in opinion as to the value of the model farm as an example. The Rev. H. F. M'Donald, Rector of Athy, says that "they undoubtedly do" appreciate the value of agricultural teaching, "and have to a certain extent taken advantage of it. There is a very high class of farming now, and for some years past in this neighbourhood, which must be attributed, I consider, in some measure to this fact." The Rev. A. Quinn, the parish priest, in answer to the same query says: "The farmers of the neighbourhood of Athy so fully appreciate the value of agricultural knowledge, that they have been uniformly greatly superior in practical husbandry to all and each of the masters of the Model Farm of Athy, not only at first, but for a considerable time after the appointment of these several masters. The site of the Model School, with a considerable portion of the Model Farm, was tilled by a farmer, a lady, much better, that is to say, much more profitably, and her present farm adjoining the model one, is still much better, that is much more profitably managed, than the Model Farm. And the farmers of the neighbourhood are so well disposed to take advantage of agricultural teaching, that when they find a true principle frustrated in its application through want of practical knowledge in the professor, they are quite ready through superior practical skill to modify the application of the principle, so as to make it pay, and thus enable the professor to fully establish his theory where his practice would have led to failure." The Marquis of Kildare believes the instruction "to be excellent;" the Rev. Mr. M'Donald, "eminently sound and practical," and the present agricultural instructor, Mr. George Ross, to be "specially qualified to impart instruction, which he does conscientiously to the pupils of the school, and most willingly to any who seek information from him," as he himself has done "frequently, and always with advantage." The Rev. Dr. Quinn says: "The teaching at the Athy Model Farm is reputed sound in principle, and has become according as the teacher acquired a practical knowledge of farming, far more practical than it was some few years ago."

In answer to our query as to whether the farmers have given their sons the benefit of the agricultural instruction afforded, and profited themselves by the example given by the management of the farm, the Marquis of Kildare says: "They watch closely the example given, but I doubt whether they have sent their sons to the model farm, except those who went for the literary teaching." The Rev. Mr. M'Donald writes: "The farmers' sons have not benefitted to the extent that they undoubtedly should, were the practical agricultural instruction considered a necessary part of their school business; but I have observed that they are not expected to attend to the agricultural instruction except during the recreation hour, and young people are not disposed generally to go to work when play is optional. I should recommend agricultural instruction, as a stated and necessary part of each day's study." The Rev. Dr. Quinn is of opinion that the farmers of the neighbourhood "have given their sons the benefit of all the mistakes, as well as of all the marked improvement in the working of the model system, and have themselves profited by any new thing of value introduced at the Model Farm, particularly by the new machinery, which the unlimited resources of the farm command freely." All agree that agricultural instruction does not, or ought not to interfere with the literary instruction of the school. The Marquis of Kildare thinks that it would be "desirable to teach the elements of agriculture in all National schools, but not to add any farm to them." Rev. Mr. M'Donald is also of opinion that the elements of agriculture should be

* This is carrying out in part a proposition of the National Board, which is mentioned in their Fourth Report for the year ended 30th March, 1837. "19. We intend that the Superintendent [now Inspector] shall reside at the model school."

taught in all National schools, but he is of opinion that "the addition of a small farm would tend to give practical effect to the theoretical instruction." Rev. Dr. Quinn having apparently before his mind the agricultural system as it was formerly conducted in the larger model farms, is of opinion that: "A system at once so costly, so fruitless, so pretentious, ought to be abolished, not extended."

The farm; quality, extent,

242. *The Farm* consists of 64 acres 20 perches, statute measure, of which two acres are occupied by buildings, ornamental grounds, and gardens, leaving 62 acres for farm operations. The land lies flat and consists of a clayey friable loam, resting on the usual "drift" gravel which covers this part of the country, and which is mainly derived from the denudation of limestone rocks. The farm is made up of three parcels of land, each held by a separate lease and for a different term of years, from the Duke of Leinster, as follows:—

A.	R.	P.						
8	0	16	are held on a lease of	99	years,	from	25th March,	1849.
11	2	15	„	„	31	„	„	„
44	1	29	„	„	14	„	„	1855
Total, 64	0	20						

lease of part expired.

243. The lease of the third and principal part expired on the 25th of March last, so that the greater part of the farm is now held from year to year.

Rent.

244. The annual rent paid is £78, but the proprietor is entitled to demand a further sum of £24 3*s.* 9*d.* The true rent is therefore £102 3*s.* 9*d.*, or £1 11*s.* 10½*d.* the statute acre, of which the landlord contributes £24 3*s.* 9*d.* to the institution. Griffith's valuation of the land, without the buildings, is £88 10*s.*, or £1 7*s.* 7*d.* the statute acre. Three neighbouring farms are valued at £1 14*s.* 6*d.*, £1 9*s.* 6*d.*, and £1 the statute acre, respectively. The actual rent for which the farm is liable is, however, about the fair value of the land, irrespective of the buildings, which were all erected by the Commissioners, and the part of which, strictly belonging to the farm, would no doubt, notwithstanding their expensive character, add somewhat to the letting value of the farm.

Farm offices.

245. *Farm Offices.*—The farm buildings which comprise the usual offices were erected at an approximate cost of £1,200. They are far too expensive, and would accommodate a much larger farm. Considering that somewhat more than two-thirds of the land was held upon a fourteen years' lease, now expired, the outlay may be described as extravagant, and affords anything but an example to be followed by tenant farmers. They are also in some respects defective; the fattening house for cattle, for example, is too large and too cold; and it is accordingly proposed to use it as a root store. At the period of our visit the buildings were in very good repair.

Implements.

246. *Farm Implements.*—The supply of implements was suitable and not in excess of the requirements of the farm. They were in excellent order.

Live stock.

247. *Live Stock.*—We found the following live stock on the farm: 2 horses, 5 calves, 8 milch cows (2 in calf), 1 boar, 1 brood sow, and a litter of 9 pigs, 18 hens, and 40 ducks. No sheep are kept upon the farm which is a disadvantage to the pupils who have no opportunity of becoming acquainted with that very important animal. The cattle kept were of ordinary breeds with a cross of short horn, and were good servicable animals. House feeding was practiced to some extent; during the warm summer months the cattle were left out all night; in winter during a couple of hours each day.

Cultivation.

248. *Cultivation.*—The district about Athy is chiefly in tillage, and the land very well cultivated. Improved implements are in general use, and the farmers seem well acquainted with modern husbandry. A four-course rotation is strictly followed out upon eighteen acres of the model farm; and a six-course is being established on twenty-eight acres; about fourteen acres being laid down in permanent pasture, exclusive of a paddock of about three quarters of an acre. This arrangement seems well suited to the soil and the character of the district. The cultivation was very good, and showed attention and skill. The following table gives the several crops and the proportion of land under each at the period of our visit—

Crops in 1868.

Green Crops.	A.	R.	P.	Grain Crops.	A.	R.	P.	Artificial Grass.	A.	R.	P.	Permanent Grass.	A.	R.	P.
Turnips,	6	1	12	Oats,	10	3	12		9	0	0		14	0	0
Mangel Wurzel,	4	1	38	Barley,	11	2	34					Paddock,	0	3	0
Carrots,	1	0	0												
Potatoes,	1	2	19												
Total,	13	1	29		22	0	6		9	0	0		14	3	0

249. This accounts for 59 acres 1 rood and 25 perches, and leaves 4 acres 1 rood and 25 perches for buildings, roads, ornamental grounds, garden, &c.

Quality of crops.

250. The crops looked very well, the turnips being especially good for the season. The mangels also were a fair crop; the soil being light and easily worked, is well suited for growing medium sized well shaped roots, which is the kind the farmer ought to endeavour to raise. Stolen crops of vetches followed by rape and turnips were grown on the four-course plot.

No flax grown.

251. No flax was grown on the farm, and none seems to be grown in the district. It would be very desirable that some flax should be grown on all the large farms of the Board, and provision made for instructing the pupils and the people of the district in its preparation. We would also recommend the establishment of a moderate sized kitchen garden, which under the intelligent management of the agriculturist, Mr. Ross, would be sure to add to the value of the farm as a centre of practical instruction.

Kitchen garden recommended.

Condition of farm.

252. On the whole the farm at Athy may be regarded, even in the advanced district in which it

is situated as a model one, nor does it lack the first quality of good farming—a favourable balance-sheet, as will be seen by the following balance-sheets for the years 1865-6, 1866-7, and 1867-8 :—* Profit and loss.

Dr.	1865–6. £ s. d.	1866–7. £ s. d.	1867–8. £ s. d.	Contra—Cr.	1865–6. £ s. d.	1866–7. £ s. d.	1867–8. £ s. d.
To Amount of Valuation made at the beginning of the year,	838 7 7	864 9 0	801 5 5	By Cash received during the twelve months,	481 8 0	546 19 9	646 6
„ Value of free labour,	—	—	12 0 0	„ Amount of expenses (included on the Debtor side) not chargeable to farm,	—	—	4 19 9
„ Cash paid for labour,	95 1 0	93 2 10	85 4 9½	„ Value of labour, cost of shrubs, &c., for ornamental ground of literary school,	—	—	2 13 6
„ Cash paid for sundries,	240 2 9½	211 8 11½	278 14 3½	„ Amount of valuation at the end of the year,	864 9 0	801 5 5	804 13 0½
„ One year's rent,	78 0 0	78 0 0	78 0 0				
„ Profit,	94 5 7½	101 4 4½	203 3 1				
£	1,345 17 0	1,348 5 2	1,458 7 7	£	1,345 17 0	1,348 5 2	1,458 7 7

253. *Rate of Wages.*—The ploughman gets 10*s.* a week and a cottage; an ordinary farm labourer 7*s.* 6*d.* a week and a cottage. Rate of wages.

Bailieboro' District Agricultural School.

Bailieboro' District Agricultural School.

254. *Situation.*—The Bailieboro' Model Farm is situated about a quarter of a mile to the south-east of the town of that name in the county of Cavan. It is unconnected with the District Model Schools which are in another part of the town, except that residence is provided at the farm for the principal teacher, and for the pupil-teachers. The farm was first put into operation in 1847.

255. *Residences and School Buildings.*—As in all the other establishments of this class the buildings used as residences are well built. They are estimated to have cost £2,084. There is accommodation for the principal teacher of the Model School, the agriculturist, five pupil-teachers, and four boarders. There is no school held in the buildings on the farm, so that with the exception of a class-room or study-hall for the boarders and pupil-teachers, the whole of the buildings exclusive of the farm offices are intended for residence, and were at the date of our visit in good repair and in a very creditable state as to order and cleanliness. Buildings for educational purposes.

256. *Literary and Agricultural Instruction.*—Two of the places for boarders are free, and the other two paying; but at the date of our visit none of either class was filled up. On the other hand we found an excellent example of the practical working of agricultural teaching as a branch of ordinary school work. The average attendance at the model school for the quarter preceding our visit was 77·9. We found present on Monday, July 27th, the date of our visit, 60, of whom 36 belonged to the junior classes, reading the Third and lower books; and 24 to the senior class, reading Fourth and Fifth Books. The agricultural class comprised chiefly the senior class, and numbered according to the rolls 36, of whom, as has been just stated, 24 were present. Of these 24, 11 were Presbyterians, 9 Catholics, and 4 members of the Episcopal Church; 3 were twelve years of age, 7 thirteen years, 5 fourteen years, 5 fifteen years, and 4 above fifteen years. Again, 15 were sons of farmers, 5 of shopkeepers, 1 of a policeman, 2 of artisans, and 1 of a private person owning some land. All were well able to read the Third and higher books, so as to understand them, and were quite competent to understand the Agricultural Class Book, which can only be thoroughly mastered by those who have advanced beyond the Third Book, and reached their twelfth year at least. They were all fairly acquainted with the elements of English Grammar, and the great majority of them were able to parse syntactically. They were all fairly acquainted with the general features of the Map of the World; 13 could write from dictation with ease and correctness, and the remainder with tolerable accuracy. The sums given in subtraction and division of money and in practice were so worked by all as to show their acquaintance with the rules, and the answers were correctly found by 15. In geometry and mensuration the answering was on the whole fair, and most of those who were advanced in those subjects had some knowledge of land-surveying. They appear also to have had some lessons on the elementary portions of physical science, especially mechanics and heat. Several boys belonging to the junior class joined the agricultural class, and proved their interest in the subject by purchasing the agricultural text books. No boarders. Agricultural class; proficiency of class in ordinary school work;

257. Agricultural instruction was given by the agriculturist, on four days of the week for half an hour, from 3 o'clock to 3.30, P.M. There was no fixed time for giving practical instruction on the farm; and we found that it was only rarely given. The pupil-teachers received instruction of both kinds along with the scholars. The answering of the class generally in the theory of agriculture was very fair, and a few possessed a creditable knowledge of the more important principles. We examined them on the farm in practical agriculture, and found that some had a moderate knowledge of the general operations and work of a farm, and the use of theory in improving them. As the members of this class attended school chiefly for literary instruction, we had an opportunity of judging how far agricultural instruction would be likely to interfere with ordinary school work. But here, as everywhere else, those who answered best in the one subject were also those who answered best in the other. Moreover we found that many dull boys who read the lesson books mechanically, and without thoroughly understanding them, read intelligently the Agricultural Class Books. agricultural instruction.

258. The following is a summary of the answers we received to our queries sent to the neighbouring clergymen and gentry :— Opinions of neighbours:

Rev. Frederick Fitzpatrick, Rector of Lurgan, Virginia, and formerly of Bailieboro', did not consider that the farmers of the neighbourhood sufficiently appreciated the value of agricultural teaching, or gave their Rev. F. Fitzpatrick;

* In comparing the profits realized by Mr. Ross at Athy with those shown by the managers of other model farms, it is only fair to take into consideration the fact that £24 3*s.* 9*d.* (rent due to, but not claimed by the landlord), should be annually deducted from the sum shown in the balance-sheet as profit. Even with this deduction, however, Mr. Ross has cleared over rent, and all other expenses (save salary of agriculturist) £226, in the last three years.

sons the benefit of such teaching as the neighbourhood afforded. He is of opinion that the small farmers of the north-west and east require a thorough reformation. Many tenants are poor, but those who have money do not spend it. The object seems to be to get a crop from the land with the smallest outlay possible. There are, however, many exceptions. He does not think it would be desirable to introduce agricultural teaching into all the rural National schools, or to add small farms of land to them. But he thinks a good large district school to which the sons of small farmers had access on cheap terms, would, under judicious and skilful management, be productive of excellent results.

Very Rev. F. O'Reilly;

Very Rev. Francis O'Reilly, P.P., V.G., thinks that some at least of the farmers do appreciate the value of agricultural teaching, but are not generally disposed to take advantage of it, probably on account of the relations between landlord and tenant. He believes the instruction given at the Model Farm School to be sound and practical. Every boy attending the model school may, and he believes does, attend the agricultural instructions, but he does not think the farmers have profited themselves much by the example given by the management of the school farm. It would be desirable he thinks to teach the elements of agriculture in all rural National schools on the condition that *the tenant would be secured in the enjoyment of his improvements, and that the landlord could not step in and raise his rent because of the increased value of his farm, this being the creation of the tenant's own skill, capital, and industry.* Without this necessary guarantee for the tenant, model farms will ever be delusions, and in many instances a useless expenditure of the public money.

Thomas Chambers, esq.

Thomas Chambers, Esq., a gentleman of considerable experience, thinks the farmers in the district appreciate the value of agricultural teaching, and where they are clearly shown that profit can be derived from it, will take advantage of it. The instruction given in the school is sound. The working of the farm for some time was not in his opinion on a good principle, having been let by the Commissioners of Education to a tenant who allowed it to get out of order. The farming of the neighbourhood is greatly improved since the establishment of the Model Farm. Part of this improvement is due to the teaching in the school, and part to the general progress going on over the country. From the general working of the farm from the commencement of its operations until lately, he cannot say that its advantages has been of such a character as would justify the expenditure connected therewith. It has been worked much better lately, and he hopes it will have the effect it was originally intended to produce. He does not believe that the literary teaching has been interfered with by the agricultural; and believes it would be useful to have the elements of agriculture taught in the rural schools, but that the addition of land would divert the attention of the teacher and inspector more or less from their present duties, which might have an injurious effect.

The Farm: extent, tenure, &c.

259. *The Farm* consists of 48A. 2R. 0P. statute measure; the soil is formed of the local *debris* of silurian slates and grits overlying blue clay. Situated on a rising ground, it exhibits every variety of position and aspect—a part being so steep that the manure has to be carried up in panniers on the backs of asses, which considerably increases the cost of tillage. Its total extent is 48A. 0R. 15P., and comprises three several parcels, one of 8A. 1R. 27P., held on lease for the lives of the Queen, Prince Albert, Prince of Wales, and other lives, renewable for ever, from 1st of November, 1847, and upon which the buildings have been erected; the second of 8A. 1R. 28P., held on a lease of fourteen years from the first of November, 1849; and the third of 31A. 1R. 0P., also held on a lease of fourteen years from the 1st of November, 1854. The leases of the second and third parts have expired, the one in 1863 and the other in 1868, so that the greater part of the land is now held from year to year. The landlord is the Right Hon. Sir John Young, Bart.; and the annual rent is £69 10*s.* The valuation of the land, exclusive of the buildings, is £41 5*s.* Three neighbouring farms are valued at 16*s.* and 19*s.* the statute acre respectively. Similar land in the immediate neighbourhood, if not within the limits of townpark, lets from £1 5*s.* to £1 10*s.* the Irish acre—if townpark, at about £3. The farm may almost be considered as the latter, and the agriculturist thinks the land worth £2 per acre. Although the buildings are good, yet they would not add much to the letting value of the land, being quite in excess of the requirements of the farm.

260. The land is distributed as follows:—

	A.	R.	P.
Under buildings, walks, &c. . . .	2	2	26
Tillage land, ...	27	3	23
Permanent grass, ...	17	2	6
Total, . . .	48	0	15

Kitchen garden.

There had until lately been no kitchen garden, but there is now one in progress of construction.

Farm offices.

261. *Farm Offices.*—The farm offices are approximately estimated in the returns furnished to the Royal Commission by the Commissioners of National Education to have cost £998 15*s.*, but must have cost much more. They are good buildings, but out of all proportion to the size of the farm, being quite sufficient for a farm of three times the extent. The extravagance of these buildings is further increased by the fact of the land, with the exception of little more than eight acres, being held originally upon so short a lease, and now merely from year to year.

Implements.

262. *Farm Implements.*—The farm implements seemed suitable and adequate to the size and character of the farm, and to have been kept in good working order. In a model farm, however, a little extra care would be desirable. This observation does not, however, apply more to this farm than to nearly all the others.

Live stock.

263. *Live Stock.*—At the date of our visit the live stock consisted of 2 horses, 5 calves, 5 milch cows (3 in calf) of cross-breeds—Ayrshire and Durham. House feeding was only partially carried out as in most of the farms. There were no sheep, pigs, or poultry. No attempt appears to have ever been made at any of the farms under or in connexion with the National Board to give instruction to girls in the rearing and management of poultry. If the instruction of boys in agriculture be a legitimate function of the Commissioners, there seems no valid reason why its advantages should not be extended to the girls. There are, of course, some difficulties in the way of checking the cost of feeding fowl but they are not insuperable.

Cultivation.

264. *Cultivation.*—The husbandry of the district is chiefly tillage, which is worked upon a kind of

five-course rotation very irregularly carried out. The model farm had been until quite recently very unsuccessfully managed. Owing to this circumstance the Commissioners of Education let the farm to the agriculturist when the opposition to the whole agricultural department, owing to ill-success, was at its height. Under this tenancy, which was necessarily one from year to year, the land suffered very much, and has not indeed yet recovered. The management is now much better and the farm pays. The rotation adopted is a four-course one, which seems suitable to the soil and climate of the farm, and is fully carried out. The cultivation was carried on fairly enough, except the flax, which was a poor crop, and very dirty. In the present state of the land we consider this crop quite unsuitable to the farm.* Flax is precisely the crop which ought never be attempted on an educational farm, except where every care is taken to make it successful. Although some flax is grown in the district, and that so far as we had an opportunity of judging its preparation is not fully understood, there was no provision whatever made at the model farm for teaching the preparation of the fibre. The turnips were very fair; the mangels indifferent, owing in part to bad seed. The potatoes were good, and the oats fair. There were no other grain crops. A stolen crop of 1A. 2R. 9P. of winter vetches was likewise grown.

hitherto badly managed;

rotation and quality of crops.

265. The manure heap was fairly managed, but was untidy. Artificial manures, superphosphate and guano, had been used with the root crops.

Manure heap.

266. Considering the wretched condition of this farm when the present agriculturist, Mr. M'Cabe, was appointed, we think it is doing, on the whole, well. He seems to be going the right way towards putting it in a proper and paying condition. During the past two years fair profit has been realized, as the following balance sheet shows:—

Farm promises well.

Profit and loss.

Dr.	£	s.	d.	Contra—Cr.	£	s.	d.
To Amount of Valuation made at the beginning of the year, including proportion of unexhausted improvements and artificial manures,	170	11	11	By Cash received during the twelve months,	291	12	6
„ Value of free labour of pupils,	8	0	0	„ Amount of valuation made on the 6th of April, 1868,	297	4	5
„ Cash paid for labour,	69	9	1	„ Outstanding debts for dairy produce,	2	6	0
„ Cash paid for sundries,	244	18	2	„ Expenses on capital accounts for permanent improvements to be written off by annual instalments:—	£	s.	d.
„ One year's rent, poor rate, and county cess,	69	10	0	Manual labour,	7	16	6
„ Balance, being profit,	43	14	3	Farm horse,	5	15	6
					13	12	0
				„ Expenses included in sundries on the other side, but not chargeable to farm,	6	8	6
	£611	3	5		£611	3	5

267. If we add the value of free labour of pupils to the true profit from the farming, as shown by the balance sheet, the real profit to the public was £56 14*s.* 3*d.*

268. The extent of the improvement which has taken place in the management of this farm will be best seen by comparing the above balance sheet with the following table, showing the losses in the years 1855, 1856, 1857, and 1858:—

Contrast of present and former management.

Balances being Losses.	£	s.	d.		£	s.	d.
1854–5,	61	3	3	Valuation on the 31st March, 1854,	290	16	8
1855–6,	123	15	9				
1856–7,	141	1	5				
1857–8,	66	0	11	Valuation in March, 1858,	450	6	3
Total loss in four years,	£392	1	4	Increase in valuation,	£159	8	7

269. If the full estimated worth of the increased valuation at the end of the year 1857–8, especially of the portion representing permanent improvements, could have been realized during subsequent years, the increased value of the farm and stock might be set off against part of the above loss; but this could only have been done by good farming and judicious management. Instead of this, however, the losses continued year after year; and the valuation on the 31st March, 1867, was less than it had been on the 31st March, 1854. The probability is that the valuations made some years ago were too high and intended to cover the continued annual deficits.

Ballymoney District Agricultural School.

Ballymoney District Agricultural School.

270. *Situation.*—The Ballymoney model school, which is entirely separate from the farm and farm offices, is situated quite close to the town of that name in the county of Antrim, and the farm is about 200 yards from the school. The farm was used for instruction in 1852.

271. This farm has been let for the last five years to the agriculturist, who works it on his own account, but is paid a small salary as agricultural instructor. Steps had, however, been taken to put an end to this arrangement.

Farm let to agriculturist.

272. *Residences and School Buildings.*—Accommodation is provided at the farm for the agriculturist and four boarders. No residence is provided for the principal teacher, but the assistant teacher lived at the farm when we visited it. The school buildings are good, consisting of three good rooms, one for boys, one for girls, and one for infants, besides a separate class-room, containing some physical apparatus, &c. There was also a good playground, where the boys could play ball. The urinals, &c., were clean and in good order. The buildings were in good repair. The dormitory for the boarders at the farm consisted of a room containing four beds in good order, but unused for several months. Excepting the physical apparatus, which was of the usual character to be found in model schools, and which, moreover, was in such a state as to be practically useless, the school furniture, fittings, wall appointments, and school requisites were very good.

Buildings for educational purposes.

273. *Literary and Agricultural Instruction.*—The boys' day school had an average attendance of 66 for the preceding year, of whom 61 were present when we visited, thus classified:—7 were in the Second Book; 28 in the Third Book; 16 in the Fourth, and 10 in the Fifth Book. Thirteen were learning geometry, 23 mensuration, and 18 algebra. Drawing was taught to all, and physical science

Attendance at boys' school.

* This observation applies with even more force to very many of the farms in the neighbourhood. It is, unfortunately, too often the case that a farmer who is in difficulties "gambles" in flax-growing—tempted by the large immediate receipts, and forgetful of the evil day that must come at last for him who "always takes out and never puts in."

Agricultural class; to the fourth and fifth classes. The agricultural class had 33 on the roll (the total on roll of the third fourth, and fifth classes being 86), but only 9 were present. We confined our examination to this class. All those present (nine) were able to read the agricultural text-book and explain the words very well; 4 were able to parse syntactically fairly. The answering in the geopraphy of Europe and Ireland was very indifferent; they seemed to have no correct notions at all upon the subject of maps. They answered better in the map of Europe than in that of Ireland, *in fact they knew nothing at all of any part of Ireland outside of Ulster;* 2 were able to work well sums in multiplication and division of money, and in simple proportion and practice; 3 moderately well, and 4 very indifferently. All could write very well; 7 could write a long sentence, from the beginning of the fourth class book, with tolerable accuracy, the spelling being on the whole good, but the punctuation indifferent; 2 were able to do so without a mistake.

literary proficiency.

Agricultural instruction. 274. The agricultural instruction in the school is given by the agriculturist, who receives a free house and £30. No practical instruction is given on the farm, and there are no boarders; two of the places being free and two paying. The agricultural text-book had not been yet received, and the text-books in use were Johnston's Catechism and some others on the Board's list, of which there was a sufficient supply. Only one of the nine boys in the class present when we visited was the son of a farmer, the others were chiefly sons of artizans who were, however, directed by their parents to attend the class. The answering of the class in theoretical agriculture was very indifferent, and of the practice they knew nothing. There was no fear that the combination of literary and agricultural instruction would interfere with the efficiency of either at this school, as no opportunity was afforded for making the experiment. There was one peculiarity of this "agricultural" school which deserves special notice, namely, that the pupils of the agricultural class when they became monitors ceased to receive agricultural instruction!

The farm; quality of land, extent, &c. 275. *The Farm* contains 23A. 2R. 2P. statute measure of medium more or less clayey land, resting on basalt, having a general N.W. aspect. Part of the land worked according to a three years' rotation is flat; the remainder, worked according to a four year course, is inclined. The land consists of two parcels, one, upon which the buildings are erected consisting, of 2A. 1R. 2P. is held on a lease of sixty-one years, from the 1st of November, 1852, from the Earl of Antrim; the second of 21A. 1R. on a lease for thirty-one years from the same date, and from the same landlord. The annual rent of the two parcels is £52 18*s.* or about £2 5*s.* the statute acre. The farm pays, in addition to county cess and half the poor-rate, a town-rate of £1 15*s.* 4½*d.*. Griffith's valuation, for the land, exclusive of the buildings, is £41 10*s.** The land is town park and let at town park rent, which is not higher than that of land similarly situated. At a distance of about two or three miles from the town it would not be worth more than half the present rent.

Farm offices. 276. *Farm Offices.*—The farm offices afford accommodation for six cows, besides two loose boxes for calves or stall-feeding; there is a fair piggery and a two-horse stable, a good barn which would, however, be suitable for a larger farm. The buildings are on the whole very good and would be very suitable for ordinary tenants on a much larger farm; for a farm of this size they are too expensive. In the returns obtained from the National Board the schools and residences are approximately estimated

Former expenditure on this farm. to have cost £956, and the farm buildings £469 5*s.* 9*d.* According to a return to an order of the House of Commons, No. 167, 1859, the sum expended for agricultural purposes exclusively during the five years ending 1857, is given at £2,914 6*s.* 3*d.* If we deduct from this sum the cost of the buildings just stated, and the receipts from farm produce and other sources, included in the return under "&c.," amounting to £920 11*s.* 6*d.*, the sum paid in five years for management, implements, stock, and loss was £1,524 9*s.*, or more than £300 a year!

Implements. 277. *Farm Implements.*—The farm implements were very good and quite suitable, and not more than sufficient for the requirements of such a farm. They seemed in fair repair, but were left lying about in a very slovenly way.

Live stock. 278. *Live Stock.*—At the period of our visit the live stock consisted of 1 horse, 2 calves, 4 milch cows, of a mixed Ayrshire breed, and 2 store pigs. The cows are house-fed in winter, and partially so in summer. We found them out on the pasture, herded by a small boy of 8 years of age, *who had never been at school!*

Cultivation; rotation; quality of crops; 279. *Cultivation.*—The land about Ballymoney is chiefly in tillage. It is worked according to an irregular five course rotation, and appeared to be fairly tilled. The flat part of the model farm was worked upon a three course rotation (flax being substituted for oats in the present rotation). The upland was worked upon a four course rotation; no stolen crops are grown. The turnips, which were sown with a machine, were a complete failure; part of the turnip ground was left unworked. The grass was good for the season. The flax, which had been pulled before our visit, was stated to have been good, *but was sold in the green state!* Last year also the agriculturist sold an acre of flax on foot, for which he got £10. The potatoes were good. A part of the flat lands appeared to require drainage, although we were told by the agriculturist that it had been drained.

part of hay sold. 280. The agriculturist sold part of his hay (the produce of one Cunningham acre) off the farm. The reason he gave for not carrying out house-feeding more fully is the high price of labour. The fences were generally in good order, but there were some untidy gaps, intended as passes, filled with bushes. We were told that a very few farmers visit the farm and ask questions, a circumstance which the agriculturist, Mr. Young, attributes to the agriculture of the district being more advanced than in most other parts of Ireland.

No valuation made for two years; 281. No valuation was made for two years after the agriculturist became a rent-paying tenant; the one taken in 1867 was made by a neighbouring farmer and the agriculturist himself. For the three years previous to that no balance sheet was struck. Mr. Baldwin had called the agriculturist's attention to this neglect. The farm accounts seem accurate enough, but not having been kept in the usual book, it was difficult to analyze them, so as to see at a glance the condition of things. The

profit and loss. profits for the years ending March 31st, 1865, 1866, and 1867, appear to have been only £15 17*s.* 11*d.*,

* The valuation has, we believe, been recently revised and raised to £47.

and for 1867-8, £21 11*s.*, or for four years, £37 8*s.* 11*d.* There is evidently great room for improvement in the working of this farm, which, in its present condition, is far from being a model farm.

282. The manure heap was fairly attended to; and artificial manures, to the extent of 5 cwt. of guano, had been used during the year. Manure heap.

283. The following is a summary of the answers we have received to our queries:— Opinions of neighbours;

Rev. Andrew Todd, Finvoy, Ballymoney, believes some of the farmers appreciate the value of agricultural teaching, and are disposed to take advantage of it; but they have not to any considerable extent given their sons the benefit of the education at the agricultural school. He is of opinion that it would be most desirable to teach the elements of agriculture in all rural National schools, and to add a small farm to each. Rev. A. Todd, P.M.

Rev. John Brown, D.D., says the farmers about him have had no connexion with the school. He is of opinion that it would be desirable to have small farms attached to many schools, chiefly as a source of income to the teachers who are very badly paid. The farmers read books on agriculture, understand the cultivation of flax, how to raise green crops, potatoes, &c. What they want is security of tenure, and that advantage shall not be taken of their improvements to raise the rents as is sometimes done on improving tenants. Rev. J. Brown, P.M.

Rev. Robert Park, A.M., Presbyterian Minister, says: "The farmers in the neighbourhood of Ballymoney are more practical than reading men; they have, however, made themselves pretty well acquainted with the principles of agriculture, and particularly the young men are endeavouring to carry them out with advantage. Rev. R. Park, P.M.

"Judging from the examination of a class in the model school, I would conclude that the teaching, so far as it goes, in the model agricultural farm is sound and practical, but I have never had a high opinion of this mode of giving instruction for the advantage of our general farming class.

"There have been, and still are a few lads who attend the class at the model farm; but so far as I am able to judge this has been of little really useful application to ordinary agricultural pursuits.

"I do not think agricultural teaching has interfered with the literary teaching of the Ballymoney Model School.

"I can see no possible objection to the elements of agriculture being taught in rural National schools; but I question much the advantage of a farm being connected with them. Divided attention to matters *inside* and *out* at the same time, or near to the same time, would not in my mind be useful.

"Whether owing to the National Board or not, agriculture in this neighbourhood has much improved during late years."

T. L. Hutchinson, esq., J.P., Leslie Hill, Ballymoney, says: "The farmers in this neighbourhood take advantage of agricultural teaching at the model farm, and I believe fully appreciate its value. T. L. Hutchinson, esq., J.P.

"The instructions given in the Ballymoney Model Farm and school, is, as far as I hear, both sound and practical. The farmer's sons in this neighbourhood attend the school regularly.

"The literary teaching of the school is, I hear, considered successful, and is not I think interfered with by being combined with agriculture.

"I think it would be desirable to teach the elements in all rural National schools, but I do not think the salary given by the National Board sufficient to remunerate a person qualified for that purpose."

284. *Rate of Wages.*—A man and 2 horses earn at ploughing 8*s.* a day; a man and 1 horse, carting manure, &c., 4*s.* a day; mowing meadows, per Irish acre, 5*s.* to 6*s.* Casual labourers close to the town of Ballymoney, get from 1*s.* 6*d.* to 1*s.* 8*d.* a day; labourers in constant employment get 7*s.* a week. As an illustration of the condition of the labouring classes, we may mention that of the 61 boys present in the model school when we visited it, 14 were bare-footed. Rate of wages.

Bath District Agricultural School.

Bath District Agricultural School.

285. *Situation.*—The Bath Model School and farm are situated about one mile and a half from the village of Broomfield, near Castleblayney, in the county of Monaghan. They were established in the year 1853; but the school has not been in operation since 1865.

286. *Residence and School Buildings.*—There is only one school-room which is of good proportions; it is now disused, and the furniture and fittings are accordingly not attended to. Besides a residence for the teacher there is a good dormitory for six boarders, but no special room for refectory. Buildings.

287. *Literary and Agricultural Instruction.*—Up to the year 1865 the day school was well attended; in that year, however, for some reason, and contrary to the advice of the then District Inspector, the day school was closed, and the place converted into a boarding establishment, which utterly failed, so that now there is no instruction of any kind given there. Besides a Church Education Society's school, distant about two miles, there are four National schools within distances of ½, 1¼, 1½, and 3 miles respectively. This circumstance may perhaps account for the closing of the Bath school, but it does not justify it, for if any of the schools ought to be closed it should be Broomfield school, distant half a mile, which is certainly not as well situated for public convenience as the Bath school; moreover it never had a large attendance, and has now so small a one that it scarcely fulfils the conditions as to number in average attendance required by the National Board; while Bath, upon which the Board expended £616 for school and residences, and £555 1*s.* 10*d.* for farm offices, independent of £200 for thorough drainage, and other sums for improvements, implements, &c., had, before being closed, a very good average attendance. The small farmers are anxious that the school should be re-opened, and that agriculture should be taught in the school, and a requisition signed by 200 neighbours has been got up with that object. It is said that there are upwards of 100 children in the proper school area of this school. Day school closed, ought not to have been, small farmers anxious to have it opened,

288. *The Farm.*—Consists of 42 acres 2 roods of elevated hilly land, having a moderately stiff wet clay soil, and is leased from the Marquess of Bath, for a term of thirty-one years, from the 1st May 1853, at an annual rent of £29 15*s.* Griffith's valuation for the land exclusive of the buildings is £30 5*s.* It has been all thorough drained, at an estimated cost of £200. If it were proposed to let it at such an increased rent as would pay interest on a fair proportion of the capital invested, the present rent should be nearly doubled, and this increased rent would be quite beyond its true letting value. The farm: extent, rent, &c.

289. *Farm Offices.*—The farm offices afford accommodation for 12 cows, 3 horses. There are 4 Farm offices.

compartments for pigs, and a dairy. There is no barn; a room on first floor over the cow-houses originally intended for a school-room, is now, however, used as a barn; the ceiling of the lower sheds is consequently broken and falling down. The whole of the buildings, with this exception, were in fair repair.

Implements. 290. *Farm Implements.*—The implements seem adequate, except the light wooden roller which can be of little use upon such stiff clay land.

Live stock. 291. *Live Stock.*—The live stock consisted of: 1 horse, 2 one-year old heifers, and 3 one-year old bullocks, and 5 two-year heifers, and 1 boar, but no sows, nor (as we were informed) are there any in the neighbourhood. The cattle were good half-bred short-horns. There seems to be no summer house-feeding. All the cows were out at grass, and the byres unused when we visited. We found a boy of eleven years of age herding the cattle on the grass, which was in the same "division" as the green crops, and without a fence between them; he was scarcely able to read, having been only one year at the Broomfield school; and does not go to any school now.

Cultivation; crops in 1868; 292. *Cultivation.*—The district about Bath is chiefly in tillage, and a good deal of flax is grown. The following table shows the nature of the crops and the area under each:—

Green Crops.	A.	R.	P.	Grain Crops.	A.	R.	P.	Artificial Grass.	A.	R.	P.	Permanent Grass.	A.	R.	P.
Turnips,	4	3	4	Oats,	9	0	39		11	3	5		9	1	15
Potatoes,	0	1	20	Flax,	4	2	0								
Total,	5	0	24		13	2	39		11	3	5		9	1	15

quality of crops. The turnips were a fair crop, better than the generality of what we saw in the district. The rotation followed is a six-course which is now strictly followed. The flax is rippled and the seed used in part for sowing the next year's crop, and in part as food for cattle. There was no provision on the farm for teaching the preparation of flax. Some difficulty and loss had been met with from not being able to steep in a neighbouring stream in consequence of the provisions of the Fishery Act. But when so much is grown a proper steep could be prepared, and the steep-water, instead of being wasted as is usually done, should be utilized as manure.

Manures. 293. The manure is well managed; a good deal is also purchased; 16 cwts. of Golding's manure was used with the green crops.

Agriculture of district backward. 294. The agriculture of this district is backward, for which causes are assigned into which it is not our province to inquire. It is however a district where it seems to us an agricultural school might, if well conducted, be of benefit. The Rev. James M'Cully, B.A., the Presbyterian minister of the locality, in answer to our queries, says—The farmers "do not appreciate the value of agricultural teaching, and are, for the most part, satisfied with the kind of farming their fathers have practised before them." He adds, that "it might be desirable to impart some elementary lessons in agriculture in National schools, but I question the wisdom of adding land. I fear such a course would greatly interfere with the literary department of the school."

Opinion of R. J. M'Cully, B.A., P.M., on agricultural instruction.

Farm badly managed formerly; 295. Previous to the farm being put into the hands of the present agriculturist, Mr. Byrne, it was wretchedly managed, and seems a good deal worn out. The following passage from the report of the Agricultural Superintendent of the Board, Mr. Baldwin, taken in connexion with what we have already stated of the history of the place, explains how this occurred—

probable cause of this. "The farming was most unsuccessful in 1867, and for this reason. It is a rule of the Board that 'agricultural schools of every class must have a literary department annexed to them, conducted on the principle of National schools' (vide Rules, Part III., Sec. III). Regard being had to this rule, the Commissioners became desirous of selling their interest in the farm and buildings. Several offers having been made, they did not appear willing to go to any expense in stocking or working the land; the persons put in charge of it, feeling uncertain of their position, took comparatively little interest in the farm, and one of them acted very badly, and had to be summarily dismissed. Unforeseen difficulties arose in effecting a sale, but when in June, 1867, Lord Bath's agent applied to know the terms on which the Commissioners would sell their interest in the place, and when the Commissioners offered to dispose of it for about one-half the sum they spent on the buildings and on the reclamation of the land, it was fully believed that the whole establishment would be taken off their hands. After a very long delay the Commissioners have had to take steps to continue to work the farm on their own account."

Rate of wages 296. It was stated to us that the wages of ordinary farm-labourers in this district, when constantly employed, is from 6*s.* to 7*s.* a week.

Derrycastle Agricultural School and Farm.

Derrycastle District Agricultural School and Farm. 297. *Situation.*—Derrycastle school and farm are situated on the high land to the east of Lough Derg, and about three miles to the north-east of Killaloe, and in the county of Tipperary. The school buildings, residence, and farm offices form a connected set of buildings on the farm. The farm was established in the year 1850.

Buildings. 298. *School Buildings, &c.*—There is but one school-room without a class-room; it is, however, a good room. The school is attended by boys and girls. There is accommodation in the house for the literary teacher, the agriculturist, and three resident scholars—two paying and one free, but the literary teacher lives with the boarders. The parts occupied by them were in very fair order. The urinals, &c., of the school were also in very proper condition. The school furniture, fittings, wall appointments, and requisites seemed adequate, and in fair order. The school and house, as distinguished from the farm offices, are approximately estimated to have cost £718.

299. *Literary and Agricultural Instruction.*—We found fifty-seven boys on the roll, of whom three belonged to the Episcopal Church; thirty-six were present. These were thus classified :— Attendance of pupils.

	On Roll.	Present.
First Class . . .	22	17
Second „ . . .	17	12
Third „ . . .	18	7
Total . .	57	36

300. There was no fourth class in the school. The agricultural class consisted of the whole of the third class; those present had been only a short time in the class; the more advanced boys, we were told, were absent at work. Here, as everywhere else, we found the children kept at home upon the slightest pretexts. On inquiring of one intelligent boy why he had been absent from school for thirty-one days in a quarter, he said he was kept at home to assist in making hay. We inquired how much land his father held, and learned that he had only twelve acres! Another brother a couple of years younger, and also very intelligent, gave the same excuse. But the only reason they could give why a third brother, about seven years old, did not go to school was that he felt lonesome without his brothers! Agricultural class. Slight causes which keep children away from schools.

301. Agricultural instruction is given in school from 2 o'clock P.M. to 2.30 each school day. Practical instruction is sometimes given for half an hour in the week on the farm. The boarder attended in school from 10 o'clock A.M. to 12·30 P.M.; and on the farm from 12.30 to 3 o'clock; and again from 3·30 to 6 o'clock. There was a good supply of the new Agricultural Class-book, which had been furnished as free stock. Of the seven boys of the agricultural class present, five were sons of farmers, one of a garden labourer, and one, who was a free scholar, of a land steward. We were unable to judge of the character of the agricultural teaching as all the members of the class present had only recently been promoted to the third class, and could scarcely be expected to understand the special terms of the Agricultural Class-book. They had, however, acquired some useful general notions of the principles of agriculture. Taking into account the great irregularity of attendance, they were fairly forward in the literary work of their class. There had been, a short time before, another free boarder (no paying ones) also the son of a land steward. Agricultural instruction.

302. *The Farm* consists of 18A. 1R. 22P. of medium clay land resting on clay-slate which comes to the surface in some places. It lies at a considerable elevation, and slopes to the south-east. It is held from James Spaight, esq., on a lease for the lives of Her Majesty the Queen, Prince Albert, and the Prince of Wales; or for 31 years from the 1st April, 1849, at the annual rent of £13 15*s.* 9*d.*, or 15*s.* the statute acre. Griffith's valuation for the land exclusive of the buildings is £8, or 8*s.* 5*d.* the statute acre. Two adjoining farms are valued at 6*s.* 5*d.* and 7*s.* 8*d.* the statute acre, respectively. An ordinary tenant would pay about the same rent for the farm, although a great part of it is described as having been a swamp originally, and has been reclaimed under the Commissioners of Education. The farm.

303. *Farm Offices.*—The dairy is somewhat too small for summer use; and the barn is accordingly now used as a summer dairy; otherwise, the buildings are very sensible, sufficiently commodious, and not more than what a small farmer ought to have. Farm offices.

304. *Farm Implements.*—The implements were simple, useful, sufficient, and kept in fair order. Implements.

305. *Live Stock.*—We found the following live stock on the farm :—1 horse, 3 calves, 3 milch cows, 1 ram, 9 ewes, 2 hoggs., 15 lambs, 1 boar, 1 brood sow and 4 sucking pigs, 9 barn fowl, and 6 ducks. All the animals were of a suitable class, in good condition, and seemed well managed. House feeding, as in nearly all the other farms, was confined almost altogether to winter.

306. *Cultivation.*—The agriculture of the district is not very advanced. It is mixed tillage and grass; the laying down of the land being defective, and very little artificial grass sown. The school farm was distributed as follows :— Cultivation:

Green Crops.	A. R. P.	Grain Crops.	A. R. P.	Artificial Grass.	A. R. P.	Permanent Grass.	A. R. P.
Turnips, . . .	1 1 0	Oats, . . .	4 1 0		2 0 20		9 3 28
Mangels, . . .	0 1 0						
Cabbages, . .	0 0 20						
Potatoes, . . .	0 2 0						
Total, . .	2 0 20		4 1 0		2 0 20		9 3 28

The cultivation is conducted on a four-course rotation which is well and strictly carried out. Stolen crops or flax are not cultivated. rotation,

307. The manure heap seemed to have been fairly attended to. Artificial manure, to the extent of 4 cwts. of turnip manure (guano and superphosphate) had been used on the green crops. manure.

308. There was no vegetable garden, which, in such a district, would be a most desirable example. It should, of course, be small, as there is no market in the immediate neighbourhood. No kitchen garden;

309. The accounts seem correct, and are well kept. Some things which are not fairly chargeable against the farm are deducted at the close of the year. There was no charge for coal used for farm purposes. The item was no doubt small, but as an example, every item, however trivial, should be included in the charges or credits, as the case may be. accounts;

310. This farm has been unfortunate in its agriculturist for the years 1867 and 1868. He had previously failed to make the farm at Dunmanway pay. His predecessor at Derrycastle, Mr. O'Brien, now at Cork, realized a profit of £39 14*s.* 9½*d.*, according to the balance-sheet of 1865-6, while his successor at Dunmanway made that farm pay the first year he managed it. This shows how much of the success of the agricultural department depends upon management and superintendance. Farm not well managed in 1867 & 1868.

Profit and loss.

311. The following are the balance-sheets for the years 1865-6, 1866-7, and 1867-8:—

Dr.	1865-6. £ s. d.	1866-7. £ s. d.	1867-8. £ s. d.	Contra—Cr.	1865-6. £ s. d.	1866-7. £ s. d.	1867-8. £ s. d.
To Amount of Valuation made at the beginning of the year,	187 13 11	198 19 9	170 5 2	By Cash received during the year,	88 15 7	83 15 9	79 12 7
„ Value of free labour of pupils,	2 0 0	None.	None.	„ Expenses not chargeable to the farm,	—	—	10 9 3
„ Cash paid for labour and wages,	14 5 7	21 14 0	24 10 6	„ Amount of valuation at the end of the year,	198 19 7½	170 5 2	197 17 11
„ Cash paid for sundries,	30 5 2	27 15 9	77 11 4				
„ One year's rent,	13 15 9	13 15 9	13 15 9	„ Balance being loss on the year,	—	8 4 2	4 13 0
„ Balance being gain on the year,	39 14 9½	—	—				
£	287 15 2½	262 5 1	286 2 9	£	287 15 2½	262 5 1	286 2 9

Dunlewy District Agricultural School and Farm.

Dunlewy District Agricultural School.

312. *Situation.*—Dunlewy District Agricultural School is situated in a very wild uncultivated part of the county of Donegal, about one mile distant from the post office of the same name. The farm surrounds the school-house and farm buildings, and was brought into operation in January, 1865.

Buildings.

313. *School Buildings, &c.*—There is but one school-room 20 feet long by 18 feet wide, and 10 feet 6 inches high; but there is a good gallery 17 feet long, 9 feet wide, and of the same height as the school-room. They were both in good order; the furniture and fittings, wall appointments, and school requisites were good, and seemed to have been adequate for the wants of the school. The urinals, &c., were also good and sufficiently well kept. There is accommodation for the literary teacher, who is also the agriculturist; the portion occupied by him and his family was in fair condition. There is no provision for boarders.

Attendance of Pupils.

314. *Literary and Agricultural Instruction.*—The school having been dismissed a short time before our arrival, we had no opportunity of ascertaining the character of the teaching. We took the following statistics from the school accounts, which seemed to be regularly kept. The total number on rolls was 70 boys and 50 girls, or 120 in all. The average number on the books for the last twelve months was 44 boys and 29 girls, or in all 73. The average attendance for the last twelve months had been 14·7 boys, 8·1 girls, or in all 22·8. On the day of our visit there were 16 boys and 4 girls, or in all 20 present. Of these, 6 boys and 2 girls were seven years old or under; 2 boys eight years, 3 boys and 2 girls nine years. The remaining 5 boys were of the following ages, 2 of eleven years, 1 of twelve, 1 of thirteen, and one above fifteen years. The number of names then on the register, that is who had made even one attendance within the quarter, was 48, or 40 per cent. of the number for the whole year. The average attendance was only 19 per cent. of the roll number. These numbers show the very great irregularity of attendance on the one hand, and the worthlessness of the roll numbers on the other. It is clear that the real school population is not more than 65 or 70, and that the total number on the rolls includes at least 40 duplicates. This was not the only case where we had an opportunity of judging of the fallacious character of the roll numbers of National schools. They have first deceived the Commissioners, and then Parliament, and the public, as to the real numbers of children attending the National schools, at the same time that they have made the attendance of those who do go to school appear much smaller than it really is.

315. The following table shows the classification of all those on the register, and of such of them as had been present on the 6th of August, the day of our visit—

	On Roll.			Present.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
First Class,	17	8	25	8	2	10
Second „	12	9	21	7	2	9
Third „	2	0	2	1	0	1
Total,	31	17	48	16	4	20

Agricultural class.

316. Such a school population as that present on the day of our visit could afford no material for an agricultural class; nor would it have been much better if all those on the roll were present. The master, however, told us that some of his best boys were not then at school, and only attended in winter. The agricultural class during the summer consisted of 14, all sons of small farmers, of whom 8 were present on the 6th of August, so that the agricultural instruction appears to have been given to all the boys in the second and third classes. That some of the second class took an interest in agriculture, and could really make more or less use of the agricultural text was proved by the important fact that 9 of them had purchased the book. Agricultural instruction was given in the school on every school day, except Saturday, from 2 o'clock P.M. to 2.30. Practical instruction was given to the whole class on the same days during the half hour allotted to recreation, from 12 o'clock to 12.30 P.M.

Hopeless to expect the majority of pupils in such a school to learn to read the usual school books.

317. In a school of this kind it seems to us almost hopeless to expect that the great mass of the children can ever learn to read to such an extent as to be able to make practical use of the knowledge and continue to retain it, through reading books made up of "elegant extracts" from distinguished writers, a good deal of which they cannot understand. A series of reading books appealing to the *kind* and *degree* of intelligence developed in country boys, removed away from the influence of towns, and giving them instruction in agriculture, natural objects, and phenomena would, beyond doubt, enable them to read in a much shorter time.

The farm.

318. *The Farm* consists of about 8 Irish acres of land held on a lease for sixty years, from the 25th of December 1849, from Mrs. Russell, of Dunlewy, at the yearly rent of £4. or 10s. the Irish acre. The farmers in the neighbourhood hold very small farms, the rent paid for them being generally £3, though there are some who pay as much as £10. As the right to a certain extent of mountain pasture is annexed to each holding it is not possible to determine accurately the exact rent per acre. Griffith's

valuation for the land without the buildings is 5*s.* the statute acre, so that the rent is about one-fifth higher than the valuation. The land consists of light peaty soil, with a clayey subsoil resting on mica-slate, and quartz. The whole of the school buildings and residences cost £370 1*s.* 7*d.* No return has been given of the separate cost of the farm buildings. The land is let by the Commissioners of Education to the teacher for the same rent they pay themselves, and he has also effected the whole of whatever permanent improvements have been made. The teacher thinks he could not get for his tenant right more than £20, owing to the limited class who could become tenants.*

319. No survey having been made we are not able to state how much is under buildings, or how much under tillage.

Farm offices.

320. *Farm Offices and Implements.*—The farm offices comprise cow-houses, stable, barn, piggeries, and dairy. The cow-houses are ill-planned; indeed the whole of the offices are badly laid out, and there is much waste of space; they are also in excess of the wants of so small a farm. To show the injudicious character of the buildings, we need only mention that the straw-house door opens inwards; and that the children's privy is inside the farm yard. The buildings were in fair repair. The farm implements were merely the ordinary ones of small farmers.

Implements.

Live stock.

321. *Live Stock.*—The entire live stock consisted of 2 calves, 3 milch cows (2 in calf), and 3 geese. There were no sheep, pigs or poultry. The cows were of the common breed of mountain cattle, and were only partly house-fed in winter, being grazed in fine weather.

Cultivation:

322. *Cultivation.*—The agriculture of the entire district is very poor, consisting in the cultivation, after a very rude fashion, of oats and potatoes; a large portion consists of mountain pasture. In 1865 the whole of the land forming the farm was unreclaimed; in that year the present agriculturist, Mr. Bryan Sweeny, began its reclamation, which is progressing fairly. Preparation were being made for bringing a plot of land in front of the school into cultivation, but it must be first enclosed, which, we were told, the Commissioners have undertaken to do.

rotation;

323. A four course rotation has been adopted, but it has not as yet been fully established. The following table shows the nature of the crops, and the area under each at the time of our visit:—

crops of 1868

Green Crops.	A.	R.	P.	Grain Crops.	A.	R.	P.
Turnips, . .	0	1	33	Oats, .	1	0	0
Cabbage, . .	0	2	5				
Potatoes, . .	0	0	2				
	1	0	0				

no artificial grass;

324. There was no artificial grass; the permanent grass and bog was about 11 acres. Cabbage is sometimes raised as a stolen crop.

quality of crops.

325. The crops, upon which no artificial manures had been used, were a little above the average of the district.

Profit and loss.

326. The agriculturist has furnished us with balance sheets for three years, in none of which has he included the rent. We give that for 1867 as an example. We have, however, added the rent, but not the county cess (which is put down in 1865 at 4*s.* 4*d.*) or the poor rate, which is not included in any of the accounts furnished.

Dr.	£	*s.*	*d.*	Contra—Cr.	£	*s.*	*d.*
To Amount of Valuation at the beginning of the year,*	25	10	0	Cash received for grain,	3	19	6
„ Cash paid for labour,	2	9	5	Cash received for cattle,	8	10	0
„ Herd's wages,	3	0	0	Value of potatoes,	3	15	0
„ Free labour given in lieu of fees,	1	5	0	Value of dairy produce,	6	8	4
„ Seeds,	1	9	0	Amount of Valuation taken at the end of the year,*	24	2	0
„ Cattle,	12	0	0	Balance being loss on the year,	4	18	4
„ Implements,	0	3	3				
„ Feeding stuffs (hay and bran),	1	16	6				
„ Rent,	4	0	0				
	£51	13	2		£51	13	2

* This valuation does not include anything for unexhausted improvements. Three head of poultry only are included in the inventory at the end of the year, but nothing is entered as profit derived from poultry.

This school farm might be made to do much good in the wild country in which it is situated.

Dunmanway District Agricultural School.

Dunmanway District Agricultural School.

327. *Situation.*—The schools, residences, and farm offices form a connected block of buildings upon part of the land, which is situated so close to the town that it may be considered to be in it. The schools have been in operation since 1848.

Buildings.

328. *School Buildings, &c.*—The school buildings comprise, including class rooms, 3 rooms for boys, 3 for girls, and an infant school. The residences were built to accommodate the principal teacher, the agriculturist, and 2 boarders. A portion of the teacher's house has been lately appropriated to an office for the District Inspector, the master being otherwise accommodated. The agriculturist had only one room, in which he appears to have slept, taken his meals, and studied. The school buildings and residences are estimated to have cost £4,489, and were in good repair. The residences were, on the whole, clean, but might have been kept somewhat more tidy. The urinals, &c., were in good order, except in the agricultural department, where they were dirty. The fittings, furniture, wall appointments, and school requisites of all the schools were ample, and in good order.

Literary instruction.

329. *Literary and Agricultural Instruction.*—The scholars attend the model schools chiefly for literary instruction, but we found that several had been directed by their parents to attend the agricultural class. We did not think it necessary to examine into the literary teaching, except so far as it was directly connected with the agricultural, or into the school accounts, as that duty had

* Here, as elsewhere, we found that the smaller the holding, the higher in proportion to the acreage is generally the market price of the tenant-right.

Agricultural class: attendance of pupils; pupil teachers attended; industrial class; boarders; answering of pupils;

been undertaken by two of our colleagues, who have specially reported on the subject. Agricultural instruction is given in the school by the agriculturist on five days in the week from 9½ to 10 o'clock, A.M. The roll of this class comprised 42 boys from the second class and upwards, chiefly the sons of farmers, but a few also of artizans and shopkeepers, of whom 39, including the resident scholar, were present on the occasion of our visit. Of these, 18 belonged to the fourth class, 10 to first division of third, and 10 to the second division of third. The pupil-teachers also attend this class. Practical instruction is sometimes given on the farm on Saturdays. There was an industrial class of 12, who formed part of the general class, and all of whom were present. There was only 1 boarder, who paid £8 a year; the free place was not filled up. All the boys in the fourth class had a fair knowledge of the general principles of agriculture; the answering was especially good on the nature of soils, on the production and action of manures. The two divisions of the second class understood very well the meaning of most of the terms in the Agricultural Class-book. The latter circumstance shows the importance of teaching reading by means of lessons connected with the daily life of the children, and which they can learn to thoroughly understand. This class was, on the whole, a satisfactory one, and showed how much real information on the subject of agriculture could be given in school.*

answering of boarder's.

330. The agricultural boarder had not been very far advanced in ordinary school work before he was admitted; he appeared anxious, however, to improve himself. This one example did not afford us any means of judging how this department had been managed. The only pupil in the preceding year (1867) took first place, however, at entrance at the Central Agricultural School at Glasnevin.

The farm.

331. *The Farm* consists of two parcels of land, one of 5A., upon which the buildings are erected, held by lease from John Hamilton Bryan, Esq., J.P., for a term of 999 years, from the 27th April, 1847; and the other of 11A. 2R. 10P., held from the same gentleman, for a term of 900 years from the 29th September, 1848—the annual rent of both being £46 8*s.* 2*d.*, or at the rate of £2 16*s.* the statute acre. Griffith's valuation for the land, without the buildings, is £22, or £1 6*s.* 6¾*d.* the statute acre. The adjoining land, in the possession of the landlord himself, is valued at £1 the statute acre. The land, which is flat, is a very poor, gravelly soil, consisting of local *debris* of grits and slates, resting on slate rocks, and would be worth to an ordinary tenant not more than 18*s.* the acre. It will be thus seen that the rent is very much greater than that of the land generally in the district, but we have been unable to find out any satisfactory explanation of the cause. The buildings, ornamental ground, &c., occupy 4A. 2R. 20P., the kitchen garden 3R., and the farm proper, 11A. 1R. It is only this amount of land which is charged in the balance-sheet of the farm, with a rent of £30, or at the rate of about £2 13*s.* the acre. The quantities just given under buildings, &c., kitchen garden, and farm, make ten perches more than the quantity stated in the Board's returns.

Farm offices.

332. *Farm Offices.*—The farm offices comprised a byre for six cows, stabling for three horses, a piggery, barn, and straw house, and with the exception of the piggery—which was most inconveniently placed, and in a bad aspect—were pretty convenient. They are approximately estimated to have cost £859 9*s.* 4*d.*, or more than £76 an acre! It is needless to say that they would accommodate a much larger farm.

Live stock.

333. *Live Stock.*—There were on the farm at the date of our visit: 1 horse, 3 milch cows, 6 ewes. The cows were half-bred common cows, the sheep had a cross of the mountain sheep in them. The cattle were house-fed in winter, but pastured in summer,† as enough of manure can be got without summer house-feeding. No pigs or poultry were kept.

Implements.

334. *Farm Implements.*—The farm implements were good and sufficient, and well kept.

Cultivation;

335. *Cultivation.*—The district about Dunmanway is chiefly in tillage, which is, on the whole, fairly good. The model farm is now being cultivated on a four-course rotation, with some permanent grass. The following table shows the crops and area under each at the date of our visit:—

crops of 1868;

Green Crops.	A.	R.	P.	Grain Crops.	A.	R.	P.	Artificial Grass.	A.	R.	P.	Permanent Grass.	A.	R.	P.
Turnips,	1	0	14	Oats,	2	1	20		2	1	14		2	1	6
Mangels,	0	2	0	Barley,	1	1	0						2	0	0
Carrots,	0	2	0												
Potatoes,	0	1	0												
Total,	2	1	14		3	2	20		2	1	14		4	1	6

quality of crops;

336. The green crops were good; the barley was excellent; the artificial grass was poor. We found the cows pasturing on the new seeds, for the purpose, as the agriculturist said, of thickening the clover. The cultivation on the whole was good, though we found the headlands of the green crop fields not cultivated as they should be on a model farm; and that the agriculturist had been obliged to purchase some hay. The latter circumstance is no doubt to be attributed to the poorness of the land, and to the fact that the rotation is not yet fully established.

no flax now grown.

337. No flax has been grown lately on the farm. The agriculturist said he tried it, and that it failed. The land is certainly at present unfit for it, but when brought into condition after a year or two years, there seems no reason why it should not succeed. Some parts of the land may perhaps be too stoney for it.

Kitchen garden.

338. There was a good kitchen garden which the agriculturist seemed anxious to fully develop. The manure heap is well attended to; and good use seemed to be made of bog-mould as an absorbent. Artificial manures were used with the green crop—one cwt. of phospho-guano to the acre for the turnips, and five cwt. of common salt to the acre for the mangels. The following

* We were sorry to find that here, as also in some other places, the agriculturist and literary teacher did not seem to work well together. Their domestic relations did not conduce to harmony, and must injuriously affect the combination of literary and agricultural instruction. This state of things arises from the provisional, and, to some extent, anomalous position of the whole agricultural department.

† At the period of our visit they were also getting mangel leaves.

table, containing the balance sheets for the years 1865-6, 1866-7, and 1867-8, will show the financial condition of the farm. Profit and loss.

Dr.	1865-6. £ s. d.	1866-7. £ s. d.	1867-8. £ s. d.
To Amount of Valuation made at the beginning of the year,	164 0 1	162 5 11	134 8 8
„ Value of free labour of pupils,	3 0 0	None.	3 10 0
„ Cash paid for labour,	44 19 9	36 2 0	28 10 9½
„ Cash paid for sundries,	77 7 10	59 4 10½	40 9 8½
„ One year's rent,	30 0 0	30 0 0	30 0 0
„ Balance being profit on the year,	—	—	10 5 2
£	319 7 8	287 12 9½	247 4 4

Contra—Cr.	1865-6. £ s. d.	1866-7. £ s. d.	1867-8. £ s. d.
By Cash received during the twelve months,	127 15 5	125 2 3½	95 14 1
„ Amount of labour (included on Dr. side) expended on ornamental ground,	6 18 9	8 0 0	8 0 0
„ Amount of valuation made at the end of the year,	162 5 11	134 8 8	143 10 3
„ Balance being loss on the year,	22 7 7	20 1 10	—
£	319 7 8	287 12 9½	247 4 4

339. We noticed that the fuel used for farm purposes was taken from the general supply for schools and house, and not charged, as it should have been, against the farm.

Gormanstown Agricultural School and Farm.

Gormanstown District Agricultural School.

340. *Situation.*—The Gormanstown agricultural school and farm are about one and a half miles from Ardfinnan in the county of Tipperary. One farm is close to the school, and a second about a quarter of a mile distant. The school is unconnected with the residence and farm buildings, and is merely an ordinary National school. The farm was first established for educational purposes in the year 1851.

Buildings.

341. *School Buildings, &c.*—Besides the National school, which is a commodious building, of the same class as most of the good vested schools, there is a good house for the agriculturist, and accommodation for boarders, and a small class-room for the latter, 14 feet long, 10 feet wide, and 8 feet high. The cost of the residences, &c., is estimated approximately at £1,365, and of the farm buildings at £669 13*s.* 10*d.* We do not know whether the former sum includes the cost of the National school-house also, or the sum of £500 contributed by Mr. John Bagwell, M.P., the landlord. The dormitory, &c., for the boarders, the urinals, &c., were in fair order, as was likewise the part occupied by the agriculturist.

Agricultural class.

342. *Agricultural instruction* is given on each school day for half an hour, and on the farm occasionally by the agriculturist. The class had 40 on the roll, all sons of farmers or of persons connected with land. There were 27 present when we visited. The more advanced boys had a fair knowledge of the general principles of agriculture, and understood the mode of cropping, the use and collection of manures, and the management of cattle. The younger boys, some of whom were in Second Book, or just commencing the Third Book, although unable to understand many of the lessons in the latter, were generally able to make their way through the Agricultural Class Book, notwithstanding that it contains a great many hard words and technical terms.

Boarders.

343. There was only one boarder, the son of a farmer. He was fairly acquainted with his business, but was rather backward in his literary education; he stated, however, that he had improved since he had become a boarder. The agriculturist receives £16 a year from the Commissioners of Education for each free pupil; and from paying pupils £6, to which the Commissioners add £10.

The farm.

344. *The Farm* consists of two parcels of land, one which may be called the "Home Farm," consists of 20 statute acres, held on a lease for 99 years, from the 1st November, 1849; and the second of 27 acres 2 roods and 33 perches, held on a lease of 31 years, from the 25th March, 1854. The rent of both parcels is £49 4*s.* 2*d.*, or £1 0*s.* 7½*d.* per statute acre, which is not more than that of similar land in the neighbourhood, and which would readily be obtained from ordinary tenants. The farm at the period of our visit was let to the agriculturist at £49 1*s.* 2*d.* on a stamped agreement, binding the tenant to surrender on one months' notice; and allowing him to surrender on three months' notice. This was certainly a kind of tenancy not very well adapted to encourage model farming, and it did not accordingly surprise us to find that it was anything but a model farm.

345. The soil consists of a gravelly loam on limestone, and lying flat. It is very good land.

Farm offices

346. *Farm Offices.*—Three roods of the Home Farm are occupied by the buildings and garden. The farm offices consist of a stable, a byre for cows, a barn, a straw-house, a piggery of five divisions. They are commodious enough, but needlessly ornamented, and therefore too expensive for imitation by farmers. They were in good repair and seemed fairly managed.

347. There is a good four-roomed slated cottage on the second farm, which with a small garden occupies 33 perches of the land, leaving the total available for farming purposes 46 acres and 3 roods.

Implements

348. *Farm Implements.*—There is a good supply of implements, including an excellent threshing machine, all of which seemed in fair order.

Live stock.

349. *Live Stock.*—We found the following live stock on the farm:—2 horses (1 a brood mare), 1 filly, 1 foal, 2 calves, 12 two-year-old heifers, 2 (in calf) milch cows; 1 ram, 11 ewes, 8 lambs; 30 hens, 11 ducks, 8 turkeys, 13 geese. All the pigs had died. The cattle were a cross of short horn. House feeding was only partially carried out. The animals appeared in fair condition.

Cultivation; crops of 1868.

350. *Cultivation.*—The district was chiefly in tillage, which was rather inferior; but turnip cultivation seemed to be spreading. The rotation was a four course shift, not absolutely adhered to. The following table shows the nature of the crops, and the extent of land under each:—

	Green Crops. A. R. P.		Grain Crops. A. R. P.	Artificial Grass. A. R. P.	Permanent Grass. A. R. P.
Turnips,	2 2 0	Oats,	15 3 0	7 0 0	17 0 0
Mangels,	0 2 0	Barley,	4 2 0		
Rape,	1 2 0				
Potatoes,	5 0 0				
Total,	9 2 0		20 1 0	7 0 0	17 0 0

Quality of crops.

Manures.

351. The turnips were a fair crop, the mangels only a middling one. A stolen crop of vetches was grown upon about three quarters of an acre. No flax was grown owing, among other reasons, to the difficulty of procuring steep water. The collection and preservation of the manure seemed on the whole fairly attended to. Some artificial manures were also used with the green crops—guano, superphosphate, and blood manure, at the rate of about 10 to 12 cwts. to the Irish acre.

Profit and loss.

352. The following are the Balance-sheets for the years 1866 and 1867—

Dr.	1866. £ s. d.	1867. £ s. d.	Contra—Cr.	1866. £ s. d.	1867. £ s. d.
To Amount of Valuation at the beginning of the year,	406 0 11	431 1 4	By Cash received for grain,	100 16 1	111 16 3
„ Value of free labour of pupils,	15 3 4	4 12 1	„ Cash received for roots,	6 12 9	0 10 6
„ Cash paid for labour,	19 13 7	28 8 6	„ Cash received for cattle,	47 17 6	45 7 5
„ Cash paid for seeds, &c.,	26 6 11	29 13 10	„ Cash received for dairy produce,	21 8 8	23 15 0
„ Cash paid for cattle,	17 14 11	9 11 1	„ Cash received for eggs,	9 5 0	5 1 6
„ Cash paid for implements and repairs,	5 15 9	4 2 7	„ Amount of Valuation at the end of the year,	431 1 4	381 4 2
„ Miscellaneous expenditure,	13 12 11	18 10 2	„ Balance being loss on the year,	—	7 5 11
„ Amount of one year's rent and taxes,	49 1 2	49 1 2			
„ Balance being profit,	63 11 10	—			
£	617 1 4	575 0 9	£	617 1 4	575 0 9

This farm not a model one; could not be otherwise from nature of tenure.

353. This farm was in no respect a model farm, but one merely managed and worked like any other in the neighbourhood; nor, as we have before stated, could it have been otherwise from the nature of the terms upon which it was held by the tenant. No surer means could have been adopted by the Commissioners to damage the whole course of agricultural education than to let a farm upon such conditions. We believe that the Commissioners are about to take the farm again into their hands, and to make it, as it may easily be made under proper management, and the able guidance of the present energetic superintendent of the agricultural department of the Board, of real service to the district.

Rate of wages.

354. *Rate of Wages.*—Ordinary agricultural labourers receive from 6*s.* to 7*s.* a week. We may remark as an evidence of agricultural improvement, that many of the farmers of the neighbourhood use mowing machines.

Templedouglas Agricultural School and Farm.

Templedouglas District Agricultural School.

355. *Situation.*—This school is situated about six miles to the west of Letterkenny, in the county of Donegal. The school, which is simply a better class of ordinary vested school under the direct management of the Commissioners of Education, is on the farm, which was established in 1855.

Buildings.

356. *School Buildings, &c.*—There is but one school-room for boys and girls, which is large and roomy; but there is a separate class-room attached to it. The fittings and furniture are good, the wall appointments and school requisites seemed adequate and were in fair condition. There was good and serviceable accommodation for the literary teacher and agriculturist, and for boarders. As there were no boarders the dormitories, refectory, &c., which were sufficiently good, were unoccupied. The school buildings, residence, &c., are approximately estimated in a return of the Board of Education at £1,326; and the farm buildings at £885 6*s.* 5*d.*, or together £2,211 6*s.* 5*d.* (according to a return made to the House of Commons, No. 167, 1859, the total amount spent for agricultural purposes exclusively during the first two years was £2,295 1*s.* 5*d.*), or allowing for the value of farm produce sold, and the item "&c." amounting to £507 7*s.*, the net expenditure was £1,787 14*s.* 5*d.*

Attendance of pupils.

357. *Literary and Agricultural Instruction.*—The total number of boys on the roll at the school was 103; of girls 48, or together 151. The average number on the books for the year 1867 was 74·2, of whom 50 were boys and 22·4 were girls. The average attendance of boys and girls for the same year was 26·5. The total number of names on the register at the date of our visit was 58, that is the total number of children who had attended at least once during the preceding three months. Here we have another striking illustration of the entire worthlessness of the number on the rolls. The number present at our visit was 29, of whom 19 were boys and 10 girls. Of these 15 boys and all the girls were Roman Catholics, and 4 boys were of the Episcopal Church. Nine of the girls were under seven years, and 1 was eight years of age. This fact and the disproportion between the number of boys and girls shows that parents do not like to send girls to mixed schools taught by men only. Of the 19 boys 6 were under seven years of age, 3 between seven and nine years, 6 above ten and under twelve years, and 4 from twelve to fourteen years. The 29 were thus classified as to class:—

	Boys.	Girls.	Total.	
First Book,	7	6	13	29.
Second „	11	3	14	
Third „	1	1	2	

Agricultural class:

Proficiency in ordinary school work;

The agricultural class had only 4 on the roll which included all in the Third Book; there were two or three of the second class boys added. We were presented with three boys who we were told were members of the class; of those 2 were able to read the Second Book fairly, and 1 the Third Book, 2 knew the parts of speech, 1 only could make an attempt to parse syntactically. The 3 were pretty well acquainted with the Maps of Europe and of Ireland. They could also do sums in division of money, land, &c., very fairly. One was able to make a tolerable attempt at writing a long sentence from the Agricultural Class Book; and 2 did it very well, without any faults in spelling, and with tolerably accurate punctuation. With such a great fluctuation in the attendance, and the backward condition of the children, which unfortunately is the case all over the country, very little could be expected from the agricultural class.

boys who form class.

358. Two of the boys in the agricultural class were sons of farmers, and 2 of a land steward, who is also a farmer. All the boys in the third class, or any who may be in the higher classes as a matter of course attend the agricultural class. The 2 boys in the second class whom we examined, were taught agriculture by the specific desire of their father.

359. Agricultural instruction is given in the school on every school day except Saturday, from 12 to 12.30 o'clock; no practical instruction on the farm seems to be ever given.

360. *The Farm* consists of 20 statute acres of reclaimed mountain land, held on a lease of 99 years, from the 28th January, 1854, at an annual rent of £9, or 9*s.* the statute acre; and if demanded £1 additional. The agriculturist thinks the farm would now let for £10, or 10*s.* the acre; when it was first taken by the Commissioners it was not worth more than 7*s.* 6*d.* the acre. Griffith's valuation for the land without the buildings is £6 15*s.** An adjoining farm, but better land, is valued at 8*s.* the statute acre. The rent appears on the whole rather more than that of contiguous similar farms. The buildings upon the model farm, both on account of their character, and their cost, which, inclusive of the school, was more than £100 per statute acre, would not much increase the letting value of the land, and certainly could not be expected to return in increased rent the interest upon any considerable portion of the large capital expended. The farm.

361. *Farm Offices and Implements.*—The farm offices consist of a stable for 2 horses, a byre for 6 cows, and two loose boxes, four piggeries, a barn, a boiling house, a straw-house, a fowl-house, and dairy. The proportion of the total cost of the buildings set down for these offices is £885 6*s.* 5*d.* They are a good class of buildings, and rather convenient; they would however accommodate a farm of larger extent; though they cannot be said to be actually in excess of the requirements of the present farm. Much simpler and more economical buildings would have sufficed for the place, and have been a more suitable example to landlords and tenant farmers. The buildings were not kept in proper repair, and instead of being a model of neatness, were an example of carelessness. The window cords in the school were all broken, and it had not been whitewashed for two years; the gates and piers were in a very bad state; the boiler was cracked, and had been taken down. The attention of the Board of Works had been more than once called to this state of things; but it frequently took *two years* before the repairs called for by the Inspector were executed. Farm offices, in bad repair.

362. The farm implements are suitable for the place, and so far as they go are of a proper kind; except the harrows which are old-fashioned wooden ones. There is not, however, a sufficient supply, there being for example no double mould plough. The agriculturist has made a Gray's single mould plough into a useful convertible grubber. The whole of the implements were in very fair order. Implements.

363. *Live Stock.*—We found the following live stock on the farm: 1 mare, 2 calves 1 year old heifer, 1 year old bull, 2 (in calf) milch cows; 2 ewes, 3 wethers; 10 hens, and 9 ducks. The cattle were an improved breed of mountain cattle, and were strictly house-fed in winter. Live stock.

364. *Cultivation.*—The land in the neighbourhood is cultivated upon a loose six-course rotation. A six-course shift, which is very suitable to the character of the soil, has also been adopted on the school farm—flax when grown succeeding lea oats. It has not been thoroughly established as yet; indeed until within the last year or two the farm appears to have been more or less neglected. It seems likely to go on fairly in the hands of the present agriculturist, Mr. Thomas Dwyer, who is intelligent, and seems interested in his work. The following table shows how the land was cropped when we visited:— Cultivation: rotation.

Green Crops.	A.	R.	P.	Grain Crops.	A.	R.	P.	Artificial Grass.	A.	R.	P.	Permanent Grass.	A.	R.	P.
Turnips,	1	2	5	Oats,	4	3	25		3	1	10		6	0	0
Mangels,	0	0	10	Flax,	1	0	0								
Cabbages,	0	0	20												
Potatoes,	1	0	36												
Vetches,	0	1	1												
Total,	3	0	32		5	3	25		3	1	10		6	0	0

Crops of 1868.

365. The greater part of the turnips promised to yield a fair crop; and the remainder was to a great extent a failure, which the agriculturist accounted for by a portion of the subsoil from the foundation of the school having been thrown on the surface of the field now under green crops, thereby injuring for a time the fertility of the land. The other crops were rather better than the average of the immediate neighbourhood. No stolen crops are raised—the vetches were spring vetches; winter vetches had failed, we were told, when tried. The land is indeed too cold and moist for any stolen crop to be successful. Quality of crops.

366. The following are the balance-sheets for the years 1864-5, 1865-6, 1866-7, 1867-8:— Profit and loss.

Dr.	1864-5. £	s.	d.	1865-6. £	s.	d.	1866-7. £	s.	d.	1867-8. £	s.	d.
To Amount of Valuation made at the beginning of the year,	242	7	3½	231	18	4	258	5	6	263	1	11
„ Value of free labour of pupils,	4	0	0	8	0	0	—			—		
„ Cash paid for labour,	44	12	11½	11	14	8½	23	2	2	26	5	7
„ Cash paid for sundries,	50	15	8	19	9	2½	12	5	8	23	9	6
„ Amount of one year's rent,	9	0	0	9	0	0	9	0	0	9	0	0
„ Balance being profit,	—			17	2	3	11	14	2½	6	19	0
£	350	15	11	297	4	6	314	7	6½	328	16	0

Contra—Cr.	1864-5. £	s.	d.	1865-6. £	s.	d.	1866-7. £	s.	d.	1867-8 £	s.	d.
By Cash during twelve months,	58	7	6	38	19	0	47	13	1½	56	13	4
„ Amount of expenditure charged to farm, but incurred for establishment,	18	9	9	—			—			13	14	5
„ Amount paid for labour on turf for establishment,	—			—			3	12	6	—		
„ Amount of valuation at the end of the year,	231	18	4	258	5	6	263	1	11	258	8	3
„ Balance being loss on the year,	42	0	4	—			—			—		
£	350	15	11	297	4	6	314	7	6½	328	16	0

* In the copy of the valuation of schools and model farms, which was most obligingly furnished to us by Mr. J. Ball Greene, now Commissioner of Valuation, the extent of the land is stated to be 20A. 0R. 38P.

Summary of balance sheets for four years ended 31st March, 1868.

367. The results of the four years' operations may be summarized as follows:—

Year.	Expenses. £ s. d.	Receipts. £ s. d.
1865,	108 8 7½	76 17 3
1866,	48 3 11	38 19 0
1867,	44 7 10	51 5 7½
1868,	58 15 1	70 7 9
Total,	£259 15 5½	237 9 3½
Amount of valuation at the beginning of the year 1865,	242 7 3½	258 8 3 Valuation at the end of the year 1867–8.
	502 2 9	£495 17 10½
	495 17 10½	
Difference being *loss* on four years,	£6 4 10½	

Losses incurred for three years ended 31st March, 1858.

368. In the corresponding years, 1856, 1857, and 1858, the losses on this farm were:—

	£ s. d.
1856	10 17 9
1857,	29 7 10
1858,	31 7 0
Loss on three years,	71 12 7

Management improved.

369. Although there has been a loss on the four years preceding our visit, it is evident that a considerable change for the better has taken place.

No means of treating flax.

370. Here, as in all other farms under the Board, there was no provision made for teaching the retting and subsequent preparation of the flax.

Manure heap.

371. The manure heap seemed to be fairly attended to; 4 cwts. of superphosphate had also been used upon the crops we saw.

Farmers ask for information at farm.

372. The agriculturist told us that at one time the farmers about were disposed to look down on and ridicule the school farm, but that this is no longer the case. They now often come to ask questions, and to beg him to show them how to sow seeds, especially grasses, which had been only very little known in this backward district, until recently.

Tervoe Agricultural School and Farm.

Tervoe Agricultural School.

373. *Situation.*—The Tervoe Agricultural School is situated about five miles to the S.W. of Limerick, not far from the left bank of the river Shannon, quite close to Tervoe Demesne, and about one mile from the post town or village of Clarina. It was established in the year 1851.

School buildings.

374. *School Buildings, &c.*—The school is merely one of the better class of vested National schools, and does not come under the class of model schools properly so called. There is only one school-room, 36 feet long, 15 feet wide, and 15 feet high. The fittings and furniture were fair, as were also the wall appointments and school requisites. But the school buildings and premises were not in good repair; the necessary repairs ought to have been long since executed. The manner in which the whole of the buildings on this farm have been neglected is not creditable to the Board of Works.

375. There is accommodation for the literary male and female teachers, and for the agriculturist, who has two rooms. The rooms formerly allocated for 4 boarders—2 paying and 2 free—are now occupied by the literary teacher, so that no boarders can now be taken; but the agriculturist says applications for admission had been made to him. The rooms occupied as residences seemed in pretty good order, though complaints were made that a servant for the use of the teachers was not allowed here, as is usual in other similar establishments. This may perhaps account for the urinals, &c., not being clean. The kitchen was very smoky and ought to be looked to. The schools and residences are approximately estimated to have cost £705.

Attendance of pupils.

376. *Literary and Agricultural Instruction.*—The attendance at this school is more regular than at some of the others already noticed. The following table shows the average number on roll, and the average attendance in the first, second, and third quarters of the year 1868:—

	Average on roll.	Average attendance.
First quarter,	89·7	58·6
Second quarter,	102·	67·3
Third quarter,	107·8	51·7

377. The fourth quarter had just commenced when we visited, and the following was the classification of all whose names then stood on the register:—

First class,		39
Second class,	junior,	25
	senior,	12
Third class,		17
Total,		98

Agricultural class.

378. The agricultural class had 22 on the roll, that is all the boys in the third and fourth classes, of whom 9 were between the ages of nine and twelve years, 10 between twelve and sixteen, and 3 above sixteen. Only 10 were present when we visited. As was to have been expected from their age, and advanced literary instruction, they were better able to use the Agricultural Class Book, which was the only text book, than in those schools where most of the children belonged to the second class. Agricultural instruction was given daily at the recreation hour, from 12 o'clock to 12.30 P.M., and from

time to time on the farm. Those examined, and who were the sons of farmers or persons connected with land, seemed pretty well acquainted with the general principles of agriculture, and possessed a good deal of miscellaneous knowledge on the subject generally. Here, as elsewhere, it would be advisable to give some more field instruction, at least at those periods when the chief operations of farming are being carried on, and to initiate the more advanced boys into keeping farm accounts.

379. *The Farm* consists of 30 acres, 3 roods, and 21 perches statute measure, thus distributed:— The Farm.

	A.	R.	P.
Under buildings, &c.,	1	0	0
Tillage land,	23	2	21
Craggy land,	6	0	0
Total,	30	2	21*

The land is held on lease from the Right Honorable Colonel Monsell, M.P., for the lives of the Queen, Prince Albert, and the Prince of Wales, or thirty-one years from the 29th October 1850, at the annual rent of £23 12*s.* 6*d.*, which is £1 the statute acre for the tillage land, no rent being charged for the craggy part (although it is useful as pasturage), or apparently for the ground under buildings; Griffith's valuation for 29 acres, 2 roods, and 2 perches, is £22 10*s.* The soil of the tillage land is a fine clay loam resting on limestone, but the clay is in part derived from the decomposition of a breccia of limestone and basaltic tufa. The land lies more or less flat, and is of excellent quality, and worth fully 10*s.* to 12*s.* an acre more than the present rent. Good tillage land of the same class in this district lets at £2 10*s.* the Irish acre.

380. *Farm Offices and Implements.*—The farm offices are approximately estimated to have cost £740 1*s.* 10*d.* As originally planned they would on the whole have been judicious if provided for a larger farm, which they would have accommodated. But the building originally intended for a barn has been converted into a room for the day school, so that at present there is no barn, and when we visited we found all the cattle sheds filled with corn. There is also no implement-house, which is a very great deficiency in a model farm steading; nor is there any water in the farm-yard. If a part of the buildings be specially set apart for the Belgian Farm, which should be done, the buildings (now too large) would be fully utilized, and with slight alterations might be made very suitable for the purposes of the farm. Farm offices.

381. The implements are good and well selected, and notwithstanding the want of a suitable implement-house were in good condition. Implements.

382. *Live Stock.*—We found on the farm 3 one-year old heifers, 3 two-year old heifers, 1 ram, 20 ewes, 10 hoggs., and 7 lambs. The heifers were good half-bred short-horns; the ram a half-bred Lincoln, and the ewes good Ballinasloe sheep. There were no dairy cows on the farm. The stock looked very well. Live stock;

383. House-feeding is not carried out to any extent at present; but if the Belgian system is to be fully and profitably worked the Belgian farm should be provided with separate stock, and the system of house-feeding strictly carried out. house-feeding not carried out;

384. The grass part of the farm seems very suitable for sheep, and they appear, moreover, to thrive here. This circumstance might be turned to good account by breeding a few pure-bred rams and sheep every season; and great benefit might be conferred on the district where we were told rams of first quality are not easy to procure. permanent grass well suited for sheep; high-bred rams should be kept.

385. *Cultivation.*—The farming in this district, where there is tillage, is very good; a good deal of land is, however, in permanent grass. Of the 23 acres, 2 roods, and 21 perches of tillage land, 7 acres are worked as a Belgian farm, upon a four-course rotation which will be strictly adhered to. The remainder of the farm consisting of 16 acres, 2 roods, and 21 perches, exclusive of the 6 acres of craggy land, was in permanent grass. The following table shows the nature of the crops and the area under each when we visited:— Cultivation.

Green Crops.	A.	R.	P.	Grain Crops.	A.	R.	P.	Artificial Grass.	A.	R.	P.	Permanent Grass.
Turnips,	1	0	0	Oats,	1	2	0		1	2	0	A paddock of one acre
Mangels,	0	1	0	Barley,	1	1	0					
Flax (intended to be followed by late turnips),†	0	2	0									
	1	3	0		2	3	0		1	2	0	1 0 0

Crops of 1868.

386. The Swedish turnips were very good, and the mangels very fair. The land is now being well worked, and promises to afford a model of tillage. Farm well worked;

387. The flax was a middling sample. A rood of flax in 1867 produced £5, or £20 the acre, and was laid down with grass seeds; and here too, the grass was thick and luxuriant, as we have already mentioned was the case wherever the land was laid down with flax. There was no means on the farm of showing the preparation of the fibre. flax;

388. The manure heap was carefully attended to, and a very compact heap was being collected. The supply of farm-yard manure being ample, no artificial manures were employed, except a little superphosphate which the agriculturist, Mr. Denis Ryan, prepared himself. manure heap.

* In the copy of the valuation received from the Valuation Office, the land is stated to be 29 acres, 2 roods, and 2 perches. In the return of the National Board the acreage of the tillage farm alone is given, which is obviously incorrect.

† The flax is put under green crops, and not under grain crops as it was to be followed by turnips, and might in fact be considered as a "stolen" crop.

Profit and loss.

389. The following balance-sheet for the year ending 31st March, 1868, will serve to show the margin for prospective improvements which exists at this farm, where the land is good and the rent low:—

Dr.	£	s.	d.	Contra—Cr.	£	s.	d.
To Amount of Valuation at the beginning of the year,	172	14	5	By Amount received for grain,	26	5	7
„ Rent,	23	12	6	„ Amount received for potatoes, roots, &c.,	10	18	0
„ Cash paid for seeds, lime, manure, &c.,	3	18	0	„ Amount received for cattle sold,	93	9	4
„ Cash paid for cattle,	37	12	6	„ Miscellaneous receipts,	0	10	0
„ Cash paid for new implements and repairs,	11	5	9	„ Expenses included on opposite side, but not chargeable to farm account,	5	1	0
„ Cash paid for labour,	25	5	9	„ Valuation made at the end of the year, inclusive of proportion of unexhausted improvements,	185	5	10½
„ Miscellaneous disbursements,	10	10	1				
„ Profit,	36	10	9				
	£321	9	9½		£321	9	9½

ORDINARY AGRICULTURAL SCHOOLS.

Balleeghan National Agricultural School.

Balleeghan National School and Farm.

390. *Description.*—Balleeghan National Agricultural School is a non-vested school, about two miles from Manorcunningham in the co. Donegal. The teacher is Mr. William A. Campbell, who was trained in 1846, and is classified in the second division of the second class. He was appointed to the school in the end of 1848; the school was opened early in 1849. The manager is a neighbouring farmer, Mr. Robert M'Kinley, a tenant of the Marquess of Londonderry. The school is practically a private school, receiving aid from the State.

Buildings.

391. *School Buildings, &c.*—The school is a mixed one of boys and girls, taught in one boarded room 24 feet long, 16 feet wide, and nine feet high, to the eave course, but being unceiled the volume of air is larger than in a ceiled room of the same height, and the ventilation is better. For the same reason it must, however, be cooler in winter. There is no separate class-room. The school was in fair repair, the fittings and furniture were good enough, the wall appointments and school requisites appeared sufficient. There is no residence connected immediately with the school; the teacher, who is also the agriculturist, lives at less than a quarter of a mile's distance on the farm which he rents.

Attendance of pupils.

392. *Literary and Agricultural Instruction.*—There were 20 boys and 9 girls present when we visited; of these 14 were Presbyterians, 11 Roman Catholics, and 4 members of the Episcopal Church. Fifteen were under ten, and 14 ten years and between that age and fourteen years. They were classified as follows:—

	Boys.	Girls.
First Book,	10	3
Second, „	5	1
Third, „	5	4
Fourth, „	–	1
Total,	20	9

393. According to the Register there were 5 boys in the fourth class, but none were present.

394. Twenty-seven boys were on the roll of the agricultural class for instruction in the school only, and 19 for instruction in the school and on the farm. The former comprised all the boys in the Second and higher books, and were classified as to age as follows:—

	Total.	Present.
More than 9, and under 12,	12	6
More than 12, and under 16,	10	4
Above sixteen,	5	–
	27	10

Agricultural class;

395. Of those who were present 5 received some practical instruction on the farm; 14 others belonging to the same category were absent. There was also an industrial class of 8, that is a class of boys who work a certain number of hours, and are paid a small sum per hour. Only one boy of this class was present. All the boys in the agricultural class were sons of farmers, or of persons directly connected with land.

396. Agricultural instruction is given in the school on every school day, except Saturday, from 2 o'clock P.M. to 2.30; religious instruction was then given from 2.30 to 3 P.M. The Roman Catholic children go away; the Episcopal Church children remain for the reading of Scripture.* After religious instruction practical agricultural instruction is given on the farm, from 3 to 4 P.M. every school day except Saturday. The text-books in use were the old ones on the Board's list; the Agricultural Class Book had not been as yet supplied, but was expected immediately.

examination of pupils of class.

397. Of the ten members of the class present, 6 could read the Second Book fairly; 4 could read the Third Book pretty well, and make use of the Fourth Book; all had a fair knowledge of the parts of speech, but none of them could parse a sentence. They all had a pretty good general knowledge of the maps of Ireland and of Europe. Six could set down a sum of 7 places of figures; 4 could work division and subtraction of money; and 4 could write a long sentence from dictation with tolerable accuracy as to spelling. The more advanced boys of the class were away, engaged in pulling flax on their fathers' farms. The answering in theoretical agriculture was very fair, and would probably have been much better if they had had the use of the Agricultural Class Book. Those who had been

* The Priest can give religious instruction after school-hours, and sometimes does. The Curate of the Episcopal Church also visits; but Archdeacon Gould objects to National schools altogether. The proportion of children of each denomination in the school represents that of the school district.

instructed on the farm as well as in school seemed very fairly acquainted with the general principles of agricultural practice. This was especially the case with the only member of the industrial class present.

398. In answer to our queries respecting the action of this school in the locality, and the general question of agricultural instruction, the Rev. Robert M'Morris, the Presbyterian minister, informs us :— Opinion of neighbours, Rev. R. M'Morris, P.M.

"That many of the farmers of the district appreciate the value of agricultural teaching, and would gladly avail themselves of any opportunity of extending their agricultural knowledge. That he believes the instruction given in Balleighan school is sound and practical. That he could refer to several instances where the young men trained in Balleighan school have become most successful scientific farmers; and that, while he believes the literary instruction to be good, the agricultural instruction has not unduly interfered with the ordinary business of the school."

He further adds:—

"That he believes it would be desirable to teach the elements of agriculture in all rural schools, and to add, where practicable, a few acres of land to each."

399. *The Farm.*—The teacher rents two farms of 12½ statute acres each. The first which is at the school may be called the school farm, and is the only one we need describe fully. The soil is clay mingled with slaty *debris* of local rocks. The land is held from year to year from the Marquess of Londonderry at the annual rent for 12½ acres of £12 9*s.* 4*d.*; Griffith's valuation is £12.* The school-house is valued at £1 5*s.*, and the farm buildings at £4. The last poor-rate assessment was 1*s.* 2*d.* in the pound; the county cess is about £2 5*s.* a year. The rent is not larger than that of similar contiguous farms. A neighbouring farm valued at the same rate would let, without tenant-right, at £20. The teacher paid £140 for the tenant-right; he thinks he would get more than £300 for it now—he was in fact offered the latter sum. He has thorough drained the whole farm. There are no data for determining the amount of capital sunk (except the amount paid for tenant right) in the school buildings, farm buildings and permanent improvements. The farm.

400. The accounts were not sufficiently full to enable us to form a reliable opinion as to whether they are correct as between capital and revenue.

401. *Farm Offices and Implements.*—The farm offices comprise a two-horse stable, a byre for six cows, a piggery, a barn, and implement house. The buildings afford sufficient accommodation, and so far as size is concerned are suitable; but being kept in repair by the tenant, they are not quite as good as they might be. Farm offices.

402. The implements were the ordinary ones; they were in fair order, and on the whole good enough for this class of farm. Implements.

403. *Live Stock.*—The whole live stock possessed by Mr. Campbell on his two farms of 25 acres, one-half of which is to be credited to the school farm, was as follows:—2 horses, 3 calves, 2 one year old bullocks, 1 two year old heifer, 1 do. bullock, 1 three year old heifer, 4 dairy cows; 1 store pig, and 40 hens. The cattle were mixed Ayrshire and Durham. The cows are fed indoors from September to the 12th May; they are generally let out for two hours a day; but last year they were kept tied in constantly for 210 days, during which they did not once drink water, but throve well. Mr. Campbell considers it much more profitable to sell milk at 2*d.* a quart, than to make butter and sell it at 1*s.* the pound. He finds that it takes on his land 14 to 16 quarts of milk to produce one pound of butter. Live stock.

404. *Cultivation.*—The land in the neighbourhood is all in tillage; it is generally worked upon a six-course shift, but sometimes a seven-course shift is adopted. The rotation ends with flax, which follows oats. The school farm is worked upon a five-course shift, with flax and grass seeds in half of one of the divisions. This rotation is strictly adhered to. Stolen crops are not raised, as the winter vetch does not do well here; spring vetches are sometimes grown, but in this case they take the place of corn in the rotation. The crops seemed fair average ones, but not much better than those on surrounding farms. Mr. Campbell always moulds up his turnips, as he "finds that it hides the weeds," and acts as a surface drainage. Cultivation.

405. No special provision exists on the farm for teaching the preparation of flax fibre.

406. The manure heap was somewhat slovenly managed; 3 cwts. of guano were used in 1868.

407. The accounts were well kept, and the profit very good, being, in the year 1867, more than four times the rent and taxes. This profit had been, however, realized to some extent by the sale of roots and hay. The following are the balance-sheets for 1866 and 1867:— Profit and loss.

Dr.	1866. £	s.	d.	1867. £	s.	d.
To Amount of Valuation at the beginning of the year,	110	13	6	102	6	0
„ Value of free labour of pupils,	7	0	0	7	0	0
„ Cash paid for labour,	15	12	0	27	11	0½
„ Cash paid for farm seeds,	4	5	4	4	1	4
„ Cash paid for manures,	9	0	0	10	0	0
„ Cash paid for cattle,	1	7	0	8	14	0
„ Cash paid for implements and repairs,	2	3	4	10	19	0
„ Cash paid for one year's rent,	12	9	4	12	9	4
„ Cash paid for one year's poor-rate,	0	8	4	0	13	4
„ Cash paid for one year's county cess,	2	15	8	2	7	0
„ Balance being profit,	30	18	11	64	4	10½
£	196	13	11	250	6	11

Contra—Cr.	1866. £	s.	d.	1867. £	s.	d.
By Amount received for oats,	51	10	4	36	1	0
„ Amount received for flax,	—			31	17	6
„ Amount received for hay,	—			9	19	6
„ Amount received for oats,	—			4	0	0
„ Amount received for potatoes,	2	15	5	4	9	6
„ Amount received for cattle,	19	2	6	16	17	6
„ Amount received for dairy produce,	17	9	6	19	6	1
„ Amount received for eggs and poultry,	3	9	8	2	15	10
„ Valuation made at the end of the year,	102	6	0	125	0	0
£	196	13	5	250	6	11

408. The teacher says that his neighbours have followed his example in thorough draining their farms. They have adopted from him 3½ feet as the depth of the drains, instead of 2 feet, the depth formerly in general use, where draining was attempted at all. He also stated that the rate of wages Neighbours have adopted school-farm mode of draining.

* In the return from the Valuation Office the area valued at £12 is given as 19A. 2R. 20P.

Rate of wages. High price paid for tenant-right.

in the district has increased within the last ten years from 5*s.* a week without a house, to 7*s.* or 8*s.* with a free house. He never knew an instance of a solvent tenant voluntarily giving up his land, *even to sell his tenant-right;* but he has known the *tenant-right of a farm of* 45 *acres let at* £32 *a year without a lease, to sell for* £1,455, *or* 45·46 *times the annual rent!*

Ballinvalley National School and Farm.

Ballinvalley National School and Farm.

409. *Description.*—The school is an ordinary National school vested in trustees, the patron being the Right Hon. W. F. Tighe, and the manager Charles William Hamilton, esq., J.P. It is situated about 1½ miles to the S.E. of Castletowndelvin, in the county Westmeath. The farm is close around the school, and was established in October 1849. The present teacher, who is classed first division of first class, and was trained in 1845, was appointed to the school in September 1848.

School building.

410. *School Buildings, &c.*—The school is held in two boarded rooms, one for the boys, and the other for the girls, each 40 feet long, 16 feet wide, and 11 feet high, with a coved roof. There is a good play-ground, and suitable urinals, &c., in good order. The fittings and furniture were fair; the wall appointments and school requisites good. The patron has provided a very good house for the literary teacher, who is also the agriculturist, and a separate residence for the female teacher. During last year an addition has been made to the residence of the former, and a new piggery and outhouse have been built at the expense of the patron.

Attendance of pupils.

411. *Literary and Agricultural Instruction.*—The average number of boys on the roll for the year 1867, was 88·6, and the average attendance 49·5. The register contained the names of 83 boys, that is the number who made at least one attendance within thirteen weeks, of whom 78 were Roman Catholics, and 5 belonging to the Episcopal Church. The agricultural class receiving instruction in the school alone had 42 on the roll; those receiving instruction in the school and on the farm as an industrial class, 8, of whom 3 were between 9 and 12 years of age, and 5 more than 12 years. Six of this class on an average attended. Four of this class were sons of farmers, 1 of a National school teacher, and 3 of artisans. School instruction is given for half an hour on each of five days, from 1 o'clock P.M. to 1.30; and practical instruction on the farm on every school-day except Saturday, from 8.30 A.M. until 10 A.M., and from 8.30 until 11 o'clock on Saturdays. The books in use were the old Agricultural Class Book, which was never good, and is now obsolete, Johnston's Catechism, and Murphy's Agricultural Instructor. The new Agricultural Class Book had not been yet supplied.

Agricultural class.

412. As it was vacation time when we visited, we had no opportunity of testing either the literary or agricultural instruction given, or of determining whether the latter interfered with the former. As to the latter point the teacher stated very strongly that it did not. He also told us that the pupils get instruction in keeping farm accounts.

Opinions of neighbours; Rev. Edward Batty, clerk;

413. In answer to our queries as to the desirability of combining agricultural with literary instruction, and the effect of this school on the locality, the Rev. Edward Batty, clerk, Ballyhealy, Delvin, tells us that:—

"He fears the farmers in the neighbourhood are not very sensitive of the value of agricultural teaching, and that they prefer being guided by their own experience. That he has no reason to doubt the soundness of the teaching given in the Ballinvally school and farm, nor its practical tendency. He believes the literary teaching of the school is considered to be successful, and that it has not been interfered with by being combined with agricultural instruction. As to the question, 'Whether it would be desirable to teach the elements of agriculture in all rural agricultural schools, and to add, where practicable, a few acres of land to each,' he says:—'I should think it would in both particulars.'"

C. W. Hamilton esq.

414. Charles William Hamilton, esq., J.P., a gentleman who is intimately connected with this part of the country, who has had much experience as a practical agriculturist, and who has long directed his attention to all questions connected with scientific agriculture and agricultural education, says:—

"I see very great benefit from agricultural teaching in this school evinced in the farms of the parents. No boy who is accustomed to the rye-grass and clover, but must have such an example always before his mind when farming on his own account."

"I think the instruction given at Ballinvally school very *practical.*"

"The townland of Ballinvally was the worst on the whole estate until this school was established; it is now one of the best cultivated, and I do not remember any farm without green crops."

"I do not think that the literary instruction has been at all interfered with by the agricultural: but even if it should be, is not agricultural instruction the main object of the Irish small farmers."

"I think it would be desirable to teach the elements of agriculture in all rural National schools; and add, where practicable, a few acres of land to each. I think the object of these country schools should be to teach everything, either of cookery and domestic economy to the females, and of practical agriculture and common engineering to the male pupils."

The Farm.

415. *The Farm.*—The farm consists of 6 acres 1 rood and 35 perches, of a gravelly loam, resting on limestone drift gravel; and was distributed as follows:—

	A.	R.	P.
Tillage,	5	0	10
Permanent grass,	0	2	0
Fences,	0	2	10
Garden,	0	0	20
Buildings,	0	0	35
Total,	6	1	35

It is held from the patron by the teacher from year to year, at a rent of £4 8*s.*, or 14*s.* 1*d.* the statute acre, or £1 3*s.* the Irish acre. The county cess, at last assessment (1867), was 14*s.*; the tenant does not pay poor rate. The valuation of the land being £6, and of the buildings £1 10*s.*, or together

£7 10*s.*, the rent is thus below the valuation, and is considerably less than that of similar land on neighbouring estates—indeed considerably below its fair letting value. An ordinary tenant would pay for such land in its present improved condition £1 10*s.* to £1 15*s.* the Irish acre. The capital for building, &c., was provided by the landlord.

416. *Farm Offices and Implements.*—The farm offices which are ample, judicious, and suitable for common tenants, were in very good repair, and consisted of a cow-house, barn, piggeries, and shed. The implements were the ordinary ones of the district. Farm offices.

417. *Live Stock.*—The live stock consisted of 2 two-year-old heifers, 1 milch cow, 2 stores, and 20 head of hens and turkeys. Live stock.

418. *Cultivation.*—The rotation on the farm is a four-course, with a small plot of permanent grass; it is strictly adhered to, and seems to work very well—the second growth of grass being excellent A stolen crop of winter vetches succeeded by cabbages is regularly grown. The following table shows the nature of the crops, and the area under each when we visited:— Cultivation; crops of 1868

Green Crops.	A. R. P.	Grain Crops.	A. R. P.	Artificial Grass.	A. R. P.	Permanent Grass.	A. R. P.
Turnips,	0 2 10	Oats,	2 1 21		1 1 0		0 2 0
Potatoes,	0 2 20						
Mangels,	0 0 20						
Cabbages,	0 0 10						
	1 1 20		2 1 21		1 1 0		0 2 0

419. Flax is very seldom grown. flax.

420. Artificial manures were used for the first time this year; 1 cwt. of guano being used on the grass, and 1 cwt. of superphosphate on the turnips. Manures.

421. In order, tidiness, and thrifty management, this little farm and residence were a good example to the small farmers of the neighbourhood. The profit realized was also good, as the following balance-sheets for the years 1865, 1866, and 1867 will show. This farm a good example. Profit and loss.

Dr.	1865. £ s. d.	1866. £ s. d.	1867. £ s. d.
To Amount of Valuation at the beginning of the year,	31 18 5	45 9 4	48 10 0
„ Value of free labour of teacher and pupils,	3 13 9	4 14 10	3 17 6
„ Cash paid for labour,*	6 0 8½	7 17 10	8 13 8
„ Cash paid for farm seeds,	1 11 5	1 12 8	2 5 0
„ Cash paid for manures,	2 0 0	—	0 6 6
„ Cash paid for cattle and pigs,	7 14 6	10 3 6	14 4 0
„ Cash paid for feeding stuffs,	8 4 2	5 13 0	3 11 6
„ Cash paid for implements and repairs,	0 7 6	0 5 2	0 13 2
„ Miscellaneous disbursements,	1 1 0	—	—
„ One year's rent,	4 12 6	4 8 0	4 8 0
„ One year's county cess,	0 7 6	0 12 0	0 14 0
„ Balance being profit on the year,	15 14 4½	14 9 3	18 15 8
£	83 5 10	95 5 7	105 18 7

Contra—Cr.	1865. £ s. d.	1866. £ s. d.	1867. £ s. d.
By Amount received for grain,	5 5 0	4 16 2	13 10 10
„ Amount received for potatoes,	3 12 7	8 6 10	5 18 3
„ Amount received for cattle, sheep, and pigs,	19 9 1	21 13 0	22 4 0
„ Amount received for dairy produce,	7 18 4	10 7 10	8 14 0
„ Amount received for eggs and poultry,	1 11 6	1 11 9	1 4 0
„ Amount of Valuation at the end of the year,	45 9 4	48 10 0	54 7 6
£	83 5 10	95 5 7	105 18 7

* Forty-two days manual labour, £3 10*s.* 6*d.*; thirty-two horse labour, £5 2*s.* 9*d.*

Convoy National Agricultural School.

422. This is an ordinary National school vested in trustees; the patron is the Rev. Mr. Beatty, Presbyterian Minister. It is situated in the village of Convoy, which is 3 miles from Raphoe, in the county of Donegal. It had an average attendance of 35 for the year 1867, composed of 13 boys and 22 girls. On the occasion of our visit there were 11 boys and 22 girls, or in all 33 present; of whom 25 were Presbyterians, 6 members of the Episcopal Church, and 2 Roman Catholics. Convoy National School.

423. The present teacher first learned that he was supposed to be an agricultural instructor by the receipt of £1 5*s.*, as a quarter's additional salary. He spoke to the manager on the subject, and was advised to get up an agricultural class, and retain the money, and he did so. Until last year this school had not been inspected for several years by the agricultural inspector; and it accordingly appears in the last year's general Report on Agricultural Schools, as having a farm of 10 statute acres attached to it, there being in fact only a small garden of 20 perches, which was very dirty, and full of thistles going to seed. As an agricultural school it is a complete sham. A former teacher had a small farm which he worked in connexion with the school; when he left, the connexion was of course terminated, but so inadequate is the agricultural inspection, that the fact appears to have become known at the central office only last year. It is unreasonable to suppose that one man could inspect all the agricultural schools in Ireland. If agricultural schools were at all worth establishing, they surely were worth the cost of proper inspection. Through mistaken economy forced, it is right to say, upon the Commissioners, the inspection has been rendered practically worthless, and a much larger amount of money lost than would have been sufficient to have provided for the amplest, and most thorough inspection of all the agricultural schools. Not only have the schools, and the system of agricultural instruction suffered, but great injustice has been done to the Inspector, and to the Superintendent of the department.* How it came to be reckoned as an agricultural school.

* We have learned that, since the date of our visit, Convoy School has been struck off the roll of ordinary agricultural schools.

Derreendarragh National Agricultural School.

Derreendarragh National School and farm.

424. *Description.*—This is an ordinary vested National school, under the management of the Very Rev. John O'Sullivan, P.P. of Kenmare. It is situated on the road from Sneem to Killarney, and about seven miles from Kenmare in the county of Kerry. The school building contains two good boarded rooms each 20 feet by 30 feet, and about 13 feet to the eave course, or about an average of 14 feet high; one for boys, and the other for girls. The fittings, furniture, wall appointments, and school requisites were very good, and in excellent condition. The building was in perfect repair, the wood-work fresh painted, and the walls whitewashed, not a loose slate on the roof, or a broken pane of glass in the windows. This school was an excellent type of building for a rural school, substantial without useless expenditure on ornamentation. It does great credit to the manager, all of whose schools we believe are equally well looked after. A very fair house for the teacher has been built on the little farm by the manager. It was on the whole in fair condition when we visited.

Character of school buildings.

Attendance of pupils.

425. As we did not reach the school until about 1 o'clock P.M. on a Saturday, we had no opportunity of testing the character of the instruction given. The following numbers will serve to show the character of the attendance: number on the register on the 3rd October, 99; number present on Friday, October 2nd, 1868, 67; average on rolls for 1867, 89·7; average attendance for the same year, 44·4; for the first quarter of 1868 40·8, second quarter 53·4, third quarter 43·6. The attendance appears therefore to have been much better and steadier than in some of the corresponding schools in the mountain districts of Donegal.

Agricultural class.

426. The agricultural class consisted of all the boys in the third and fourth classes, numbering 34 on the roll. Of these 1 was under nine years of age, 7 between the ages of nine and twelve, 20 between the ages of twelve and sixteen, and 6 above sixteen. There was no industrial class. The third and fourth classes were taught agriculture separately in this school, the former from 11.10 A.M. to 11.40 A.M., on three days in one week and two days in the next week, and the fourth class from 2.10 to 2.50 P.M., on three days in one week and two days in the following week, the two classes alternating. The teacher sometimes takes them over the farm at play-hour. The books used by the class were the new Agricultural Class Book, and Murphy's Instructor.

427. The teacher Mr. John Lavery, was appointed in February 1859, was trained in 1856, and is classed first division of second class.

The farm.

428. *The Farm* which was established in 1863 consists of 3½ statute acres, of which about 3 acres are in cultivation. The soil is gravelly and peaty, resting on white arenaceous somewhat clayey gravel. It is held from Richard Mahony, esq., of Dromore, at the annual rent of £1. The land is valued at £1 5*s.*, the buildings at £1; the poor-rate at last assessment before our visit was 5*s.* 10½*d.*, and the county cess 3*s.* 2½*d.* Unreclaimed land, such as this was when the farm was first established, appears to be worth in this district 7*s.* the acre, if we may judge by the charge for the pasturage of a cow for a year, or "one cow's grass," which would be about 5 statute acres, namely, about £1 15*s.* The teacher says the land is now worth £3 a year or three times its natural value. The teacher's house erected by the manager, cost £105; but the teacher has also spent about £10 upon it; the latter also built a cow-house, the only farm office yet erected.

Implements,

429. A plough is not used, all the tillage being effected by hand labour, so that the only implements on the farm are spades, shovels, &c.

live stock,

430. The live stock consisted of a donkey, 1 good Kerry milch cow, a store pig, and 24 hens. House-feeding is not practised.

rotation.

431. The surrounding district is bog and waste, with patches of reclaimed land here and there. Mr. Lavery follows a four-course rotation, which he appears to adhere to pretty well. The following table shows the disposition of his crops:—

Crops of 1868

	A.	R.	P.
Potatoes and turnips,	1	2	0
Oats,	1	0	0
Artificial grass,	0	2	0

Stolen crops.

432. He takes a stolen crop of rape after potatoes upon about one rood. He sometimes uses a little artificial manure,—last year about two cwts. of guano upon his turnips.

Profits of 5 years ended 1867.

433. The valuation in 1863, when the farm was established on the unreclaimed land, was £5 10*s.*; at the close of 1867 it was £22 1*s.* 6*d.* The profit for each of the intervening years being as follows:—

	£	*s.*	*d.*
1863,	4	6	7
1864,	4	11	4
1865,	16	10	9
1866,	16	1	2
1867,	13	5	4
Total for five years,	54	15	2

Profit and loss.

434. From this should be deducted £5, the amount of five years' rent at £1 a year, which is not, however, charged. The following balance sheet for the year 1867, in which we have included the rent also, will give an idea of the expenses and receipts of this little farm:—

Dr.	£	*s.*	*d.*
To Amount of Valuation at the commencement of the year,	20	15	0
„ Cash paid for labour,	7	6	0
„ Value of free labour,	1	0	0
„ Cash paid for cattle,	8	14	0
„ Cash paid for seeds, &c.,	9	4	9
„ Miscellaneous disbursements,	2	13	3
„ Rent,	1	0	0
„ Poor-rate and county cess,	0	9	1
„ Profit,	12	5	4
	£63	7	5

Contra—Cr.	£	*s.*	*d.*
By Amount received for grain,	1	1	8
„ Value of roots and potatoes, used by teacher's family,	17	16	8
„ Sale of cattle,	9	15	0
„ Sale of dairy produce,	11	12	7
„ Sale of eggs,	1	0	0
„ Valuation at the end of the year,	22	1	6
	£63	7	5

435. The whole of the little farm is a very good example of the reclamation of waste land. There is a patch of land of about 2 roods surrounding the school-house, on the opposite side of the road from the farm, that has been reclaimed from the general waste of heath and bent grass, and is now in excellent permanent grass, which shows what can be done by skill and industry even on so barren a waste. The landlord is evidently convinced of the benefit of the example of this school, for he is about to give 5 acres more rent free to the patron who purposes to drain it. This farm a good example of reclamation.

Drung National Agricultural School and Farm.

Drung National School and Farm.

436. *Description.*—The school is an ordinary non-vested one, under the management of the Parish Priest of Drung, in the county of Cavan. It is situated within half a mile of the village of Drung, not far from the post-town of Tullyvin. The school-house consists of 2 boarded rooms 20 feet by 12 feet, and only 8 feet high. One of these rooms is the boys' school, and the other the girls'. Economy in the height of a school-room is not merely an error, it is a very culpable blunder. No room in which a crowd of children are to remain several hours of the day should be less than 12 to 14 feet high. Low rooms depress the intelligence of the children, and make the poor teacher weary of his work after a couple of hours. School-house

437. The fittings and furniture were middling, as were also the wall appointments and school requisites. The building was in very indifferent repair. There was a small play-ground at the rere. The privy was in a most inconvenient situation, and in a very dirty state. in indifferent repair; out-offices dirty;

438. There was no free residence attached to the school, but the teacher had purchased the "good will" of a house and small farm in 1847 for £25.

439. It being vacation we had no opportunity of ascertaining the character of the teaching, but the following figures may serve to give an idea of the number of scholars, and the character of their attendance. The number on the roll was 67, the average number on the roll for 1867, 43·5 the average attendance for the same time was 25. Of the 67 on the roll 53 were Roman Catholics, and 14 members of the Episcopal Church. attendance of pupils.

440. The agricultural class had 21 on the roll; 18 of these were sons of farmers, and 3 of trades-people. Seven of them were between the ages of 9 and 12, and 14 between 12 and 16. Instruction was given in the school on every school-day, except Saturday, from 3.30 P.M. to 4 P.M.; and on the farm to the whole class twice a week. The books used as text-books were the old Agricultural Class Book, and Johnston's Catechism; the new Agricultural Class Book had not been ordered as yet. Agricultural class.

441. *The Farm.*—The teacher, as we have above stated, purchased the good will of a small farm and house. This farm consisted, according to the teacher, Mr. James Smith, of 11A. 1R. 25P. statute; according to the report of Mr. Baldwin, of 11A. 0R. 25P., and to the return from the Valuation Office, of 10A. 3R. 18P. The latter is perhaps the correct area. When the teacher first purchased the good will he was to have paid £10 a year rent, but finding the amount of land supposed to have been included in the holding was not in it, he got a reduction to the present rent of £7 7*s.* 6*d.* He has since purchased (1866) for £70 the good will of 8A. 0R. 30P. Irish, subject to a rent of £1 1*s.* per acre, the person from whom he purchased having, as he told us, been "broke by bad farming." We are not however concerned here with this new purchase. The valuation of the first farm is £5 5*s.* for the land, £1 5*s.* for the house, or £6 10*s.* for both. The poor rate at last assessment was 8*d.* in the pound, and the county rate for the last half year, 8*s.* The rent is about the average of the district. All the improvements on the farm have been effected by the teacher, but he cannot give an accurate account of these portions of his expenditure, as he kept no detailed accounts of them. He thinks he would now get £150 for the tenant-right, for which a few years ago he paid £25. The soil is light and gravelly, the rock coming through in some places. The farm lies very high. The farm.

442. The ordinary debit and credit accounts of the farm were neatly kept, and seemed correct as between capital and revenue; the charges and credits were legitimate; but the teacher's own work was not charged in the account. The whole work of the farm is done by a servant-boy, who is paid £7 a year and his board and lodging, estimated at £10 10*s.* At the end of 1863 the valuation of the stock, &c., was £99 9*s.*; at the end of 1867 it was £130 6*s.* The profits for each of the four years from 1864 to 1867, both included, were as follows:— Accounts well kept.

Profits for 4 years ended 31st March, 1867.

	£	s.	d.		£	s.	d.
1864, . . .	12	4	4	1866, . . .	29	19	6½
1865, . . .	32	2	5	1867, . . .	42	3	5

443. His profits make an important addition to his income, especially as the manager, with the view of increasing the attendance, made the school practically free, apparently however without much effect. The teacher attributes his comparative prosperity to having been at Glasnevin. We heard satisfactory reports in the neighbourhood of his efficiency as a literary teacher.

444. The live stock consisted of 3 calves, 3 milch cows, 3 lambs, 2 ewes, 1 store pig, and 35 hens, geese and ducks. The cows are generally fed in-doors, but in 1868 there was no second cutting of grass. Live stock.

445. The land is cultivated upon a five-course rotation, which seems adapted to the soil, climate, and character of the district. The following table shows the disposition of the crops in 1868:— Rotation.

Crops of 1868.

Green Crops.	A. R. P.	Grain Crops.	A. R. P.	Artificial Grass.	A. R. P.	Grass in fifth Year of Rotation.	A. R. P.
Potatoes, . . .	1 3 11	Oats, . . .	4 2 17		1 3 13		2 0 36
Turnips, . . .	0 1 5						
Cabbages,* . .	0 0 10						
	2 0 26		4 2 17		1 3 13		2 0 36

* He has grown cabbages and potatoes together.

Stolen crops.

446. Stolen crops of rape have been taken off the corn ground; and sometimes winter vetches. No flax is grown. Artificial manures are very seldom used.

Cultivation of farm in advance of district.

447. The cultivation on the school farm, though very far from perfection, was much in advance of that common in the district.

Gushedy National Agricultural School.

Gushedy National Agricultural School.

448. *Description.*—The school is an ordinary non-vested mixed school, situated about two and a half statute miles from Ederney, near Kesh, in the county of Fermanagh. The school-house has only one boarded room, 21 feet by 14 feet, and no class-room, and was in very middling repair. The fittings, furniture, wall appointments, and school requisites were indifferent. The teacher is Mr. Terence Monaghan, trained in 1859, and classed in the first division of second class; and the manager is his father, Mr. Bernard Monaghan, a farmer of the neighbourhood.

Attendance of pupils.

449. The average number on the rolls for 1867 was 70·5, and the average attendance for the same time 32·1. As our inspection took place at 10 o'clock, A.M., only 10 scholars were present, and none of them belonged to the agricultural class, which numbered 13 on the roll of the school-class, all of whom were sons of small farmers. Of these 3 were under 9 years of age, 5 between the ages of 9 and 12, and 5 between 12 and 16. The industrial class was in abeyance, as it was harvest time. Agricultural instruction is given in the school for 40 minutes, on three days a week, from 12·50, P.M., to 1.30. Practical instruction is very rarely given on the farm. The text books used are the new Agricultural Class Book, and Johnston's Catechism, with which all the pupils were supplied. Not having had an opportunity of examining the class, we cannot speak as to the character of their literary or agricultural knowledge.

The farm:

450. *The Farm* was commenced as a school farm on the 1st of January, 1866. It consists of 15 acres and 2 roods, statute, of a shingly clay, resting on slate rocks, and lying rather high. It is held as a tenancy-at-will by the teacher from Major Irvine, at an annual rent of £8 10*s*. The teacher paid £28, and £3 10*s*. arrears of rent, for the tenant-right, or "good-will." The land is valued at £6 10*s*. and the house at £1 5*s*. The rent is about the ordinary rate of the district. The school was built thirty years ago by local subscription, and cost about £30.

rotation;

451. The farm is to be worked according to a seven-course shift, which is to include flax. When the latter is grown it is hand-scutched at home: the following table shows the disposition of the crops in 1868:—

crops of 1868.

Green Crops.	A.	R.	P.	Grain Crops.	A.	R.	P.	Artificial Grass.	A.	R.	P.	Permanent Grass.	A.	R.	P.
Turnips,	0	2	10	Oats,*	3	2	0		1	0	0		9	2	0
Potatoes,	1	2	0	Flax,	0	3	0								
Cabbages,	0	0	30												
Total,	2	1	0		4	1	0		1	0	0		9	2	0

Live stock.

452. The live stock consisted of 1 calf and 3 milch cows. The latter receive one or two feeds indoors in summer, and are almost exclusively house-fed in winter. The farm did not pay the outlay on it in 1867, as the following balance-sheet shows:—

Profit and loss.

Dr.	£	*s.*	*d.*	Contra—Cr.	£	*s.*	*d.*
To Amount of Valuation at the beginning of the year,	46	9	0	By Amount received for grain,	15	2	9½
„ Cash paid for labour,	25	12	0	„ Amount received for roots,	3	11	0
„ Implements and repairs,	0	3	6	„ Amount received for cattle,	11	8	0
„ Cash paid for cattle,	12	0	0	„ Amount received for dairy produce,	17	4	9
„ Cash paid for one year's rent,	8	10	0	„ Amount received for poultry and eggs,	3	6	4½
„ Cash paid for one year's taxes,	1	17	5	„ Valuation at the end of the year,	34	12	0
				„ Balance being loss on the year,	9	7	0
	£94	11	11		£94	11	11

No accounts previous to 1866.

453. As no accounts appear to have been kept in the year 1866, we are unable to say whether the farm had been previously better managed, or whether the accounts are at all well kept.

Land too distant from school.

454. The land held by the teacher is, in our opinion, too distant from the school to justify its acceptance as a school farm.

Kilcogy National Agricultural School.

Kilcogy National Agricultural School.

455. *Description.*—The school is now an ordinary non-vested one. Originally it was vested in trustees, the funds for its erection being partly provided by the parish, and partly by the Commissioners of Education. At the close of the lease the school building lapsed to the landlord, Captain Leslie, and was closed during eighteen months. The present manager is the Rev. Thomas Monaghan, P.P., Mullahoran. The school-house is in the county of Cavan, and about 4 miles from Granard; it contains 2 boarded rooms, one over the other, the upper being used as the girls' school, and the lower as the boys' school. The rooms are 36 feet long, 16 feet wide, and 9 feet high. There are no separate class-rooms; the fittings, furniture, wall appointments, and requisites are indifferent. And there are no urinals, &c., or playground. There is not free residence for the teacher.

Attendance of pupils.

456. The teacher, Mr. Simon Reilly, was trained in 1853, and classed second division of second class. The average number on the rolls for 1867 was 98·9, the average attendance 44·3, and there were present at the time of our inspection 42, of whom 40 were Roman Catholics, and 2 members of the Episcopal Church. Nine were under 7 years of age, 17 between the ages of 7 and 10 years, 7 between ten and 12 years, and 7 between 12 and 14 years. We examined 13 in reading and grammar; of these 6 could read the Second Book fairly, and 7 the Third Book; 5 were acquainted with

* Half laid down with grass seeds

the parts of speech only, 5 could parse a sentence fairly, and 3 could answer nothing in grammar. The general character of the literary teaching was up to the ordinary standard of such schools, which unfortunately is not as high as it ought to be.

Agricultural class.

457. The agricultural class had 29 on the roll, of whom 13 were present; and of these 8 were between 9 and 12 years of age, 4 between 12 and 16, and 1, the paid monitor, above 16. With the exception of one, the son of a military pensioner, all the boys in the agricultural class were the sons of small farmers. There was not an industrial class.* Agricultural instruction is given on each school-day except Saturday, from 2.20, P.M., to 3 o'clock, P.M. The text books were the old Agricultural Class Book, and Johnston's Catechism. Each pupil had a book. No practical instruction was given on the farm. Four or five had a fair notion of the theory; the rest knew parts of the Agricultural Catechism by heart, but did not understand it. So far as the agricultural instruction went, it did not interfere with the literary instruction in any way.

The farm.

458. *The Farm,* which was established October 1st, 1867, consists of 2 acres and 1 rood, Irish, partly of moory soil and partly of gravelly upland, held from Mrs. Sheridan, a tenant of Captain Leslie, at the yearly rent of £4 10*s.*, or about £1 4*s.* 8*d.* the statute acre. The land is valued at £2 10*s.* An ordinary tenant would pay for such land from £1 8*s.* to £1 12*s.* the Irish acre. The rent may therefore be considered to be much above the average of the district, as is usual in cases of tenures under "middlemen." There are no data for ascertaining the amount of capital expended in buildings; the teacher purchased the good-will of the farm and house for £17 5*s.*

Farm offices.

459. As yet the tenant had only a barn, but was about to build a piggery and byre. His precarious position hampered him however in his improvements, as the manager might dismiss him without a day's notice. The arbitrary power left to managers to dismiss a teacher without assigning any specified reason, and sometimes from mere caprice, is a matter of serious importance in connexion with this class of schools. While on the one hand it is difficult to interfere with the managers' power, on the other, the teachers holding small farms, like this one, are just the class of tenants-at-will whose "tenant-right" ought to be specially protected. The same observation applies to those cases where a teacher is obliged to keep the school in repair, and yet may be dismissed the following morning after he has spent what may sometimes amount to a couple of pounds or more on the repairs. Of the two the latter is indeed the more oppressive, especially when we recollect that there are 1,258 National schools in Ireland kept in repair, in whole or in part, out of the scanty incomes of the teachers.

Arbitrary power of managers to dismiss teachers.

Live stock.

460. The live stock consisted of 1 milch cow, and 1 store pig.

Crops.

461. One acre was under green crops—potatoes, turnips, and cabbages; 1A. 3R. under oats; and 3R. 10P. under artificial grass. The farm was well managed, having, notwithstanding the unusually high rent, made a profit of £23 9*s.* 4½*d.* in 1867. Up to the date of our visit the balance of the receipts and expenses for 1868 showed already a profit of £18 9*s.* 6*d.*

Profit and loss.

462. With the view of more fully showing the working of this little farm we give the following balance-sheet for 1867:—

Dr.	£	*s.*	*d.*
To Amount of Valuation for the year 1867,	19	0	0
„ Free labour of teacher and family,	4	0	0
„ Cash paid for labour,	4	18	10½
„ Cash paid for seeds and manure,	2	0	6
„ Cash paid for cattle,	10	4	9
„ Cash paid for implements,	0	1	10
„ Rent and taxes,	4	15	2
„ Profit on the year,	23	9	4½
	£68	10	6

Contra—Cr.	£	*s.*	*d.*
By Amount received for grain,	13	13	3
„ Amount received for roots, &c.,	11	13	6
„ Amount received for cattle,	16	2	6
„ Amount received for dairy produce,	4	5	0
„ Amount received for eggs, &c.,	4	11	3
„ Valuation at the end of the year,	18	5	0
	£68	10	6

Opinions of parish priest;

463. The following evidence, as to the character of the school and the subject of agricultural instruction generally, has been given by the parish priest, the Reverend Thomas Monaghan, in answer to our enquiries:—

"The farmers in the neighbourhood are fully alive to the value of teaching agriculture, and to the results of improved agriculture, as far as they understand them."

"The instruction given at Kilcogy National Agricultural School is sound and practical."

"The farmers willingly give their sons the benefits of the agricultural instruction given in the school, as is proved by the agricultural class, now numbering thirty."

"The literary teaching of the school is considered to be successful. The teaching of agriculture does not interfere or interrupt the literary department: it has its fixed hour like the other classes. The class is taught field operations at a time when there is no instruction going on in the school."

"It would be most desirable to teach the elements of agriculture in all rural National schools. A few acres of land, and, where practicable, varied in the nature of the soil, is indispensable to the practical and useful teaching of agriculture."

suggests money-prizes to boys.

464. The Rev. Mr. Monaghan also suggests, that money-prizes should be given to the advanced and smartest pupils in the agricultural class. There certainly seems no reason why the principle of the examinations in science, conducted by the Science and Art Department, should not be extended to agriculture under the National Board.

Lack National Agricultural School.

Lack National Agricultural School.

465. *Description.*—This school is an ordinary National school, with a mixed attendance, and temporarily held in the Court-house. A new school-house is being built, towards which the Commissioners of Education have contributed £170, and which is to be vested in trustees. The name of the manager is Edward Atthill, esq. The school-house is in Lack, near Kesh, in the county of Fermanagh. The teacher, Mr. George Evans, who was appointed in 1859, was trained in 1863,

* Since the date of our visit an industrial class has been formed.

Attendance of pupils.

and is classed first division of third class.* The numbers on the roll of the school for 1867 were 27 boys and 31 girls, or together 58; the average attendance 11·9 boys and 14·2 girls, or together 26·1 At our inspection only 13 were present, although it took place between 11·10, A.M., and 12 o'clock. Of these 6 were Roman Catholics, 7 members of the Episcopal Church; 5 were under seven years of age, and 8 were between seven and ten years.

Agricultural class.

466. The agricultural class had 9 on the roll, all of whom, even those living in the village, were the children of persons connected with agriculture. None of them were, however, present. Agricultural instruction is given in the school from 1.30 to 2 o'clock, P.M., on five days of the week; and on the farm occasionally at play-hour, from 12 o'clock to 12.30, P.M. The new Agricultural Class Book was in use, and also Murphy's Instructor, and Johnston's Catechism, of each of which there seemed to be an adequate supply. We had no opportunity of ascertaining the character of the knowledge—either literary or agricultural of this class.

The farm.

467. *The Farm* consists of 5A. 3R. 2P., statute measure, of which nearly one acre is waste. It is held by the teacher as a tenant-at-will from Major Irvine, at an annual rent of £6 16*s*. The land is valued at £5 10*s*., and the house at £1. The rent is a little less than townpark rents, and more than what is paid in rural districts. We had no data for determining the amount of capital sunk in the house and premises, &c.; the present tenant had paid £16 for the tenant-right.

Live stock, &c.

Teacher quarrelled with manager; farm profitable previously.

468. The live stock consisted of 1 milch cow, 1 goat, and 25 poultry. The rotation was entirely broken up, and all the land put under flax. It was evident that the teacher was discontented with his position, having had a dispute with his manager, and having become entangled in pecuniary difficulties. Previous to this the little farm had been making fair profit, and so far as we could learn, had been efficiently managed. At the commencement of 1865 the valuation was £7 18*s*. 6*d*.; at the end of 1867 it was £29 3*s*. 8*d*. The profits in the meantime being—1865, £15; 1866, £28 15*s*. 8½*d*.; 1867, £14 17*s*. 5*d*.

SneemNational Agricultural School.

Sneem National Agricultural School.

469. *Description.*—This is an ordinary vested school, built on a plot of ground close to the town of Sneem, in the county of Kerry, 1R. 27P. in extent, given by the patron, F. C. Bland, esq. The school-house cost £429 13*s*., exclusive of £26 16*s*. for enclosing, of which the patron contributed £152 3*s*. It is very well built, has two boarded rooms, 1 for boys and 1 for girls, the former is 33·6 feet long, 16·6 feet broad, and 15 feet high; that for the girls is 23 feet long, and the same width and height as the boys' room. It was in good repair, except that several panes of glass were broken; the fittings and furniture were substantial and in good order; the wall appointments and school requisites were very good. It has a play-ground and good clean urinals, &c.

Attendance of pupils.

470. The manager is the Rev. Thomas Davis, P.P. of Sneem, the teacher is Mr. Michael Golden, who was trained in 1848, and is classed second division of first class.

471. Our visit having been made early on a Saturday, we had not an opportunity of ascertaining the character of the instruction, literary or agricultural, given in the school. The following statistics will serve to give an idea of the character of attendance:—

	Average. On Roll.	Average. Attendance.	
First quarter of 1868, .	84·8	45·8	Present on Friday, October 2nd, 1868, the day previous to our visit 100.
Second „ „ .	140·6	102·5	
Third „ „ .	195·1	113·5	

472. The register contained the names of 194 children who had been at school at least one day within the preceding thirteen weeks; these were thus classified:—

First class	first division	36	65
	second „	29	
Second „	first „	34	71
	second „	37	
Third		–	42
Fourth		–	16
	Total,		194†

Agricultural class.

473. The agricultural class comprised all the boys in the third and fourth classes, numbering 58, all the sons of small farmers or of persons more or less directly connected with land. Instruction in agriculture is given in the school on all school days except Saturday, from 2 o'clock, P.M., to 2.30. The text books used are the new Class Book and Johnston's Catechism; there was a sufficient supply of both. The teacher does not believe that agricultural instruction interferes with literary work, but, on the contrary, that it seems to awaken the intelligence of the children.

The farm.

474. *The Farm*, consists of a plot of very rocky and peaty waste land, about a furlong distant from the school building. It has not been accurately surveyed, but is believed to be about 8 statute acres in extent. It is held by the teacher as a tenancy-at-will from F. C. Bland, esq., at an annual rent of £2 4*s*., or 5*s*. 6*d*. an acre. The county cess and poor rate amount together to about 8*s*. The rent is about the same as that for similar land in the neighbourhood. The teacher has built a cow-house, and effected some drainage lately; it is well done, but the outfalls are not sufficiently attended to.

Live stock. Rotation.

475. The live stock consisted of 2 milch cows, and 3 lambs. The district is very wild and unreclaimed; the school-farm is only in process of reclamation, and consequently the four course

* So many instances have been reported to the Royal Commission of National schoolmasters giving up the service of the Board to enter the Constabulary, that it may be worthy of note that Mr. Evans had for several years been a policeman before he became a school teacher.

† All Roman Catholics except two children of the Episcopal Church who had, until lately, been attending the neighbouring Church Education Society's school.

rotation adopted is not fully established. The following was the distribution of the land when we visited.

Crops of 1868.

Green Crops.	A.	R.	P.	Grain Crops.	A.	R.	P.
Turnips and Cabbages,	0	1	0	Oats,	0	1	0
Potatoes,	1	0	0	Permanent Grass,	6	1	20
Vetches,	0	0	20				
	1	1	20				

Improvements made.

476. There was no artificial grass as yet. A good deal of the permanent grass land was craggy and peaty, and scarcely capable of being improved. The profits for the first four years had been £23 19*s.* 4*d.*, or an average of £6 per annum. In 1867 the profit was estimated at £9 1*s.* 7*d.*, although £5 14*s.* had been paid for labour, and the gratuitous labour had been charged against the farm.

Profit and loss.

477. The balance-sheet for 1867 will show the working of the farm:—

Dr.	£	s.	d.	Contra—Cr.	£	s.	d.
To Valuation made on 7th January, 1867,	16	1	0	By Amount received for roots,	8	12	6
„ Free labour,	0	10	0	„ Amount received for pigs,	4	2	0
„ Cash paid for labour,	5	14	0	„ Amount received for dairy produce,	8	16	0
„ Cash paid for seeds, &c.,	4	10	11	„ Valuation at the end of the year,*	17	11	0
„ Cash paid for feeding stuff,	0	12	0				
„ Cash paid for rent and taxes,	2	12	0				
„ Profit on the year,	9	1	7				
	£39	1	6		£39	1	6

* The increase in the amount of the valuation was produced by drainage executed during the year.

FIRST-CLASS AGRICULTURAL SCHOOLS UNDER LOCAL MANAGEMENT.

Ballynakill National Agricultural School.

Ballynakill National Agricultural School.

478. *Description.*—This is a good class of vested National school; it is situated near Marble Hill, the seat of Sir Thomas Burke, bart., and about 11 miles from Loughrea, in the county of Galway. The school-building contains one good boarded room, 40 feet long, 20 feet broad, and 11 feet high, but no separate class-room or gallery; neither was there sufficient provision for ventilation. Indeed this is a too common want, even in otherwise very good school-rooms throughout the country. The building was in good repair, and was being whitewashed and painted when we visited. The fittings and furniture were good, and the wall appointments middling; a map of the World had been ordered and paid for six months previously, but had not been forwarded from the Education Office. The urinals, &c., were good; there was no playground, a matter of no great consequence, however, in a perfectly rural district. There is a good house close to the school, built by the teacher, with the assistance of £100 given by the landlord. It is in excellent condition.

479. The manager is Lady Burke; the teacher, Mr. John Campbell, who was educated at Glasnevin, but not trained at the Central Training School in Dublin. He is classed first of third, and has held his present situation since April, 1843. He has an untrained assistant, but also classed first of third.

480. The school being closed for repairs, we had no opportunity of ascertaining the character of the teaching. The following numbers will serve to give an idea of the size of the school, and the character of the attendance.

Attendance of pupils.

481. The total number of boys on roll for the year 1867 was 135. The average on roll, and the average attendance for the fourth quarter of 1867, and the first, second, and third quarters of 1868, were as follows:—

	Average Age.	
	On Rolls.	Attendance.
Fourth Quarter of 1867,	55·5	45
First „ 1868,	57·7	40
Second „ „	58·7	41·2
Third „ „	62·8	29·8

482. The last day on which school was held, previous to the commencement of repairs, was Wednesday, 7th October, 1868. The following table shows the classification of all the children whose names were in the register as having been at school on at least one day within the preceding 13 weeks, and the number of each class that attended on that day.

		On Roll.		Present 7th October, 1868.
First Class,	First Division,	20	24	12
	Second „	4		
Second „	First „	13	24	14
	Second „	11		
Third „		8		5
Fourth „		9		5
	Total,	65		36

483. All the children on the roll were Roman Catholics.

Agricultural class.

484. The agricultural class comprised all those in the third and fourth classes, amounting to 17, of whom about 10 usually attended. They are all the sons of small farmers or labourers. There was an industrial class of 6, 5 of whom were between the ages of 12 and 16 years, and 1 above 16 years.

Agricultural instruction is given on every day except Saturday, at the recreation hour, that is from 12 o'clock to 12.30, P.M. Practical instruction is given almost daily on the farm. The new Agricultural Class Book had just been introduced, and was henceforward to be the text-book of the class. The teacher was strongly of opinion that so far from agricultural instruction interfering with literary instruction, it helped it.

The farm.

485. *The Farm.*—The present teacher, Mr. Campbell, began in 1843 with 4½ acres, Irish, of land, 2½ acres of which were granted rent free. After three or four years he purchased the tenant-right of 8½ acres Irish, of land subject to an annual rent of £1 14*s.* the acre, for £57. In 1866 the landlord gave him about 15 statute acres additional, the previous holder of it having gone away in debt. The whole farm now comprises 31A. 0R. 37P. statute, which is charged the uniform rent of £1 4*s.* the acre. The land is valued at £19, and the buildings at £3. Mr. Campbell holds the land from Sir. T. Burke, as a tenant-at-will, and has consequently no legal security whatever for any capital he may have expended, or improvement he may have effected. The poor rate is about 6*d.* in the £1, and the county cess, on an average of four years, 1*s.* 7*d.* in the £1.

Capital sunk by tenant in improvements.

486. Mr. Campbell has not calculated how much capital has been sunk in farm buildings and permanent improvements, but thinks he has added £1 7*s.* the acre to the value. There can be no doubt that the increased value of the farm, and farm premises, would return in increased rent the interest of a fair proportion of the capital invested, especially if a lease were given.

Live stock.

487. The live stock consisted of 1 horse, 2 calves, 4 two-year-old heifers, 3 milch cows (2 in calf), 16 lambs, 5 hoggs., 11 ewes, 2 brood sows, 2 stores, 15 ducks, 8 geese, 2 turkeys, and 30 hens. The cattle were common breeds crossed with short horns. The sheep were Leicester. House feeding is but partially carried out, and that only in winter.

Rotation;

488. Twelve acres are cultivated according to a four-course shift, and 3 acres according to a three-course shift; the remainder is in permanent grass. The rotations are suitable to the soil, climate, and circumstances of the district, and the cultivation of the land is very good. The following table shows the disposition of the land under crops in both rotations:—

crops of 1868.

Green Crops.

	A.	R.	P.		A.	R.	P.
Turnips,	1	0	0	Grain crops—oats,	7	0	0
Mangels,	0	0	0	Artificial grass,	4	0	0
Potatoes,	3	0	0				

Teacher opposed to flax.

489. Mr. Campbell is opposed to the cultivation of flax, on the ground that it impoverishes the soil, and consequently has never cultivated any.

Manures.

490. The manure heap was well attended to; some guano and superphosphate were also used.

Profit and loss.

491. This farm has been always profitably worked. During the five years, from 1861 to 1865, both included, while the farm consisted of thirteen Irish acres, the valuation and profit for each of those years were as follows:—

	Valuation. £	*s.*	*d.*	Profits. £	*s.*	*d.*
1861,	192	17	0	71	15	2
1862,	199	7	0	58	14	11
1863,	172	5	8	49	9	6
1864,	176	18	6	60	1	8
1865,	172	1	8	65	7	8

492. After the farm was increased to its present size, in 1866, the valuation and profits increased as follows:—

	Valuation. £	*s.*	*d.*	Profits. £	*s.*	*d.*
1866,	189	9	0	101	18	1
1867,	233	7	0	90	0	2½

493. We give the balance sheet for 1867 in full, in order to give a more complete idea of the working of this farm.

Dr.	£	*s.*	*d.*	Contra—Cr.	£	*s.*	*d.*
To Amount of Valuation, January, 1867,	233	7	0	By Amount received for grain,	34	12	0½
,, Free labour of pupils,	2	10	0	,, Amount received for roots,	2	6	0
,, Cash paid for labour,	14	8	8	,, Value of roots consumed in house,	15	0	0
,, Cash paid for seeds, lime, &c.,	11	15	0	,, Amount received for cattle,	10	17	0
,, Cash paid for implements and repairs,	0	1	0	,, Amount received for dairy produce,	7	2	10
,, Cash paid for one year's rent and taxes,	26	10	0	,, Value of dairy produce consumed,	16	0	0
,, Profit,	90	0	2½	,, Eggs and poultry,	1	7	0
				,, Amount received for pigs sold, and value of bacon cured,	29	9	0
				,, Valuation at the end of the year,	262	17	0
	£379	10	10½		£379	17	0

Teacher's suggestions regarding Agricultural Class Book; could accommodate boarders. Farm well managed.

494. Mr. Campbell suggested that the teachers ought to be invited to write in competition a catechetical sequel to the Agricultural Class Book, for use in schools; and that an Agricultural Class Book suited specially for girls would be very useful.

495. Mr. Campbell could accommodate 2 boarders, but he has not had any for the last three years.

496. This farm is most creditably managed, and fulfils in many ways the idea of what a model farm ought to be.

Ballycarry National Agricultural School.

Ballycarry National Agricultural School.

497. *Description.*—This is an ordinary non-vested National school, situated about 50 yards outside the village of Ballycarry, which has a station on the railway from Belfast to Larne, distant about half a mile from the village. The school building contains two boarded rooms, one for girls and one for boys; they are 40 feet long, 20 feet wide; the boys' school 8 feet high, and the girls' perhaps

lower. They are both too low to be healthy rooms. There are not separate class-rooms. The fittings, furniture, and wall appointments were on the whole fair. The boys' privy was in fair condition, but the girls' was very much out of repair, and was not in other respects suitable; otherwise the building was in fair repair. The teacher, who is also the agriculturist, has a house on the little farm, and near the school-house. We found it in very good order.

498. The manager of the school is the Rev. William E. Mulgan, the vicar of the parish; the teacher, Mr. Robert M'Giffin, who was trained in 1862, and is classed second division of second class. He is a Presbyterian, but there is a paid monitor of the Church of England. Mr. M'Giffin was appointed in 1864.

Attendance of pupils.

499. The average number on the roll for 1867 was 54·3; the average attendance for the same period 35·7; the average on roll for the three months preceding our visit 59·8, and the average attendance 36·8. There were present when we inspected 32, all of whom were Presbyterians. Of these, 7 were under 7 years of age, 14 between the ages of 7 and 9, 6 between 9 and 12, and 5 between 12 and 14 years. They were classified according to lesson books, as follows:—

First Book, . . .	15
Second „ . . .	10
Third „ . . .	3
Fourth „ . . .	4
	32

Agricultural class.

500. The agricultural class consisted of 21 on the roll, of whom 7 were present, chiefly sons of small farmers, day labourers, and other rural villagers. Four of them were between the ages of 9 and 12 years, and 3 between 12 and 14. The scholars present comprised all those in the Third and Fourth Lesson Books. We examined them in reading, grammar, geography, arithmetic, and writing from dictation. Four had a fair knowledge of the construction of sentences, could write out from dictation a long sentence with tolerable accuracy, both as to orthography and punctuation. The whole were tolerably well able to work compound division and solve simple sums in proportion; 4 could work sums in practice fairly. One was learning geometry, and had some knowledge of the First Book of Euclid.

501. Agricultural instruction is given in the school daily from 3 P.M. to 4 P.M. The text-books are the new Agricultural Class Book, and Johnston's Catechism, and there seemed to be a sufficient supply in the school. There was also an industrial class of 8, of whom 2 were present—1 between 9 and 12 years of age, and 1 between 12 and 14 years. This class was engaged two hours daily, partly before and partly after school-hours, and the pupils in it were paid at the rate of ½*d.* per hour. Two or three of the class seemed to have acquired some information on the general principles of agriculture, but the remainder, and indeed we may say the whole class, seemed to be mere beginners at the subject.

The farm:

502. *The Farm* was established in 1850, and consists according to the teacher of 7A. 1R. 20P. statute,* of which 7A. 1R. are cultivated, and 20P. under the house and roads; the offices are on demesne lands of the landlord, at the opposite side of the road from the school and farm. The school-house is built on freehold property unconnected with the farm. The farm is held from year to year from David S. Ker, esq., at an annual rent of £10. The Poor Law valuation is £11. Land in the neighbourhood lets for from £1 10*s.* to £2 8*s.* the Irish acre, and the next land to it is valued at £1 2*s.* 2*d.*, so that the rent is not higher than that of similar land in the neighbourhood. The land consists of upland with a southern aspect, and a soil formed from decomposing basalt and drift. The whole farm had been thorough drained by the previous teacher, with no aid except the usual estate allowance. All the buildings had been erected at the expense of the landlord.

live stock;

503. The live stock consisted of one milch cow of mixed breed (Ayrshire and mountainy), and one store pig. The cow looked well fed and healthy, though the cow-house was not very clean. House feeding was only partially carried on. A second cow is kept in winter, but the teacher, farming for his own profit, thinks he makes more of selling his hay than of an increase of his dairy by soiling with summer grasses. It is needless to say that this is a very bad example in a "model" farm.

implements;

504. The implements were the ordinary ones of the district for manual use. They could not be looked upon as examples in any sense, and are evidently not regarded as such by the teacher himself.

crops;

505. The crops in the district around were plentiful, but dirty. On the school farm a fourcourse rotation was adopted which suited the soil and climate, and was pretty strictly adhered to. The farm was divided into four plots of about equal size; the green-crop plot was occupied by about three quarters of an acre of turnips, and one acre of potatoes; the grain crop was oats. The cultivation was fair, but the potatoes were planted in "lazy beds," the land being thorough-drained basaltic upland! A little flax is cultivated, but very little is done in the way of stolen crops.

manure heap.

506. The collection and preservation of manures, whatever may be the skill and economy of their application, might have been better attended to.

Valuation and profit for four years.

507. Mr. M'Giffin has held the office of teacher here for four years. His profits and the valuation of his stock, &c., for each of these years, according to his balance sheets, are as follows:—

	Valuation. £ *s.* *d.*	Profit. £ *s.* *d.*
1864, ...	1 18 0	6 12 3
1865, ...	39 15 9½	20 10 5½
1866, ...	49 5 0	13 3 5½
1867, ...	59 18 0	16 9 10

* In Mr. Baldwin's Report the extent is stated to be 7A. 2R. 20P.; but in the copy of the valuation furnished to us by Mr. Ball Greene the land valued in connexion with the school is only 4A. 2R. 20P. This must refer to a different holding or be a clerical error.

Profit and loss account for 1867.

508. The following is the full balance sheet for 1867 :—

Dr.	£	s.	d.	Contra—Cr.	£	s.	d.
To Amount of Valuation at the beginning of the year,	59	18	0	By Amount received for oats,	16	5	4
„ Free labour of pupils,	5	0	0	„ Amount received for oatmeal,	3	16	8
„ Cash paid for labour,	19	6	0	„ Amount received for hay,	28	10	0
„ Cash paid for farm seeds,	3	14	4	„ Amount received for roots,	0	8	6
„ Cash paid for manures,	3	15	7	„ Amount received for potatoes,	7	10	0
„ Cash paid for cattle,	11	12	0	„ Amount received for cattle,	21	15	1
„ Cash paid for feeding stuffs,	3	0	0	„ Amount received for dairy produce,	6	12	0
„ Cash paid for implements and repairs,	0	6	8	„ Valuation at the end of the year,	49	5	0
„ Cash paid for one year's rent,	10	0	0				
„ Cash paid for one year's poor-rate,	0	2	9				
„ Cash paid for one year's county cess,	0	17	5				
„ Profit,	16	9	10				
	£134	2	7		£134	2	7

Cost of labour.

509. *Cost of Hired Labour.*—The following statistics of the cost of farm labour in the neighbourhood of Ballycarry, which we give on the authority of the teacher, may be useful :—

	£	s.	d.		£	s.	d.
Ploughing, per acre, Irish,	1	4	0	A man, per day,	0	2	3
Planting potatoes, do.,	3	3	0	Boys, do.,	0	1	0
Reaping, do.,	0	18	0	Women, do.,	0	1	0
Mowing hay, do.,	0	5	6	A man and horse, per day, 3*s.* 6*d.* to 4*s.*			

Clonkeen-kerrill National Agricultural School.

Clonkeenkerrill National Agricultural School.

510. *Description.*—This is an ordinary vested school having a mixed attendance. It is situated about three miles south of Menlough, Mountbellew, county of Galway, and about five miles north-west of the Woodlawn station of the Midland Railway. The school-house consists of a thatched two-storied house, of which the lower portion only, consisting of a single boarded room 29 feet long, 15 feet wide, and 12 feet high, is used for school purposes. The school-house is poor as to furniture, fittings, wall appointments, &c., and is kept in repair by the teacher. The privy was clean. The teacher, who had been trained in 1843, is classed first division of second class. The following table shows the character of the attendance :—

Attendance of pupils.

	Average. On Roll. 1867.			On Roll. 1868.			Attendance. 1867.			Attendance. 1868.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total
First Quarter,	29	21	50	41	20	61	13	11	24	20	13	33
Second „	40	20	60	40	21	61	17	9	26	11	9	20
Third „	37	21	58	25	14	39	18	13	31	15	10	25
Fourth „	33	20	53	–	–	–	13	10	23	–	–	–

511. The following table shows the classification of the boys on the roll, and the number present on Friday, 9th October, the day before our inspection :—

	On Roll.	Present.
First Class,	8	1
Second „	10	2
Third „	6	2
	24	5

512. There was no fourth class in the school. The names of 15 girls were on the roll, of whom 5 attended, or a total attendance of 10 of both sexes. The attendance on Saturday, 3rd October, when religious instruction was given, was only 2; on Monday, 5th, 6; on Tuesday, 6th, 9; and on Wednesday, 7th, 10; Thursday was a vacant day, the teacher being at a fair. The teachers of agricultural schools are allowed one day in each quarter, with the consent of the Inspector, to attend fairs or markets.

Agricultural class.

513. The agricultural class had 10 upon the roll, which, judging from the preceding tables, would give an attendance at most of 4; but our inspection having been made on a Saturday, we had not an opportunity of practically determining what the attendance usually is, or of ascertaining the character of the knowledge, literary and agricultural, acquired. The agricultural class received agricultural instruction on each school day from 12.30 to 1 o'clock P.M. in the school, and one hour each day on the farm. The text-books were the new and old class books, of which there was an ample supply. Four of the agricultural class formed an industrial class, who worked ten hours a week on the farm. The teacher was allowed a grant for an industrial class of 8, but cannot get the number filled up.

Cause of small attendance.

514. The very small attendance at this school is to be attributed in a great measure to the sparse population of the district, and the poverty and carelessness of the parents, who, ignorant themselves, cannot see the importance of sending their children regularly to school. Of the children who do not attend school, or do so in such an irregular way as to get no practical benefit from it, very few are kept away to earn wages, the majority are allowed to idle on one pretext or another. There are two schools within three miles of this one, and two within four miles; the radius of the school area is therefore from about one and a half to two miles, and the greatest distance to be walked by any child attending the school is three miles.

The farm;

515. *The Farm*, which was established in 1854,* consists of 26A. 2R. statute measure. About six or seven acres consist of a gravelly soil resting on limestone, the remainder is peaty. It is held as a tenancy-at-will from Major M. W. O'Reilly, M.P. The offices are poor, not much better than the ordinary class of thatched buildings of other small farmers of the district.

live stock;

516. The live stock consisted of 2 horses; 2 calves, 1 year old heifer, 1 year old bullock, 2 milch cows; 20 ewes, 15 wethers; 1 store pig; and 40 hens.

* The school was opened in 1843.

517. The cultivation is conducted according to a four-course rotation, which is strictly adhered to. No stolen crops or flax are raised. The following table shows the disposition of the crops at the period of our inspection:— cultivated.

Green Crops.	A.	R.	P.		A.	R.	P.
Turnips, Mangels,	3	0	0	Grain crops—Oats,	7	1	20
Potatoes,	2	0	0	Artificial grass,	2	2	13
Rape,	0	2	0	Permanent grass,	6	3	23
Total,	5	2	0				

518. This only accounts for 22A. 1R. 16P. In the return received from the Valuation Office, the area of the farm is given as 24A. 2R. 36P., the land being valued at £13, and the buildings at £3 10*s.* In Mr. Baldwin's last report the area of the farm is stated to be 26A. We are unable to explain the discrepancy.

519. The following table shows the disbursements, receipts, valuation, and profit for the years 1865, 1866, and 1867:— Profit and loss.

	1865.			1866.			1867.		
Dr.	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*
To Valuation at the commencement of the year,	205	13	4	246	14	4	218	5	0
„ Free labour of pupils,	1	6	0	0	13	0	—		
„ Cash paid for labour,	30	19	0	38	2	3	34	16	5
„ Cash paid for seeds,	12	11	0	9	0	0	2	4	0
„ Cash paid for feeding stuffs,	—			—			7	10	0
„ Cash paid for cattle,	54	0	0	26	0	0	31	5	0
„ Cash paid for implements and repairs,	0	19	6	0	9	0	0	9	0
„ Cash paid for one year's rent and taxes,	21	7	2	20	18	3	21	6	2
„ Profit,	53	10	6	41	16	6	34	11	9
	380	6	6	383	13	4	350	7	4

	1865.			1866.			1867.		
Contra—Cr.	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*
By Amount received for grain,	17	14	4	18	4	0	21	16	0
„ Amount received for roots,	18	9	4	19	18	4	26	8	8
„ Amount received for cattle,	72	10	0	105	8	9	42	8	0
„ Amount received for dairy produce,	22	5	6	19	3	6	21	17	0
„ Amount received for eggs,	2	13	0	2	13	9	4	3	6
„ Valuation at the end of year,	246	14	4	218	5	0	233	14	2
£	380	6	6	383	13	4	350	7	4

520. The crops on the school farm, particularly the green crops, were very much better than those grown by the small farmers of the district, by whom the turnip is still not as much grown as it should be. Quality of crops.

521. The extent, however, of Clonkeen farm, as well as of some others of the same class, is, in our opinion, much too great for the purpose of agricultural instruction when, there is, as here, only one person to superintend the literary and the agricultural departments. A farm of 2 or 3 acres is ample for illustrating a sound system of rotation, while it is not large enough to create any reasonable danger of a teacher's time and attention being withdrawn by it from his literary duties. Farm too large for education.

Dromiskin National Agricultural School.

Dromiskin National Agricultural School.

522. *Description.*—This is an ordinary non-vested school, with separate school-rooms for boys and girls. It is situated about 1¼ mile from Castlebellingham, in the county of Louth. The school-rooms are 36 feet long, 15 feet broad, and 10 feet high. Both are provided with separate class-rooms, which, as well as the school-rooms, are boarded, and in excellent repair. The fittings, furniture, wall appointments, and school requisites were very good. Since 1st April, 1868, the boys' school had been in charge of a young man who had been a teacher two years, was untrained, and only a probationer, assisted by a lad of 15 years, who had been a monitor during 6 years, or since he was of the age of 9 years. The average number on the rolls for 1867 was 95·5, the average attendance 44·1; the number on rolls in the third class 19, and in the fourth class 11. There were present on the occasion of our inspection 44, all Roman Catholics. Of these, 8 were under 7 years of age, 23 between 7 and 9 years, and 13 between 10 and 12 years. Nearly one-third of those present were thus between 10 and 12 years of age; and 30, out of an average of 95·5 on the rolls, were in Third and Fourth Books. This is a satisfactory result, and, so far as it goes, shows that the late teacher had taught his school well. School under a probationer. Attendance of pupils.

523. The agricultural class—which consisted of 28 on the roll, who are all, with the exception of 2, in the third and fourth classes—received half an hour's instruction on each of the school days except Saturday. Agricultural class.

524. *The Farm,* which is close to the school-house, was added in 1850, and consists of 10A. 3R. 12P., statute measure, of good land. The farm was held by the late teacher and agriculturist, Mr. Patrick Quinn, from Lord Clermont, upon a tenancy-at-will, at the annual rent of £2 the Irish acre. The valuation of the land without the buildings is £17, which shows that the rent is moderate. The school-house was erected by the parish, the farm buildings and permanent improvements by Lord Clermont. In 1866 the books showed a profit of £49 1*s.* 10*d.*; the valuation at the end of the year was £102 10*s.* In 1867 the profit was £31 9*s.* 10*d.*, and the valuation £90 0*s.* 6*d.* The farm.

525. The farm was practically inoperative when we were there, the late teacher and agriculturist having resigned or been dismissed in consequence of some disagreement with the manager, had been served with notice to quit by Lord Clermont, who naturally wished the farm to remain connected with the school. Such a state of things is most likely to arise from the present ill-defined positions of the majority of agricultural teachers of schools not directly managed by the Commissioners of Education, as regards their interest in the school farms. The basis of all good farming is a just relationship between the landlord and tenant. When the State undertakes to set up a model for the practical Farm inoperative, late teacher being under notice to quit. Tenure of farms under

Board not properly attended to.

working of a farm it would be wise to afford a model for regulating the relationship of landlord and tenant, by insisting on specific written agreements between the contracting parties So far from this having been the case, it has too often followed the worst practice of the Irish land system—leaving everything to chance.

Farm always well spoken of: Lord Clermont's answer to queries:

526. In looking over the reports of the officers of the Board, we found this school and farm always well spoken of. In answer to our queries, the landlord, the Right Honorable Lord Clermont, says :—

"The farmers are more inclined to learn improved methods by the example of successful farming, than by oral instruction in agriculture."

"I believe the instruction given at the Drumiskin school and farm has been sound and practical."

"It was hard to answer the question, 'Whether the farmers have given their sons the benefits of the agricultural instruction, and profited themselves by the example given by the management of the school-farm,' with certainty. The farming in the district has certainly improved, but perhaps not more than in districts where there has not been any agricultural school."

"So far as I can form an opinion, the literary teaching of the school has been good, and has not been interfered with by the agricultural instruction, at least I do not know that it has been."

"In answer to the query, 'Whether it would be desirable to teach the elements of agriculture in all rural National schools, and to add, where practicable, a farm of a few acres to each,' Lord Clermont says :—'Certainly desirable, and if the teacher has a taste for practical farming (not otherwise) a small garden-farm would be desirable to show the results of the maxims taught. By a garden-farm, a plot of about one acre is meant; a quantity of ground not large enough to be properly called a farm, or likely to prove injurious to the general teaching by occupying too much of the master's time, and still more by engrossing his thoughts and interest.'"

opinion of Parish priest against agricultural School;

527. The manager of the school, the Rev. Thomas Callan, P.P., is of opinion that—

"The farmers in the neighbourhood of Dromiskin do not appreciate the value of agricultural teaching, and do not take advantage of it. The instruction given in the Dromiskin school is sound and practical. The farmers have not given their sons the benefits of the agricultural instruction; and they do not profit by the management of the school-farm. The farm is not now in connexion with the school. The literary teaching has been very much interfered with by having the farm attached to the school. He thinks it would be desirable to teach the elements of agriculture in all rural schools, but that 'a farm would be very injurious to the school.'"

formerly held a different opinion.

528. The following letter, which has been published in the Appendix to the Twenty-second Report of the Commissioners of National Education for the year 1855, shows that the Rev. Mr. Callan's views on the subject of agricultural schools, have recently undergone a considerable change :—

"SIR,—In reply to yours, enquiring about the working of the Dromiskin National Agricultural School, of which I am manager, I have much pleasure in stating that it continues to give entire satisfaction, not only to me, but also to even the most fastidious farmer in the surrounding district. The combination of the literary with the agricultural department contributes in a wonderful degree to fill the mind with accurate information, and prepares the hands, and improves the taste of the pupils for the skilful and profitable cultivation of the farms of which they may hereafter have the management. There are at present in the Albert Training Institution two young lads, who were educated in the Dromiskin Agricultural National School, who have displayed at every examination they underwent such accurate information, both on the theory and practice of agriculture, as to convince me, and everyone who witnessed their examination, of the utility and beneficial results of the combined system of literary and practical agricultural training. I feel confident that the Government, by continuing and encouraging such a system, would confer on the people of this country, and on the small farmers in particular a very great and lasting favour.

"Your obedient servant,

"Thomas Kirkpatrick, esq., M.D." "THOMAS CALLAN, P.P.

GLENGARRA NATIONAL AGRICULTURAL SCHOOL.

Glengarra National Agricultural school.

529. *Description.*—This is a vested National school, situated about 3 miles north of Lismore, in the county of Waterford. The school-house contains three boarded rooms, originally intended for a boys', a girls', and an infants' school. The boys' and girls' school-rooms are 36 feet long, 18 feet wide, and 12 feet high. The infants' school-room is smaller, and is now used as a refectory for boarders. There is not a separate class-room in either of the school departments. The buildings were in good repair; the fittings, furniture, wall appointments, and school requisites were good enough. The urinals, &c., are inconveniently situated, and were not clean. There is accommodation for thirty-one boarders; the dormitory and refectory were fair, but not tidily kept; and there was no lavatory. There is fair accommodation for the teacher, who is also the agriculturist. The teacher, who has held the office since 1843, was trained in 1844, and is classed in the second division of first class.

530. As we did not reach the school-house until just after the school had been dismissed, we had not an opportunity of ascertaining the character and extent of the knowledge acquired in the school. The following numbers will give an idea of the character of the attendance.

Attendance of pupils.

531. The total number on the roll was 70; the average attendance during the first quarter of 1868 was 39·2; second quarter, 37·7. There had been present on the day of our visit 31. The following table shows the classification of the boys on the roll, and the number of each class present on that day :—

		On Roll.	Present.
First Class,	First Division,	16	9
	Second „	12	5
Second, „		22	5
Third, „		11	6
Fourth, „		7	4
Fifth, „		2	2
		70	31

532. Thus, 28·5 per cent. of those on the roll were in the Third and higher books; and 38·7 of those present on the day of our visit. This very satisfactory result was not due to overgrown boys remaining in the school.

Agricultural class.

533. The agricultural class numbered 32 on the roll, and included all those in the Third and higher books, besides 12 from the more advanced boys of the second class. They were principally between the ages of 11 and 15, and the sons of farmers and farm labourers. There was also an industrial class of 6. Agricultural instruction was given in the school from 11 o'clock to 11.50, A.M., on every school day except Saturday. On the farm instruction is given from 2 o'clock to 3 o'clock, P.M, on five days, and for four hours on Saturday. The text-books used were the new class-book, Johnston's Catechism, &c. There was a sufficient supply of them given as free stock.

534. There was one free place for boarders filled up; and an application had been made for a paying place. The free boarder, who was the son of a farmer, was not very clever; but some pains had been evidently taken to instruct him in agriculture. He admitted that he did not continue his literary work with industry.

The farm;

535. *The Farm* was established in 1857, and consists, according to the teacher, of 20 statute acres, whereof 2R. are occupied by buildings and haggards, leaving 19A. 2R. available. According to Mr. Baldwin's report it contains 20A. 0R. 16P. But in the return received from the Valuation Office, the farm is stated to contain 22A. 3R. 15P. statute measurement. We are unable to explain these discrepancies. The land without the buildings was valued at £8 18*s.*, and the buildings at £2 12*s.*, exclusive of the school-house and residence, which are separated from the farm offices. The former with an acre of land are valued at £6, the farm buildings being estimated at £5 15*s.*, and the land at 5*s.* The land is hilly, slightly inclined to the south; the soil is a light, gravelly, peaty clay. The teacher, Mr. James K. Walsh, holds it as a tenancy at will from the Duke of Devonshire, at the annual rent of £11 15*s.*, which is at the rate of 10*s.* the acre on the area stated in the Valuation Office return. As that is the acreable rent which the teacher told us he paid, it would seem that the area stated in the Valuation Office return is probably correct. The taxes amount to £1 15*s.* 6*d.* An ordinary tenant would pay about £1 the Irish acre. A neighbouring farm of about the same quality is valued at 7*s.* 9*d.* the statute acre. The teacher thinks the rent of the school-farm somewhat higher than that of the farms about.

Farm buildings;

536. The farm buildings consist of an enclosed yard, with cow-house and the other usual offices. They were on the whole judicious, and suitable for tenant-farmers, but only in middling repair, and not kept tidy enough. The live stock consisted of 1 horse, 1 calf, 2 milch cows, 4 lambs, 5 ewes, 1 brood sow, 4 stores. The cattle and sheep were half mountainy. House-feeding was fully carried out in winter, and partially in summer.

Quality of land, and cultivation.

537. The land about is poor and cold, and the cultivation very indifferent. A five-course rotation is adopted on the school-farm, and is strictly adhered to. The cultivation is fairly carried out. The present quality of the land and the climate do not admit of growing stolen crops with advantage. Flax is not grown, nor is the soil yet suited for growing it with advantage.

Manures;

538. The collection and preservation of manure might be attended to somewhat better; there is, perhaps, not much real loss, but things might be made to look more tidy, with advantage to the farm as a model, and with profit also to the occupier. Seven cwts. of phospho-Peruvian guano had been used on the crops grown in 1868. The following table shows the disposition of the crops when we visited:—

Crops.

Green crops.	A.	R.	P.		A.	R.	P.
Turnips,	2	0	0	Grain crops—oats,			
Mangels,	0	2	0	Artificial grass, first year,	3	2	0
Potatoes,	1	0	0	,, ,, second year,	3	2	0
				Permanent grass,	1	2	0
Total,	3	2	0				

Profit and loss.

539. The following table shows the disbursements, receipts, valuation, and profit for the years 1865, 1866, and 1867:—

Dr.	1865. £	s.	d.	1866. £	s.	d.	1867. £	s.	d.
To Amount of Valuation at the beginning of the year,	75	12	6	82	11	0	83	13	6
,, Free labour,	3	0	0	3	0	0	3	0	0
,, Cash paid for labour,	20	1	8	28	19	7	29	13	6
,, Cash paid for manure, seeds, &c.,	15	2	4	16	16	7½	20	14	5
,, Cash paid for implements and repairs,	1	4	0	1	8	8	1	6	0
,, Cash paid for rent and taxes,	11	6	8	11	2	6	11	15	6
,, Profit,	15	17	4	15	0	3½	19	19	4
£	142	4	6	158	18	8	170	2	3

Contra—Cr.	1865. £	s.	d.	1866. £	s.	d.	1867. £	s.	d.
By Amount received for grain,	28	13	0	34	1	2	29	13	3
,, Amount received for roots,	12	12	6	11	12	0	15	10	0
,, Amount received for cattle,	6	10	0	12	10	0	29	15	6
,, Amount received for dairy produce,	10	12	6	15	11	6	9	11	6
,, Amount received for eggs,	1	5	6	1	10	6	1	7	0
,, Valuation at the end of the year,	82	11	0	83	13	6	84	5	0
£	142	4	6	158	18	8	170	2	3

Rate of wages.

540. Labourers were paid by the day here 1*s.* 2*d.*, but could be had at 6*s.* a week if constantly employed. Since 1843, when the teacher came here first, wages, he says, have risen 50 per cent.

Larne Model Agricultural School and Farm.

Larne Model Agricultural School and Farm.

541. *Description.*—This school is vested in local trustees, and represents apparently the first idea the Commissioners of Education had of what a model school should be, when they estimated the cost of a model school-house at £500. The school-house is a plain building, with good-sized windows, and contains apparently two large airy rooms; the upper is used for the girls' school; the lower for the boys' school. It being vacation time, and the teacher being away, we were unable to examine the inside. There is a good large yard about the school-house which is well suited for a playground.

The school is reached from one side, at which is the principal entrance, through a piece of ornamental ground in good order, and which forms a kind of garden to two excellent houses for the female teachers, which were neatly and well kept. The school-house, on the other hand, did not look as if the trustees bestowed much attention upon it; without being exactly in bad repair, it looked neglected; the windows having a great number of broken panes of glass in them. The privies were in a shockingly filthy state, especially the boys'. The walls of *both* privies, *but especially the girls'*, were scribbled all over with filthy and indecent language. Nothing like it ever met our eyes before or since. What must be the morals of a school where even half a dozen "children" could be found capable of writing such things as we saw!

Privies filthy and walls covered with gross and immoral writing.

The farm.

542. The farm, upon which is the residence of the teacher of the boys' school, is situated a short distance above the school-house. It consists of 4A. 1R. Irish, or 7A. 1R. 15P. statute measure, held by a lease of 61 years from the 1st of November, 1840. The land then belonged to Edmund MacDonnell, esq., afterwards Earl of Antrim, but has since been purchased by Sir Edward Coey of Belfast. The farm offices and a nice cottage were built by the lessees, or school committee. The land is town-park, and is let at town-park rent, the annual rent being £21 18*s.* 6*d.* About Larne the rent of town-park is about £5 the Irish acre, so that the school pays about the usual acreable rent of the place.

School and farm, cradle of Agricultural Department.

543. This school farm was the cradle of the whole agricultural department of National education. It was the success of its management, and the great practical good it was supposed to have conferred on farmers that led to the establishment of other schools. Whatever it may have been once, it is no longer a model farm. The crops were dirty, the turnips poor, and the whole farm inefficiently managed.

Profits for four years.

544. Even so the farm, although paying a high agricultural rent, has always realized some profit. The following table shows the valuation at the commencement of each year, and the profit realized in 1864, 1865, 1866, and 1867:—

	Valuation.			Profit.		
	£	*s.*	*d.*	£	*s.*	*d.*
1864, . . .	79	4	1	5	5	0
1865, . . .	78	13	0	15	6	0
1866, . . .	77	8	8	8	10	4
1867, . . .	94	15	8	10	7	6½

Profit and loss account for 1867.

545. The following full balance sheet for 1867 will show how the farm was worked during that year, and the value of the stock at the commencement of the year that we visited the farm:—

Dr.	£	*s.*	*d.*	Contra—Cr.	£	*s.*	*d.*
To Amount of Valuation at the beginning of the year, .	94	15	8	By Amount received for grain, ...	48	9	1
„ Gratuitous labour of pupils, ...	5	0	0	„ Amount received for potatoes, roots, &c., . . .	6	5	2
„ Cash paid for labour, ...	24	0	6½	„ Amount received for cattle, ...	37	7	5
„ Cash paid for seeds, lime, manure, &c., . . .	11	5	11	„ Amount received for dairy produce, ...	6	11	1
„ Cash paid for cattle, ...	4	0	0	„ Valuation at the end of the year, including £1 15*s.* for permanent improvements made during the year,	66	5	6
„ Cash paid for implements and repairs, . . .	0	9	5	„ Value of dairy and other produce consumed in the teacher's house, ...	9	2	0
„ Cash paid for rent, taxes, &c., ...	24	1	2				
„ Profit in the year, ...	10	7	6½				
	£174	0	3		£174	0	3

Live stock.

546. In 1864, the live stock included in the inventory consisted of three cows and four pigs; in 1865, of three cows, one calf, and six pigs; in 1866, of two cows, one heifer, one calf, and four pigs; and in 1867, of two cows, one heifer, and four pigs.

Agricultural class.

547. The teacher, Mr. William Hay, is we heard an excellent literary teacher. His merits are highly appreciated in Larne, where he is much engaged in private tuition after school-hours. He does not appear to have had any special education as an agriculturist, and obviously has not time to attend to farming. We had no means of learning how many were supposed to form the school agricultural class, or of testing their knowledge. Mr. Baldwin, in his report for 1867, gives the number on the roll as 78. There was also an industrial class of 5, the members of which worked two hours a day on the farm. None of the other boys ever came to look at the farm. The industrial class was simply a number of boys who were paid by the State for weeding the teacher's garden, and doing other farm work, but who, as far as we could learn, never received any special agricultural instruction from the teacher, whose time, we as have before stated, was otherwise occupied, certainly more profitably to himself, and perhaps also to the public.

548. As it may be useful to give the local opinion of an agricultural school which presents such a marked contrast between its present condition and its former reputed character, we subjoin the following summary of the answers which we received to our queries:—

Answers to queries from local clergymen and laymen.

The Rev. Ch. Ward, Rector of Kiliwaughter, and formerly manager of the Larne National School, thinks very few of the farmers in the neighbourhood of Larne appreciate the value of agricultural teaching, or are disposed to take advantage of it. *The Rev. Classon Porter, Minister of the Remonstrant Presbyterians, and present manager of the Model Agricultural School,* thinks they do, but not in the form of agricultural schools. *The Rev. Francis M'Kenna, Parish Priest of Larne,* thinks the farmers in the neighbourhood do not appreciate the agricultural teaching given in this school, and are not disposed to take advantage of it. *The Rev. John M'Murray, Presbyterian Minister,* says that, as far as his observation and knowledge of the farmers in the neighbourhood warrant him in forming a judgment, he is able to say that very generally they have adopted all modern improvements in agriculture, and are largely benefitting by them. *Malcolm M'Neill, esq., The Corran, near Larne,* believes they do, and that they would be disposed to take advantage of any system which they considered practical.

Rev. Mr. Ward believes the instruction given in the Larne Model School to be sound and practical. *Rev. Mr. Porter* believes it to be the best of its kind (evidently referring to the literary education only). *Rev. Mr. M'Murray* thinks it sound and practical. *Mr. M'Neill* thinks it is certainly theoretically sound, but doubts its being practical. The *Rev. Mr. M'Kenna* says that the Larne Model Agricultural School is practically a Protestant denominational one, in every respect, and consequently he does not know much about the instruction given in it.

Rev. Mr. Ward, in answer to the query whether the farmers have given their sons the benefit of the agricultural instruction of the Larne Model School and profited themselves by the example given by the

management of the school-farm, says no. *Rev. Classon Porter* says the numerous farmers who have sent their sons to the school have, of course, thereby given their sons the benefit of the agricultural instruction which is imparted in the school; but, he adds, "I cannot, in conscience, say that the farmers themselves have profited in the slightest degree by the example given in the management of the school farm, nor do I think that the idea has ever occurred to them of looking upon it as an example at all." *Mr. M'Neill* cannot say that they do either. The *Rev. Mr. M'Murray* says, "Several of the farmers have of late years, I understand, sent their sons to the Larne Agricultural Model School, and I think that this, and their observation and reading agricultural literature have combined to make them successful farmers." The *Rev. Mr. M'Kenna* says, "The farmers have not given, to any extent, to their sons the benefit of the agricultural instruction, nor have they, by any means, profited themselves by the example given by the school farm management." Answers to queries from local clergymen, &c.

In answer to our query whether the literary teaching of the school is considered to be successful, and has not been interfered with by being combined with agricultural instruction, the *Rev. Mr. Ward* says, "Very successful;" *Rev. Mr. M'Kenna* cannot answer for the reason already given. *Rev. Mr. Porter* says, "Since the appointment of the present teacher, who is 'first of first' in the classification of the National Board, the literary teaching of the school has been particularly good, and remarkably successful; nor has it been in the least interfered with by the agricultural instruction, because the manager and committee of the school have determined that such interference shall not, *under any circumstances*, be permitted." *The Rev. Mr. M'Murray* is of opinion that "The time occupied in giving instruction in agriculture has not," he believes, "interfered with the literary prosperity of the school, but rather aided in expanding the minds and improving the tastes of the pupils." *Mr. M'Neill* says, "I believe the literary teaching of the school to be *eminently* successful; and, I think such is the universal opinion in the neighbourhood. I have never heard it hinted that the agricultural instruction interfered in any, the remotest, degree with the literary."

In answer to our last query, whether it would be desirable to teach the elements of agriculture in all rural National schools, and to add, where practicable, a farm of a few acres to each, the *Rev. Mr. M'Kenna* says, "Yes, if the rules of the Board be faithfully carried out and competent teachers appointed." The *Rev. Mr. M'Murray* says, "I think that all farmers, in rural districts, would benefit by the establishment of agricultural National schools; and the proper management of a small farm, in connexion with the school would be of great value to the young." And, he adds, "Before answering the questions above, I have asked the opinion of a very intelligent practical farmer regarding the last question in particular; and he is decidedly of the opinion that I give in the answers. The rotation system has been partially the result of seeing the plan of the agricultural model school here." The *Rev. Mr. Ward* thinks, "It would be desirable to teach the elements of agriculture in rural schools; but the addition of a small farm would be of doubtful propriety. *Mr. M'Neill* says, "I think it would be very desirable to teach the elements of agriculture in all rural National schools; but (I state my opinion with all deference to that of persons who may think otherwise) I do not think it would be desirable to add model farms." The *Rev. Mr. Porter* says, "In my opinion the elements of agriculture, like the elements of any other department of knowledge, should be taught in all National schools; but, as to the connecting of farms with such schools, candour constrains me to say, that my experience of agricultural schools is not favourable to such connexion. No teacher can, I think, *properly* attend to a school and to a farm at the same time."

Lough Ashe Agricultural School and Farm.

Lough Ashe Agricultural School and Farm.

549. *Description.*—This was an ordinary non-vested National school, but the new school-house will be vested. It is situated about three miles south-west of the village of Donamanagh, in the county of Tyrone, and about ten miles from the city of Londonderry. The old school-house looked thoroughly worn out; the furniture and fittings, wall appointments, &c., like the school-house itself, have been long in use. A handsome new school-house was being erected at a cost of £274, two-thirds of which is to be contributed by the Commissioners of Education, and one-third by the proprietor and tenantry. The school-room is to be a boarded room 30 feet long, 15 feet wide, 12 feet high. The literary teacher resides in the house of the agriculturist, Mr. James Moore, on the farm along with the boarders. This house is old, and shows it. The dormitories of the boarders are not nearly so good as those in the National Board's model schools, but they are clean and airy. The bedsteads were all made at home, and of home-grown timber. The refectory and lavatory were fair, but not up to the level of modern requirements. There is a fair class-room for the use of the boarders, and a small room which serves as a laboratory, museum, &c. There was not much apparatus, but it appeared to be in regular use. Mr. Moore has formed a very useful collection of local rocks and minerals, and a well arranged, named collection of local grasses. Description.

550. The manager of the school is the proprietor of the land, John Pitt Kennedy, esq., who, however, resides in London; the correspondent is the Rev. Bernard M'Kenna, P.P., Donamanagh. The agriculturist, Mr. James Moore, was originally a scholar at Templemoyle agricultural school, and has held his present appointment since 1834. His son, James Moore, jun., who was educated here, acts as assistant agriculturist. The literary teacher, Mr. Patrick Fox, was also educated here, and then spent eighteen months at Glasnevin. Manager, &c. Character of school.

551. The school, while serving the functions of a primary school for the district, is much more of a special agricultural school than perhaps any other in the country; for while in nearly all of the other schools the boys attended chiefly for literary instruction, here agriculture might be said to be the primary object for which a considerable number came. The agricultural class consisted of day scholars and boarders; there were 11 of the former on the roll, who gave an average attendance of 6·8. There was accommodation for 15 boarders, and all the places were filled. It appears that there is rarely a vacancy, the places being filled as soon as vacated. These boarders come chiefly from a district within a radius of 20 miles, but some come also from a greater distance. All of those there at the period of our visit were the sons of farmers holding from 10 to 40 acres, with the exception of one whose father was a gentleman's steward or caretaker from the neighbourhood. Five of the boarders pay an annual stipend of £12; the parents of 10 pay £2 10*s.* in four quarterly payments of 12*s.* 6*d.*; Lady Bunbury, the sister of the proprietor, gives aid to 4 to the extent of £8 a year each; and since October, 1867, the National Board pay for 6 boarders at the rate of £10 a year each. Nine of the

assisted scholars were Roman Catholics, and 1 a Presbyterian; 4 of the paying scholars were Roman Catholics, and 1 a member of the Episcopal Church.

552. One hour each day is devoted to agricultural instruction in the school. The boarders study from 6 to 9 A.M.; work on the farm from 10 A.M. until 5 P.M., with the exception of one hour for dinner—that is 6 hours work; get half an hour's lecture on agriculture from 5½ to 6 P.M.; and study from 6 until 9 P.M. The agricultural instruction is given by Mr. Moore. The class books employed are Mr. Baldwin's new Agricultural Class Book, Stephens' Practical Agriculture, Hodges' Lessons on Chemistry, and Johnston's Agricultural Chemistry and Geology, of all of which there is a fair supply.

Boarding Department: examination of pupils.

553. As the boarding department of this school forms so important and successful an element of it, we confined our inspection of the educational work of the institution to the examination of the resident scholars. We examined the whole in reading, dictation, grammar, geography, and arithmetic, and found them very satisfactorily instructed in those subjects, quite up in fact to the level of boys of the same age in the best schools we have seen. Their proficiency in arithmetic especially was very satisfactory. Five were learning geometry and mensuration; 3 were very well prepared in two books of Euclid, and had a fair knowledge of mensuration especially in connexion with agricultural operations; 2 were beginners, and answered fairly in what they had learned.

554. Their knowledge of the theory of agriculture was very fair indeed. We were especially gratified with the manner in which the scientific principles upon which agriculture is based were taught to them. Mr. Moore appears to have given them just the amount of elementary knowledge in science which their training in other subjects had prepared them for, and they seemed quite familiar with the practice. We were glad to find that they had received regular instruction in the mode, and helped in the operation of keeping farm accounts, too much neglected elsewhere. There could be no doubt that in this school the teaching of agriculture and the practical working on the farm, so far from interfering with the literary instruction, has developed the intelligence of the boys, and enabled them to understand better what they had learned, instead of acquiring a mere knowledge of words. We also heard very good accounts of the fortunes of those who had left. Exclusive of those who had gone to Glasnevin for more enlarged instruction, about 80 (or 40 per cent. of the whole) had become farmers on their own account. Many had also become National school teachers, land stewards, and overseers.

The farm: history.

555. *The Farm.*—Lieutenant-Colonel John Pitt Kennedy, guardian of his nephew Mr. Pitt Kennedy, the present proprietor, wishing to improve the property of which he was trustee, and at the same time to benefit the few tenants upon the 1,160 statute acres of bleak uncultivated mountain land and bog forming the estate, established the present school in 1834, and appointed Mr. James Moore as schoolmaster and agricultural instructor, and to receive the rents. In 1837 a portion of the unreclaimed land was formed into a school farm, and provision was made for boarders. Year by year a portion of the waste was reclaimed, and additions were from time to time made to it of further portions. In 1850 the school farm consisted of 74A. 1R. 26P. statute, of which only 48 acres were under cultivation. It now consists of 90A. 2R. 26P. statute, of which 75A. 1R. 28P. are in cultivation, and 15A. 0R. 38P. are waste land or under roads.

Rent.

556. The present rent is 13*s.* 10*d.* the statute acre; the Poor Law valuation £47, which includes both land and buildings. In the return obtained from the Valuation Office 83A. 1R. 38P. (the amount held at the period of the valuation) the land is valued at £25, and the buildings, exclusive of the school-house, at £16, or together £41. The poor-rate is about 1*s.* in the pound, and the county cess about 1*s.* 6*d.* An ordinary tenant, allowing nothing for tenant-right, would pay an average of £1 5*s.* the Irish acre; the reclaimed land is worth about 3*s.* the acre more than the rent, or about 17*s.* The farm buildings cost about £600; the permanent improvements are estimated as far as can be ascertained to have cost £200, or together £800. If we estimate the original value of the land at 3*s.* the acre, the original value of the whole farm would have been £14, and the present value £64; the difference, £50, would represent the annual value of the improvements, at 6¼ per cent. on the capital sunk. Mr. Moore says that "The farm if let would return more than a fair interest for the money invested in improvements, but could not be expected to let at a rent that would return a fair interest for the capital invested in buildings and improvements." It is plain from the facts just stated that our opinion on this point is even more favourable than that of Mr. Moore. His view, however, may have been influenced by the fact that the capital expended was entirely the tenants', being, as he stated, "chiefly derived from the profits of the farm which were always reinvested;* and in this way the total improvements were effected, and farm buildings erected, the whole extending over a period of 26 years." If the landlord had expended the £800, he would clearly realize the profit of 6¼ per cent. upon his outlay; and so also would a tenant holding the land at an annual rent of 3*s.* representing the value of the unimproved land. As the accounts of this farm go back to 1850, and are well kept, the accounts as between capital and revenue, and as between teaching and agriculture being correct, and the charges and credits right, an analysis of them would afford about the best example of the cost and profits of reclaiming land, and give us the best data which could be anywhere found for determining the relative shares in the profits to which the owner and the occupier would in justice be respectively entitled.

Value of improvements; Farm instruction for determining the cost of reclaiming land.

Farm offices.

557. The farm offices comprise the usual out-offices. The byre was airy and roomy, plain and strongly, but, at the same time, inexpensively built. There was a good dairy, cheaply erected, and very commodious piggeries, and a good fowl house. They are quite adequate for the wants of the farm, are very judicious and, not being too expensive, are suitable for ordinary tenants. Some of them show, however, signs of age. The farm implements are good and sufficient for the wants of the farm, and are kept in good condition.

Cultivation: Rotation;

558. *Cultivation.*—Considering the elevation and quality of the land and the remoteness of the place, the agriculture of the district is very fair. The example set on the farm has been productive of much good, and is being largely followed. The school farm is cultivated according to a six-course

* He evidently meant that portion of the profits which would remain after he had maintained himself and his family, that is his savings.

rotation, which is very well adapted to the character of the soil, climate, and character of the district, and is strictly adhered to.

559. The cultivated land was cropped as follows :— crops in 1868.

Green Crops.	A.	R.	P.		A.	R.	P.
Potatoes,	7	1	26	Grain crops—Oats,	27	2	35
Turnips,	6	0	31	Artificial grass for soiling,	12	3	33
Cabbages,	1	0	0	Permanent grass,	20	0	23
Total,	14	2	17				

560. The cultivation was excellent ; the green crops were clean and luxuriant ; the headlands were all sown with late turnips or cabbages ; and no nurseries of weeds were allowed to accumulate about the fences. Farming very good ;

561. Stolen crops could not be expected to be successful in such a district ; vetches will not do at all at such a height as 600 feet and so far north. Mr. Moore does not now cultivate flax, as he has found that, on an average of years that crop is not as profitable as oats upon his farm. stolen crops, and flax.

562. There was not, of course, much manure at the season of our visit, but some heaps of compost were being carefully collected. A good deal of artificial manure is employed ; for instance, on the 14A. 2R. 17P. under green crops, guano to the value of £34 had been used. Manures.

563. *Live Stock.*—We found the following live stock on the farm :—3 horses, 2 mares ; 13 calves, 1 one year old heifer, 2 one year old bullocks, 14 dairy cows ; 3 ewes, 5 lambs ; 1 brood sow, 8 sucking pigs ; 40 hens, 20 ducks, 8 turkeys, 2 geese. The cattle were mixed Ayrshire and Durham. They were out at pasture during our visit, and looked well ; they are strictly house-fed in winter. In summer they are fed twice a day in-doors on soil, and are let out on pasture from 10 A.M. to 7 P.M. In winter the cows get the first feed at 7 A.M. ; it is composed of pulped turnips, oat-chaff, and meal seeds, prepared in the following manner :—The chaff, turnips, and seeds are placed in a large boiler in alternate layers, and boiling water sufficient to thoroughly saturate the mass is poured over them, and the whole is allowed to stand for 24 hours, when it has partially fermented and is ready for use.* A similar feed prepared in the same way is given at 7 o'clock, P.M., at 11 o'clock, A.M., and 3 o'clock, P.M. After each of the four feeds as much fresh oat straw or good hay is given as the cattle can consume. The milch cows and those near calving get, in addition, after the feed at 11 o'clock, A.M., about 1 lb. of Indian meal and 1 lb. of wheaten bran mixed with water, well boiled, and allowed to stand until sufficiently cold. Live stock ; feeding mixture.

564. This farm has always yielded a fair profit. The earliest balance sheet now preserved there, that of 1850, shows a profit of £45 ; the amount of land reclaimed and under cultivation being about forty-eight acres. The following table gives the profit from the farm as it is now for the years 1864, 1865, 1866, and 1867 :— Farm always profitable.

	£	s.	d.
1864,	131	6	6
1865,	229	1	4
1866,	165	19	6½
1867,	175	9	1
Total,	£701	16	5½

or an average of £175 9*s.* 1½*d.* The following balance sheets for the years 1866 and 1867 will show the disbursements and receipts and the valuation during a period of two years :— Profit and loss.

Dr.	1866. £	s.	d.	1867. £	s.	d.	Contra—Cr.	1866. £	s.	d.	1867. £	s.	d.
To Amount of Valuation at the commencement of the year,	613	15	0	578	0	0	By Amount received for oats,	82	8	5	100	17	1
„ Free labour of pupils,	50	19	11	51	3	4½	„ Amount received for flax,	7	12	0	—		
„ Cash paid for labour,	50	10	4	49	11	9½	„ Amount received for turnips,		—		1	4	0
„ Cash paid for farm seeds,	8	0	2	7	7	8	„ Amount received for potatoes,	40	3	11	63	0	0
„ Cash paid for manures,	19	15	6	10	7	0	„ Amount received for cattle,	143	19	6	81	12	0
„ Cash paid for cattle,	4	10	0	4	17	6	„ Amount received for dairy produce,	120	15	5	100	10	4
„ Cash paid for feeding stuffs,		—		5	10	0	„ Amount received for eggs and poultry,	8	10	0	12	4	0
„ Cash paid for implements and repairs,	9	1	8	6	0	0	„ Valuation at the end of the year,	578	0	0	589	0	0
„ Cash paid for one year's rent,	51	10	0	51	10	0							
„ Cash paid for one year's poor rate,	1	17	1½	2	5	6							
„ Cash paid for one year's county cess,	5	10	0	6	5	6							
„ Profit,	165	19	6½	175	9	1							
£	981	9	3	948	7	5	£	981	9	3	948	7	5

565. We have been favoured with the following answers to our queries by the correspondent of the school and the landlord of the farm :— Answers to queries:

Rev. Bernard M'Kenna, P.P., Correspondent.—"The people of the neighbourhood have largely benefited by the example of the school farm, and though at first sceptical as to the success of an improved system of agriculture, now fully admit it and follow the example as far as their means will allow. Rev. B. M'Kenna, P.P

"The instruction is perfectly sound and practical.

"A great number of the farmers' sons have been educated in the school, and are now successful in many situations throughout the country.

"The literary instruction has not been retarded by being combined with the agricultural.

"I would have some hesitation in saying that it would be desirable to have a small farm attached to all rural schools, lest it should interfere with the teacher's duties in the elementary instruction of the children ; but model farms, in connexion with the more advanced literary schools in scattered districts, when wisely and properly conducted, will always be of great advantage to the localities in which they are situated ; but if not properly conducted, or in the hands of inexperienced or merely theoretical agriculturists, may do a great deal of harm."

J. Pitt Kennedy, esq., Memb. Inst. C.E., London.—"I have every reason to believe" that the farmers in the J. P. Kennedy, esq.

* When cold is substituted for boiling water fermentation does not set in so soon, and in this case the mess is allowed to stand for a longer time, varying according to the state of the weather, from thirty to forty hours.

neighbourhood appreciate the value of agricultural teaching, "and know that they often apply to the agriculturist (Mr. James Moore) for his advice."

The instruction given in the school and on the farm "is sound and undoubtedly practical, the farm being in an extensive and solely agricultural district the people see how it is cultivated and the result."

The farmers have given their sons the benefits of the agricultural instruction given at the school, and profited themselves by the example given by the management of the school farm, "and, consequently, their condition has greatly improved. I consider that the school, combined with proper management, has raised the Lough Ashe people from poverty to comparative independence."

"The literary teaching has been successful. We did feel the want of an assistant master, but since his appointment no difficulty has occurred that I am aware of." Literary and agricultural instruction "are combined, and, I think, ought to be."

566. In answer to our query whether it would be desirable to teach the elements of agriculture in all rural National schools, and to add where practicable a farm of a few acres to each, he says:—"Undoubtedly so. I think it difficult to over-estimate the value to any district that a well cultivated farm would be; but to be useful it should be done by the same practical means the small farmer possesses, combined with skill,—not by dint of money, as the poor farmer will tell you, it is done. I think Lough Ashe is a good example. We had not any money. I enclose a map showing what Lough Ashe was in 1830, and its state in 1863, from which you will be better able to judge of the value an agricultural school is to a poor district,—always provided the school is properly managed, and money not squandered."

567. Rev. G. J. Thomas, Rector of Donagheady, says:—"I am not able of my own knowledge to give an opinion as to the character of the education given at Lough Ashe, but I know that the school has turned out clever, well-informed lads and useful farmers, an opinion which is fully borne out by what my neighbours ascertained."

568. In answer to our question, whether it would be desirable to teach agriculture in all rural National schools, he says:—"I consider that to do so would be a great benefit, but that it would not be easy to find an individual who would combine in his own person the knowledge of agriculture and of letters, so as to be able to teach successfully in both branches of education."

Opinion of school and farm.

569. In conclusion, we believe this school-farm to be by far the most satisfactory we have met with. The theory of agricultural science is extremely well taught, without much use of hard names and odds and ends of chemistry, &c., so often mistaken for science, while the literary proficiency of the pupils is quite up to the standard of the best classes in model schools. The practice of agriculture is amply combined with the theory; the tillage is excellent; the crops good; the management economical; the accounts succinct, well kept, and seemingly accurate; and last, though not least, the profit is ample.

Rahan National Agricultural School and Farm.

Rahan National Agricultural School and Farm.

570. *Description.*—This school, which is under the management of the Rev. M. Colgan, P.P., Rahan, near Tullamore, in the King's County, is held in a vested school-house. The school-room is 36 feet long, 24 feet broad, and 16 feet 6 inches to eave-course, is boarded, and has no separate class-room. The fittings, furniture, wall appointments, requisites, &c., are good. The school-house is in very good repair on the whole, but rather untidy, and unfinished looking on the outside. The ventilation was very bad.

Attendance of pupils.

571. The average number on the rolls for 1867 was 83·6; the average attendance during the same period, 46·8; and the number present on the occasion of our inspection, 39, who were all Roman Catholics. The master, Mr. Richard Murphy, was classed first of 2nd class, and had not been trained. He had a house on the school-farm, at about quarter of a mile from the school-house; it was tidily kept, as were the back premises and farm offices. The school itself appeared to be well kept, though the attendance did not seem to have been very regular.

Agricultural class.

572. The agricultural class numbered 16 on the roll, all of whom are sons of farmers; on the occasion of our visit 5 were present. Agricultural instruction is given on each school day from 2 o'clock to 2·30 o'clock, P.M. The text book employed is chiefly the new Agricultural Class Book; the boys take home their copies of the book, and thus help to diffuse among their parents the information it contains. In consequence of an unforseen delay in our journey to the school we had no time to make a detailed examination of the agricultural class, and consequently cannot speak with authority as to its proficiency.

The farm: tenure, &c.

573. *The Farm,* which is situated about a quarter of a mile from the school-house, consists of 12A. 3R. 3P., statute measure, of a good loamy soil, and is held on a lease of 31 years from John O'Brien, esq., J.P., to the uncle of the teacher. The rent and taxes for the year 1867 amounted to £13 13*s.* 6*d.*, being about the amount an ordinary tenant would pay for it. The farm has been connected with the school since 1847. The present tenant's uncle appears to have paid the sum of £60 for the tenant-right of the farm to the landlord on getting the lease, which however contained protective clauses to the effect that if the lessee, Hugh M'Monagle (uncle of present teacher and his predecessor both as teacher and agriculturist) died during the term of the lease, or should be obliged to retire from the office of teacher of Rahan National school through ill health, incapacity, or any cause whatever, the lease should terminate, and in the case of death, his heirs or executors, or, in the case of leaving the school, the lessee himself should receive back the £60.*

Farm buildings.

574. The farm buildings consist of a cow-shed, stable, root house, barn, and piggeries, all on a good

* This was almost the only instance in which we found a detailed preliminary agreement as to teacher-tenants' compensation in case of removal. The fact that the teacher expressed himself as being perfectly satisfied with its terms, and contented with his position, would go far to prove the practicability of drawing up similar agreements elsewhere; as well as the desirability of the Board's insisting on such being entered into by both the parties to a tenure, as a necessary condition of placing a school on the agricultural list.

plan, very neat and tidy, and capable of affording accommodation for a farm of 30 or 40 Irish acres, or four to five times the size of the present farm. They have been inexpensively put up, taking into account the accommodation they afford; they must, however, have cost as much as at 5 per cent. would add, on so small a piece of land, 15*s.* per statute acre to what would be the natural value of the land in an unimproved state, and without any buildings on it. This would nearly double the present rent, and consequently the increased value of the farm could not possibly return in increased rent a fair proportion of the capital invested, which appears to have been supplied by the Commissioners of National Education. The farm buildings were in a very fair state of repair, if we except the want of paint on the woodwork of the dwelling-house. The farm implements were the usual ones of the district, were adequate for the wants of the farm, and were in reasonably good order.

575. *Live Stock.*—We found on the farm: 1, horse, 1 two-year old heifer, 1 milch cow, 2 lambs, 3 stores, and 40 hens and ducks. They were all the ordinary kinds of animals of the district, and were very fairly kept. Live stock.

576. *Cultivation.*—The agriculture of the district is mixed tillage and pasture. The farming is indifferent, except on one or two large farms near Tullamore, where we saw some large and good turnip fields. The rotation on the tillage part of the school farm is a four-course shift, which is strictly adhered to. The following table shows the disposition of the land as regards crops:— Cultivation: rotation; crops of 1868.

Green Crops.	A.	R.	P.	Grain Crops.	A.	R.	P.	—	A.	R.	P.
Potatoes,	1	2	0	Oats,	2	1	2	Artificial grass to be followed by lea oats,	2	1	2
Mangels,	0	1	0	Barley, with grass seeds,	2	1	2	Permanent grass,	2	1	10
Turnips,	0	2	2								
Total,	2	1	2		4	2	4				

577. The land under buildings, garden, waste, &c., is 1A. 1R. 25P. The roots were very good, and the grass seeds were rather successful. No stolen crops were cultivated in 1868; cabbages are sometimes grown after potatoes. No flax had been sown for two years.

578. The manure pit is well placed, and in very good order. Two cwts. of Wonfor's special manure had been used on the turnips and mangels as an experiment. Manures.

579. The following table, containing the balance sheets for the three years preceding our visit, will help to complete our account of this farm:— Profit and loss.

Dr.	1865. £	s.	d.	1866. £	s.	d.	1867. £	s.	d.
To Amount of Valuation at the commencement of the year,	73	16	0	93	5	0	91	6	0
„ Cash paid for labour,	34	16	6½	34	13	2½	29	3	4
„ Cash paid for seeds, manure, &c.,	10	8	4	18	9	5½	7	13	11½
„ Cash paid for implements and repairs,	0	12	7	0	9	2	0	6	6
„ Cash paid for cattle,	18	9	6	20	5	0	24	10	0
„ Miscellaneous disbursements,	0	13	0½	—			—		
„ Rent and taxes,	13	6	6	13	10	9	13	13	6
„ Profit,	13	5	3½	12	1	3	19	5	0
£	165	7	9½	192	13	10	185	18	3½

Contra—Cr.	1865. £	s.	d.	1866. £	s.	d.	1867. £	s.	d.
By Amount received for grain,	22	16	3½	24	16	2½	34	10	8½
„ Amount received for potatoes, roots, &c.,	20	16	5	11	0	0	14	19	8
„ Amount received for cattle,	14	16	9	48	14	7	33	14	4
„ Amount received for dairy produce,	5	9	6	10	10	9½	9	12	9
„ Amount received for eggs and poultry,	8	3	10	6	6	3	6	0	0
„ Valuation at the end of the year,	93	5	0	91	6	0	87	10	0
£	165	7	9½	192	13	10	185	18	3½

580. The agriculturist states that the neighbours come to him for information, and take an interest in the farm. Having received no replies to the several queries we issued in the neighbourhood of this school, we are unable to compare his statement with those of less interested parties.

Sallybank National Agricultural School and Farm.

Sallybank National Agricultural School and Farm.

581. *Description.*—This is an ordinary vested National school, situated about four miles south of Broadford, in the county of Clare. The school-house was originally built in 1843, one-third of the expense (£33 13*s.* 8*d.*) being contributed by E. Bernard, esq., the late manager, and two-thirds (£74 3*s.* 4*d.*) by the Commissioners of National Education. Since the death of Mr. Bernard the District Inspector has acted as manager.

582. The school-house, which was in very good repair, contains one boarded room 34 feet long, 18 feet wide, and 10 feet high. The furniture and fittings were good, as were also the wall appointments and school requisites, for which the school was largely indebted to Mr. Vere Foster. The teaching staff consisted of Mr. Jeremiah Ryan, who acts as principal teacher and agriculturist, his wife, and two daughters. Mr. Ryan, who has been a National school teacher for 30 years, was trained in 1843, and is classed third division of first class. He has a comfortable house on the farm, which is close to the school, and which we found in good order; and fairly tidy. School-house.

583. The following table shows the character of the attendance of boys:— Attendance of pupils.

	Average. On Roll.	Attendance.
First quarter of 1868,	78·7	56·8
Second „	79·8	44·5
Third „	76·8	47·6

584. On the 7th October, 1868, the register contained the names of 74 boys, of whom 40 were

present. The following table shows their classification by lesson books, and the number of each class present on that day :—

		On Roll.	Present.
I.	First division, 13 / Second „ 10	23	11
II.	First „ 14 / Second „ 13	27	19
III.		15	5
IV.		9	5
	Total,	74	40

585. With the exception of 1 boy in the second division of class II., who was a member of the Episcopal Church, all the boys on the roll were Roman Catholics.

Agricultural class.

586. The agricultural class consisted of all those in the Third and Fourth lesson Books, numbering 24 on the roll, of whom 10 were present. Of those on the roll, 8 were between 9 and 12 years of age, 14 were between 12 and 16 years, and 2 above 16 years; 2 were sons of members of the Constabulary, 2 of the teacher, and the rest (20) of farmers. Agricultural instruction is given on each school day, except Saturday, from 2½ o'clock to 3 o'clock, P.M. The text books are the new class book, Johnston's Catechism, and Murphy's Expositor. Before the arrival of a supply of the new class book as a grant of free stock, all the members of the agricultural class had purchased copies of it for themselves. We examined 9 members of the agricultural class. Six did very well in dictation, the subject being a long sentence from the Agricultural Class Book; 4 boys of the fourth class did very well, indeed, in arithmetic (practice, interest, chain rule, &c.); and 4 of the third class did fairly in proportion. The answering of the whole class in the subject-matter of the agricultural class was very fair. They seemed to understand very well those parts which they were asked to read, or were examined in.

The farm.

587. *The Farm* consists of 15A. 2R. 25P. statute measure, of slaty clay land, held from year to year, by the teacher from the Rev. Mr. Baily of Ballingarry, in the county Limerick, at an annual rent of £10, or 12*s.* 9¼*d.* the acre. The valuation is £5 5*s.*, or 6*s.* 8½*d.* the acre; 2 neighbouring farms are valued respectively at 7*s.* 10*d.* and 5*s.* 3*d.* the acre. The land all about lets rather under £1 the Irish acre, so that taking custom as a criterion the teacher pays the full value. The increased value of this farm and the farm premises would be more likely to return in increased rent the interest of a fair proportion of the capital invested, than in the case of almost any farm we have seen. The accounts seem well kept, and are correct as between capital and revenue, but there has been no special expenditure by the tenant that should go to the capital account.

588. The farm wants draining very much; the tenant cannot afford to do it, and would not do it if he could without some tenure or security of repayment. He says he would willingly pay an increased rent, equal to 6 per cent. per annum on the outlay, provided it did not exceed £6 the acre, and that almost all his neighbours would likewise be willing to do so.

Farm offices.

589. The farm offices consist of a cow house, dairy, barn, piggery, tool house, potato house, root house, scullery, and shed. They were erected at a cost of £260 10*s.* conjointly by the Commissioners of National Education and the proprietor and late manager, and afford adequate accommodation. They were the best class of buildings as respects usefulness combined with economy, and as affording good models of small-farm steadings for tenants and landlords to follow that we have seen. They were built before the Board of Works had the management of such matters. They were economically maintained also—perhaps a little too much so.

Implements.

590. The implements were the ordinary ones of the district, and could not be recommended as *examples*. The common spades and shovels should not certainly be used on a model farm. We have already pointed out the good which the school farms might do in substituting proper hand implements for those generally in use. In the early days of the system the teachers were too much occupied in the analysis of soils and abstruse science to mind so commonplace matters as spades and shovels; but now that the schools are beginning to perform their functions successfully it is to be hoped that only the most improved hand implements will be in future used in any school farm in Ireland.

Live stock.

591. *Live Stock.*—The live stock on the farm consisted of 1 ass; 1 calf, 1 one year old heifer, 1 milch cow; 1 brood sow; 30 hens. The cow was of the ordinary breed of the locality. House feeding was strictly carried out in winter, and partially in summer.

Cultivation:

592. *Cultivation.*—The land of this district is very poor and wet, and badly tilled; almost all the farmers, however, grow some turnips and use artificial manures—the great want is efficient drainage. The school farm is cultivated on a six-course shift, with three years successive grass. A four-course rotation would undoubtedly be much better, but the agriculturist fears the expense of the requisite labour. If the farm were drained and the land well tilled the cost of the increased labour would be amply repaid to him. The following table shows the disposition of the several crops at the period of our visit :—

crops of 1868.

Green Crops.	A.	R.	P.	Grain Crops.	A.	R.	P.	Artificial Grass.	A.	R.	P.	Permanent Grass.	A.	R.	P.
Potatoes,	2	0	0	Oats,	2	2	26	1st,	1	1	13		6	1	2
Turnips,	1	1	13	Flax,	0	1	0	2nd and 3rd,	2	2	26				
Mangels,	0	1	0												
Cabbages and Parsnips,	0	1	0												
Total,	3	3	13		2	3	26		2	3	26		6	1	2

593. The land was well cultivated. The mangels and parsnips were good; the Swedes in both plots very fair. The potatoes were also a well-grown crop, but nearly two-fifths of them had become

diseased. The flax was a very good sample. The preceding year a rood had produced 6 stone, which was sold at 8*s.* 6*d.* the stone. The agriculturist thinks flax the most profitable crop, and not at all exhaustive. He steeps his flax unrippled, believing, as do the majority of flax-growers in Ulster, that it rets better, and gives a better fibre. We could never discover any sound reason for this belief. The clover laid down with the flax was very good, and the plot of rye-grass laid down with the previous flax crop was undoubtedly the best on the farm. A stolen crop of cabbages after early potatoes seemed to do well here. quality of crops.

594. In 1867 he used guano to the value of £7, and in 1868 to the value of £8. If this farm were worked on a four-course rotation, and the Belgian system of house-feeding strictly carried out with a sufficient number of cows, there would not be much necessity for stimulant hand-manures. Manures.

595. In the bad times there used to be an industrial class at this school. Now, however, the parents of the children will not let them work for the old wages; nor would they, the teacher thinks, for even a considerably increased remuneration. Another difficulty in the way of keeping up such a class is the extreme irregularity of attendance. There are no farms in the neighbourhood of less than 10 acres, and the tenants of such farms will not go out as constant labourers, although the latter now get nearly 9*s.* a week. These statements we give on the authority of the teacher alone. Industrial class.

596. The balance sheets for the years 1865, 1866, and 1867, which we give in the following table, will help to give an idea of the working of the farm, the floating capital employed, and the profits realized:— Profit and loss.

Dr.	1865. £ s. d.	1866. £ s. d.	1867. £ s. d.
To Amount of Valuation at the beginning of the year,	47 5 0	41 5 0	36 12 6
„ Gratuitous labour of pupils,	2 0 0	3 0 0	—
„ Cash paid for labour,	12 13 8	15 6 2	21 5 6½
„ Cash paid for manure,	7 3 5	6 17 8½	14 11 9½
„ Cash paid for cattle,	2 10 0	14 18 8	—
„ Cash paid for implements and repairs,	1 11 10	0 18 0	1 3 9
„ Miscellaneous disbursements,	3 2 6	5 15 5	8 12 9½
„ One year's rent and taxes,	10 18 2½	10 16 8½	10 18 0
„ Profit,	8 8 8	7 5 2½	5 13 4½
£	95 13 3½	106 3 4½	98 17 9

Contra—Cr.	1865. £ s. d.	1866. £ s. d.	1867. £ s. d.
By Amount received for grain,	8 1 0	5 14 7	6 19 0
„ Amount received for flax,	—	—	2 11 0
„ Amount received for roots, &c.,	20 1 6½	17 5 10½	14 17 0
„ Amount received for cattle,	9 6 0	29 0 5	12 1 0
„ Amount received for dairy produce,	13 6 3	13 5 1	11 19 10
„ Amount received for eggs and poultry,	3 13 6	4 14 11	3 19 3
„ Valuation at the end of the year,	41 5 0	36 12 6	46 10 8
£	95 13 3½	106 3 4½	98 17 9

SCHOOL-GARDENS.

Glasnevin School-Garden.

Glasnevin school-garden:

597. We have already, in our brief account of the history of the origin and growth of the Agricultural Department of National Education, quoted the paragraph from the Fourth Report of the Commissioners, published in 1837, in which it was proposed to attach to each rural National school of a certain class a small piece of land to be cultivated as a garden-farm. Although a garden was established on the ground annexed to the house provided for the teachers in training in the village of Glasnevin, and instruction in kitchen, and to a small extent in flower gardening, was given there to the teachers, so as to prepare them afterwards for managing school gardens of their own, it was only in 1846 that the original idea was carried out by the building of a school-house on part of the ground in question. This school was established, as the Commissioners tell us in their Thirteenth Report (for 1846), "In order to furnish an example of the manner in which a school ought to be conducted in country districts, so as to combine literary and agricultural teaching." This Glasnevin school was in fact to be a model school of a certain type. history;

598. The school-house contains two spacious, well-lighted and airy rooms, communicating by a folding door, so as to allow of the rooms being thrown open for examinations or similar purposes. One of the rooms is for boys, and the other for girls and children of both sexes under seven years of age. There is a basement story which is partly and unnecessarily below the level of the road. One room of the basement is used as a class-room for both the girls and boys. The rest appears to have been intended as a residence for one of the teachers, and is, we believe, used by the female teacher. The school being the property and under the immediate management of the Commissioners, is, of course, well enough provided with furniture, fittings, books, and wall appointments. Some of the maps, however, were old, and one was torn off in part from its roller. The teacher of the boys' school is Mr. John Donaghy, formerly teacher of Larne school, at the period when that school attracted so much attention as a successful agricultural school. He then became superintendent of Glasnevin Model Farm, was afterwards for some years sub-inspector, and then one of the inspectors of agricultural schools. The following statistics will show the character of the present attendance:— description of school-house;

	Average on Roll. 1868.	Average on Roll. 1869.	Average Present. 1868.	Average Present. 1869.
1st Quarter,	46·2	41·5	28	28·6
2nd „	41·8	41·1	29	25·4
3rd „	40·9		25·6	
4th „	40·0		28·1	

attendance of boys;

number present when visited;

599. On the occasion of our inspection there were on the roll and present as follows:—

	On Roll.	Present.
1st Class,	8	2
2nd „	23	14
3rd „	9	7
4th „	4	2
Total,	44	25

school-fees, attendance decreasing;

600. The total fees of the school for the year 1868 amounted to £4 18*s.* 5*d.* Mr. Donaghy did not, however, expect to receive so much during the present year, because several of his best-paying pupils had left. The school had been formerly much better attended, but since the opening of a convent school, within about one hundred yards of this one, the attendance at both the girls' and boys' schools has gradually decreased. We were told that boys even above ten were received at the convent school. It appears from the school accounts that since January, 1866, about the time of the opening of the convent school, there have left this school and gone to other schools the following number of boys:—

number of boys who have gone to other schools;

To the Glasnevin Convent School,	48
„ Christian Brothers' and other Catholic schools,	9
To a Church Education school,	1
„ other National schools,	4
„ schools not known,	3
Total,	65

cause of decrease;

601. This desertion of the Glasnevin school cannot be ascribed to want of teaching power, for, in addition to Mr. Donaghy, there is an assistant teacher, who seemed an intelligent young man. It is evident that the parents of the children, the great majority of whom are Roman Catholics, prefer religious schools to even so favoured a school as this. The fact of Mr. Donaghy being a Protestant may, no doubt, have had some influence on the preference shown for the convent school; but that cannot be the only or even the chief reason, for a similar decrease has taken place in the girls' school, which is taught by an experienced classed Roman Catholic teacher.

agricultural class;

602. The agricultural school-class comprised all those in the third and fourth classes (there is not now a fifth class), numbering thirteen on roll, of whom nine were present. The industrial class consists of eight, of whom seven were present. The members of the industrial class, with the exception of one boy, who is only in the Second Book, are included in the thirteen just mentioned.

examination of class;

We examined those present in reading, dictation, writing, and arithmetic. The whole read intelligently, from the agricultural class-book, and in general could explain the meaning of the terms that occurred in the part of the book they read from. Four wrote a sentence from the same book without a fault in spelling or punctuation; two more wrote it without any fault in spelling, but did not punctuate or use the capital letters correctly; one made a single fault in spelling, and one did not take down the sentence correctly. The writing of all was good. They were all very backward in arithmetic; one failed in simple multiplication; three failed in an easy sum in division. Of five who tried an easy sum in division of money, one failed. None of them could do a very simple sum in proportion. They were all rather well acquainted with the Map of Ireland. For boys so backward as they seemed in ordinary school instruction, they had some useful general knowledge about crops, due no doubt to the allotment system, which we shall describe immediately. On the whole this school in its present condition is below an average National school, and certainly does not "furnish an example of the manner in which a school ought to be conducted in country districts, so as to combine literary and agricultural teaching."

description of school ground;

603. The whole of the ground upon which the training institution and National school are situated contains 3A. 1R. 31P. statute measure, of which about one statute acre is occupied by the school-house, school-premises, play-ground, and some ornamental grounds, leaving about 2A. 1R. 31P. for cultivation. This portion is divided into three parts:—1, the school-garden proper, close to the school; 2, a piece of ground laid out as a garden close to the training institution, in which rhubarb, seakale, &c., are grown; 3, the allotments. The plots one and two constitute the school-garden, and contain about one Irish acre (1A. 2R. 19P. statute) of land under crops. The allotment plot contains 1R. 26P. There is also a small piece of ground close to the latter, upon part of which have been erected piggeries; the remainder is used as a kind of nursery, and contains a few forcing frames.

"industrial classes" first established;

604. At first the whole of the available ground was cultivated as a garden-farm for the account of the Commissioners. With the view of encouraging the boys to acquire a practical knowledge of gardening, a limited number of the advanced boys were induced to work in the garden two hours each day, after the ordinary school business. Each scholar received 6*d.* a week for his labour. This was the first "industrial class." In 1849 the late Dr. Kirkpatrick recommended its extension to the other agricultural schools. The produce of the garden was valued to the Commissioners at the current market prices, for the use of the male and female training establishments. The boys of this industrial class attended daily at a course of lectures, given to the teachers in training, on the elementary principles of agriculture. In the Report for 1847 the Commissioners, however, say that "it will be a subject for future consideration whether this arrangement for the regulation of the labour of the garden might not be so altered as to place under each of the pupils a small allotment, which he shall be required to cultivate, being permitted to receive a portion of the profit derived from his industry." The system here suggested was put into practice on the 3rd of March, 1850, and has continued in operation since.

extended to other schools in 1849;

Commissioners suggest allotments to pupils,

the "allotment garden;"

605. The "allotment" garden is divided into two parts by a central walk. Each half is divided into three plots by narrow walks running off from the central walk. Two of these plots contain 12 perches, statute measure, two 11 perches, and two 10 perches, or in all 1R. 26P. Each plot is placed in charge of a boy—a member of the industrial class; he is charged rent at the rate of £5

the Irish acre, and is provided with the seeds, manures, &c., for which he is charged the cost. A regular debtor and creditor account is kept for each plot, and at the end of the year a balance is struck, and whatever remains after paying all expenses is paid over to the boy who has tilled it. Each tenant of a plot generally works three days in the week on his own plot, and three in the general school-garden, for which he is paid 1*d.* the hour, or 6*d.* the week. The following table contains the balance-sheets for these plots for the years 1867 and 1868 :— Profit and loss account.

Allotment.*	Area in Statute Perches.	Expenses.* 1867. £	s.	d.	Expenses.* 1868. £	s.	d.	Receipts. 1867. £	s.	d.	Receipts. 1868. £	s.	d.	Profit and Loss Account. 1867. £	s.	d.	Profit and Loss Account. 1868. £	s.	d.
1	12	1	19	1	0	19	8½	4	3	7½	3	10	11	2	4	6½	2	11	2½
2	11	1	13	1	0	18	9½	3	19	6	3	9	6	2	6	5	2	8	8½
3	11	1	7	3	1	0	0	3	17	9½	3	11	7½	2	10	6½	2	11	7½
4	12	2	3	11½	0	19	0	4	7	4½	3	7	1	2	3	5	2	8	1
5	10	1	15	5½	0	16	3	3	1	4	3	14	11	1	5	10	2	18	8
6	10	1	7	2½	0	14	7	2	14	10	3	7	11½	1	7	7½	2	13	4½
	66	10	6	0½	5	8	4	22	4	5½	21	2	0	11	18	5	15	13	8

606. The first year the system was put into operation, 1850–51, the profit realized and divided among the six boys was £12 6*s.* 1½*d.*; in 1852–3 it was £17 1*s.* 10½*d.*; in 1854, £12 8*s.* 5*d.* The chief plants cultivated are cabbages of different varieties, borecole, turnips, potatoes, parsnips, &c. The plots were in fair order when we saw them; but the walks, though in good order, were covered with what was considered to have been coal-ashes, but which was almost wholly coal. No worse example could have been given to young lads than to see such wanton waste of fuel. It too frequently happens that persons who are careful of their own property, and even of that of private persons, feel no scruple in wasting public property; but it appears to us that the fault is graver when public property is wasted just when a lesson of conscientiousness in the stewardship of others' property, and of economy, is expected to be given. Mr. Baldwin, it appears, had already complained of this waste, for which the Board of Works, we believe, is responsible. This waste shows the injudiciousness of making the Board of Works coal merchants among the many other functions thrust upon them. Profit made in former years. Coal spread upon walks, a bad example.

607. The school-garden is cultivated, under the direction of Mr. Donaghy, by men hired for the purpose, aided by the industrial class. The part close to the school is divided into plots, and a kind of rotation is followed out on each, by which shallow-rooted plants follow deep-rooted ones, and the converse. The common culinary vegetables are chiefly grown on this part; the seakale, rhubarb, and asparagus are chiefly grown in the lower plot of ground, which is less exposed. School-garden:

608. When the garden was originally laid out a number of standard fruit-trees were planted through it. In 1852, when all the land was placed under the teacher, the garden was remodeled, the old fruit-trees removed, and a lattice fence put round each plot, upon which espalier, apple, pear, plum, and cherry trees were attached. This is an excellent system, but as there is no fence to prevent the boys and girls from taking the fruit, not much profit is realized from it. fruit-trees, not protected;

609. The piece of ground used as a nursery looked very untidy. The frames were originally procured for the purpose of showing the cultivation of cucumbers, vegetable marrow, mushrooms, &c., but they do not seem to be much used now. nursery neglected.

610. The first teacher of this school, Mr. William Howe, proposed to the Commissioners in 1851 to build a piggery, in order that he might exemplify the use of the garden-waste for feeding pigs, and thus show how the profit of the school-garden might be largely increased. The piggery was erected in 1853, and in the first year after he realized £14 3*s.* by the feeding of six store pigs. This piggery is one of the most absurd and extravagant of any of the buildings erected in connexion with the whole department of agriculture. *The floor was originally boarded;* but Mr. Baldwin has had the boards removed when repairing it. To give to a teacher, or the son of a farm-labourer, such a building as a "model" for his imitation, is to mock him. Piggery.

611. Four sets of accounts are kept at the Glasnevin Industrial School—1, the cost of labour and other expenses connected with the plot of ornamental ground belonging to the training establishment; 2, the cost of labour, &c., for school building and grounds; 3, expenses and receipts of industrial school-garden; 4, expenses and receipts of each of the school allotments. The three first, which concern the public, are kept in the same book; they are generally well kept. We noticed a few mistakes, which, although not affecting the final balance-sheet, at least to any greater extent than a few pence, ought not to be in books which are, or at least ought to be, open to the inspection of all teachers in training. Thus, for example, a sum of 4*s.* is charged in its proper place in the cash account for 30th May, 1868, which is omitted from the labour account. We mention this example merely to show the character of the very few errors, and that they do not affect the trustworthiness of the accounts as a whole. Different accounts kept.

612. The cost of cleaning the school-rooms and school-premises, keeping the walks and flower-beds about the school-house in order, and sundry expenses connected with the administration of the place, *e.g.*, postage and cab-hire, and the labour expended on the ornamental grounds of the training department, cost, for each of the last three years, as follows :— Cost of ornamental ground, &c.

	School-house, Premises, and Grounds. £	s.	d.	Ornamental Grounds of Training Institution. £	s.	d.
1866	19	6	11½	9	19	0
1867	23	4	5	9	18	10
1868	26	7	5	12	13	3

* The tenant of each allotment is paid as a member of the industrial class while cultivating his own plot; the amount thus paid is not included in the expenses. The item of "labour" is not included, because the fruit which grows on each plot is put to the credit of the Commissioners, and is considered to be equivalent to the wages paid, which Mr. Donaghy estimates to be on an average about 8*s.* 8*d.*

None of the items composing these sums are in any way chargeable to the school-garden, and have been rightly charged to separate accounts.

Profit and loss on school-garden.

613. The following Table gives the balance sheet of the Industrial School-garden for each of the last three years :—

Dr.	1866. £ s. d.	1867. £ s. d.	1868. £ s. d.
To Amount paid for seeds, lime, manure, &c.,	7 4 4	8 4 5	6 8 0
„ Amount paid for pigs and pig feeding,	14 4 3	14 2 9	10 18 9
„ Amount paid for new implements and repairs,	2 15 10	0 18 4	1 15 5
Amount paid for labour—			
Ordinary hired labour,	16 18 10	14 9 6	14 17 8
Labour of pupils of Industrial Class,	8 16 10	5 18 10	5 3 7
„ Amount paid for cartage, &c.,	—	—	2 15 8
„ Amount paid for sundries,	0 4 4½	0 8 7⅓	—
„ Amount of rent,	5 0 0	5 0 0	5 0 0
„ Balance being profit,	20 19 1½	23 11 1½	35 18 2
Total, £	76 3 7	72 13 7	82 17 3

Contra—Cr.	1866. £ s. d.	1867. £ s. d.	1868. £ s. d.
By Amount received for vegetables, &c.,	51 19 7	50 4 9	52 16 3
„ Amount received for pigs,	24 4 0	22 8 10	31 1 0
£	76 3 7	72 13 7	82 17 3

Balance-sheet does not include valuation.

614. In these balance sheets no account is taken of any difference between the valuation of the stock, &c., at the beginning and end of each year. It does not appear, indeed, that a valuation is made. Except where permanent improvements have been made, such as the renewal of fruit trees or the laying down of beds of asparagus or rhubarb, the valuation can scarcely undergo any material change. Still it ought to be made, in order to show the pupils and the teachers in training the true nature of profit.

615. The profit might be somewhat increased if the fruit could be better protected.

Recommendation as to future development.

616. If the Central Training Institution be continued, and the house in Glasnevin retained in connexion with it, and that the system of school-gardens be extended, the Glasnevin school-farm should be made a model for showing how to work the school-gardens which may hereafter be annexed to rural National schools. The present garden is, however, only suited for the neighbourhood of a city or large town affording a steady market for vegetables. In most cases the school land should be cultivated as a combination of a farm and garden. It would be necessary, therefore, to have annexed to this school a second plot of ground of about the same extent as the school-garden, namely, about one Irish acre, or rather, as much land as could be made to feed one cow by improved husbandry, which could be cultivated as a school-farm and garden for rural districts. The present piggery could be made into a very good cow-house, and a new piggery, which would really serve as a model for similar buildings, erected. The general principles of horticulture or agriculture might be taught in such an "unit" garden or "unit" farm, according as circumstances required it to be worked as a garden or as a farm, as well as on a large farm. With the opportunity which the Glasnevin Agricultural Training Institution would offer to teachers of seeing those principles practically applied to farms of different sizes, the training of the rural school-teachers in agriculture and gardening would be very complete.

Other school-gardens.

617. Besides the Glasnevin school, there are only four other school-gardens in Ireland—one at Derrycughan, near Markethill, in the county of Armagh; one at Loughglyn, in the county of Roscommon; and two others, not far from the latter, in the adjoining county of Mayo, namely, at Ballaghaderreen and at Prison, near Balla. The three latter are on the estate of Viscount Dillon, and were established by Charles Strickland, Esq. The one at Loughglyn consists of only two roods of land, the object being to teach the cultivation of kitchen-gardening rather than agriculture. This school deserves notice, because the allotment system is worked in a different way from Glasnevin. At Loughglyn each boy in the industrial class has his allotment at home, which he works under the direction and inspection of the teacher—the school-garden serving as the model. These allotments date from 1847, but the school-garden was established in 1850.* The system, under the watchful care of Mr. and Mrs. Strickland, has had considerable success. We regret that we had not an opportunity of lately visiting this and the neighbouring school gardens, which owe their establishment to Mr. Strickland. As we were desirous of having the opinion of a gentleman who has had considerable experience of the combination of literary and agricultural teaching in National schools, we sent Mr. Strickland a copy of our queries, to some of which he has supplied us with the following answers :—

Lough Glyn school.

Peculiarity of allotment system there.

Mr. Charles Strickland on agricultural instruction.

He says the farmers in his neighbourhood appreciate the advantages of agricultural teaching, and are disposed to take advantage of that given in the Loughglyn school, which is sound and practical. He thinks the farmers have given their sons the benefit of the agricultural instruction of the school, and that "in many instances considerable improvement is carried out at home in the management of their small holdings."

"The literary teaching is successful, and it is not interfered with by the agricultural instruction."

"It would be most desirable and useful to have agriculture taught wherever practicable in National schools. I do not think it would be desirable to attach a small farm to the school, as it would take up too much of the time and attention of the teacher. Also, in many cases the teachers have not capital to carry out improved agriculture to any extent."

"I think the best mode would be to have a small piece of land—say about half an acre—attached to the school, and on it a regular system of cropping carried on, so as to give the pupils practical instruction of how they were to manage their crops and farms at home—in other words, a miniature model farm. Further instruction could be given to the pupils by the teacher visiting occasionally the lands tilled at home by the

* An interesting report was made to the Commissioners of Education in 1855 on the Loughglyn school, and on the annual exhibition of the produce of the garden allotments held in that year by Mr. Baldwin, the present Superintendent of the Agricultural Department, and was published in No. X. of a small journal then officially published, called the "Journal of the Albert National Agricultural Training Institution."

pupils, and giving them advice and instruction there on the spot, and so enlisting the parents or elder members of the families to co-operate with the pupils instructed at the school-farm."

Nothing done for the agricultural instruction of girls.

618. It seems singular that while so much has been done to teach improved husbandry to the boys that nothing should have been done for the girls—the future wives of those boys, and without whose sympathy and active co-operation no real change in the ideas or habits of the people can be effected. The extension of garden-farms appears to offer the means of giving some instruction in those parts of husbandry which are the special province of women—the cultivation of culinary vegetables, dairy management, and the rearing of pigs and fowl. If instruction of this kind is considered useful, and has been found beneficial in reformatories, we cannot see why its advantages should be confined to those who are criminal.*

FARMS NOT IN CONNEXION WITH THE BOARD OF NATIONAL EDUCATION.

Oldcastle Endowed School.

Oldcastle Endowed School.

History of its establishment.

619. *Description.*—This school and farm are situated quite close to the market town of Oldcastle, in the county of Meath. From a report published by the Trustees in 1865, we learn the following particulars of its origin and history:—The school has a considerable endowment, derived from the bequest of a Mr. Laurence Gilson—or, rather, Gilsinan—a native of the place, and a Roman Catholic, who had made a considerable fortune in England. By his will, dated 17th April, 1809, he left the sum of £25,400 in the Three Per Cent. Consols to endow the school at Oldcastle, naming the Protestant rector and the parish priest as trustees. The school was to be opened to children of all denominations, natives of the parish; and Protestants and Catholics were alike eligible to be masters and mistresses. The validity of the will was contested by the next of kin, but after some litigation, which extended over a considerable time, was confirmed by the English Court of Chancery. The Lord Chancellor of England appointed the late Anthony R. Blake, esq., afterwards one of the Commissioners of National Education, and some others, to prepare a scheme for carrying out the testator's intentions. The scheme prepared was acted upon. It proposed that three lay trustees should be added to the Trust—namely, the Chief Secretary of the Lord Lieutenant for the time being, the late J. W. Naper, esq., of Loughcrewe, a Protestant, and the proprietor of the town, and who had fulfilled a hope of the testator by granting a site for the school; and the late Gerald Dease, esq., of Turbotston, a Roman Catholic. It also proposed that £6,000 should be appropriated for the building of two schools, after the plan of some schools which had been a short time previously erected on the Borough-road in London. With the view of securing that the children attending the schools should receive religious instruction, it was proposed that the Protestant and Roman Catholic clergymen of the parish should be appointed chaplains to the schools at a salary of £25 a year each. It was also proposed that a sum of money, not exceeding £160 in any year, should be expended in clothing for the scholars, and that a premium of £5 should be paid for each of eight boys apprenticed in the town annually. The school was opened in 1827; the experience, however, of a few years showed that the money expended in charity offered the chief inducement to many parents to send their children to the school, and that the education given there was a secondary object. During the period of the potato famine the money then annually given away attracted a number of pauper lodgers to the town. In 1853 the lay trustees, Sir John Young being Chief Secretary, petitioned the Court of Chancery for a revision of the schemes for carrying out the trusts. With the sanction of the Board of Education, the trustees appointed Mr. J. W. Kavanagh, then Head Inspector of National Schools, to examine the Oldcastle schools, and report thereon. This report they submitted through their attorney to the consideration of Vice-Chancellor Kindersly, who ordered the present scheme to be drawn up.

Addition of a small farm;

620. The new scheme embraced agricultural education, and the consequent addition of a small farm. A plot of land immediately contiguous to the school buildings, containing about 19 statute acres, was obtained from Mr. Naper, and upon it were built a house for the accommodation of six boarders,—who may be considered the representatives in the new scheme of the apprentices in the old,—and farm-offices suitable for the size of the farm. With the view of ensuring that the business of the schools should be well attended to, and the farm carefully managed, the new scheme provided for a salary to be given to a professional Inspector and Examiner. The schools were reopened under the new scheme in January, 1858, and in July, 1859, the agriculturist was put in charge of the farm.

school buildings;

621. *School Buildings.*—The school-house contains two fine rooms, with class rooms attached—one for boys, and the other for girls; there is a third smaller room for infants. They are well lighted, fairly ventilated, and comfortable. The fittings and furniture were very good; there was an ample supply of school requisites and wall appointments. The mistress of the infants' school, the mistress of the girls' school, and the head master of the boys' school, reside in the part of the building appropriated for dwellings. Their apartments are comfortable, well furnished, and were in very good order. The out-offices are good, and at the time of our visit were in excellent repair, and very clean.

agricultural instruction;

622. *Literary and Agricultural Instruction.*—As two of our colleagues had examined these schools with a view of ascertaining the quality of the literary instruction acquired by the pupils, we did not think it necessary to make a special examination in the ordinary school business. The agricultural class consists of all the boys in the Fourth and Fifth books, and some of the more advanced boys in the Third Book. On the day of our visit 41 were present, of whom—

* We are glad to learn that, on the proposition of the Superintendent of the Agricultural Department, the Commissioners of Education propose to make an experiment in the instruction of girls in certain matters connected with agriculture and domestic economy.

agricultural class;

There were sons of farmers,		17	Total connected with agriculture, 24.
,, ,,	agricultural labourers, herdsmen, stewards, or gardeners,	7	
,, ,,	tradesmen,	7	
,, ,,	servants,	8	
,, ,,	schoolmasters,	2	
	Total,	41	

industrial class;

623. There were no boarders in the institution when we visited. Some of the boys belong to an industrial class; they work daily on the farm, under the direction of the agriculturist, and receive 1*d.* the hour.

character of instruction.

624. Agricultural instruction is given on four days of the week, from 3 P.M. to 3½ P.M., by the agriculturist, who also acts as second master of the school. The members of the class are taken over the farm occasionally. The text-book employed is the new Agricultural Class Book, of which there was a very good supply in the school, every boy in the class apparently having one. The answering in theoretical agriculture was very good. Most of the boys in the class showed that they had acquired a sound knowledge of the general principles of scientific agriculture. Instruction appears to be regularly given in the elements of physical science, as the boys knew a good deal, and that correctly, about the laws of heat, the constitution of the atmosphere, the structure of plants, &c., and we were not therefore surprised to find that the pupils of the school have been remarkably successful in the May Scientific Examinations of the Department of Science and Art. The answering in practical agriculture was also very satisfactory, and showed that a good deal of sound information could be imparted in a class in school. It would, however, be desirable that here, as indeed everywhere else, the field lectures should be more systematically given.

The farm, extent, &c.

625. *The Farm.*—The farm buildings consist of a good house for the agriculturist, and a well constructed, but inexpensive, tidy set of offices, with an enclosed yard. The land under cultivation, and for which rent is paid, contains nearly 18 statute acres, or a little more than 11 Irish acres. The soil is a calcareous loam; and the land lies flat. The rent paid is £32 2*s.*, or £1 15*s.* 8*d.* the statute acre. The rent is a fair one, and an ordinary tenant would pay the same amount for it.

rotation;

626. Two rotations are illustrated on the farm,—the ordinary four-course, and a modification of it, which is intended to show how the crops of a farm should be changed to suit local circumstances, or modifications of prices.

live stock;

627. The live stock consisted of 7 cows, 2 heifers, and a jennet; but since the date of our visit the number of cattle has been increased to 12, *or one cow to somewhat less than an Irish acre of land.* The great source of profit on this farm is the produce of the dairy; the cows are accordingly strictly house fed, and, with the exception of the corn and potatoes, everything else grown on the farm is consumed there, and turned into milk or dung.*

land under crops in 1868;

628. The following table shows the allocation of the land when we visited:—

		A.	R.	P.	A.	R.	P.
Grain crops.—Oats,					4	3	30
Green crops,	Turnips,	1	2	35			
	Mangels,	1	1	18			
	Cabbages,	0	0	32			
	Potatoes,	1	0	35	4	2	0
Grass,					8	2	0
	Total,				17	3	30

quality of crops;

629. The mangels and Swedes promised to be good crops; the rye grass was particularly good, and cannot fail to interest the farmers of the district. The whole farm looked tidy and well cultivated, as is shown by its balance sheets. The success of this farm, and the very satisfactory example which it affords of the advantage of house-feeding, and above all, of tillage over mere pastoral farming, induces us to give the balance-sheet for each of the years, from its establishment in 1859 to the time of our inspection. The following table contains the balance-sheets for 1859–60, 1860–1, 1861–2; the first includes from June, 1859, to October 31st, 1860; the others represent the years ending the 31st of October, 1861 and 1862, respectively:—

Profit and loss from 1859 to 1862.

Dr.	1859–60. £ *s.* *d.*	1860–1. £ *s.* *d.*	1861–2. £ *s.* *d.*	Contra—Cr.	1859–60. £ *s.* *d.*	1860–1. £ *s.* *d.*	1861–2. £ *s.* *d.*
To Amount of Valuation at the beginning of the year,	†	214 0 9	261 3 6	By Amount received for grain,	23 10 3½	16 0 9	19 8 7
,, Amount paid for seeds and manures,	42 2 7½	27 19 0½	34 18 8	,, Amount received for roots,	21 17 6	4 11 6	14 3 0
,, Amount paid for cattle,	121 1 6	45 3 0	22 15 0	,, Amount received for cattle,	41 8 6	23 1 3	57 5 6
,, Amount paid for implements,	9 3 9	25 15 3½	7 19 8	,, Amount received for dairy produce,	79 14 11	101 0 4½	91 11 1
,, Amount paid for labour,	91 3 2½	48 14 7½	47 18 0½	,, Amount of Valuation at the end of the year,	214 0 9	261 3 6	253 4 7
,, Value of boarders' gratuitous labour,	—	21 18 8	9 12 1	,, Balance being loss,	—	11 16 0½	—
,, Amount expended in permanent improvements,	18 9 6	—	—				
,, To Amount of rent and taxes,	33 13 6	34 2 0½	29 19 0				
,, Balance being profit,	58 17 10½	—	21 6 9½				
£	380 11 11½	417 13 5	435 12 9	£	380 11 11½	417 13 5	435 12 9

* See note on page 847, referring to a letter printed in the Appendix to this Report, in which the advantages of tillage *versus* grazing are discussed.

† The farm came into operation this year, the working capital having been expended in the purchase of cattle, implements, &c.; the items on the Dr. side include the whole of it.

630. In 1863 the period for taking the valuation was changed from the 31st October to the 31st March, on the ground that such valuation can be better made after the greater part of the crops have been disposed of. The end of March is, perhaps, the period at which a farmer has less of unsold produce on hand than at any other period of the year. The first column, on the Dr. and Cr. side, in the next table includes therefore 18 months from 31st October, 1862, to 31st of March, 1864. Profit and loss from 1862 to 1868.

Dr.	1862–64. £ s. d.	1864–5. £ s. d.	1865–6. £ s. d.	1866–7. £ s. d.	1867–8. £ s. d.
To valuation at the beginning of the year,	253 4 7	199 3 1	195 13 7	215 11 10	248 0 2½
„ Amount paid for seeds and manures,	45 17 5½	25 5 8	27 11 5	29 8 0	38 4 4
„ Amount paid for cattle,	80 0 0	57 17 6	75 10 0	72 12 0	53 6 0
„ Amount paid for implements,	2 18 3	3 8 6	9 19 5	6 2 10½	5 11 2
„ Amount paid for labour,	72 6 8½	45 12 5½	48 1 2	47 0 2½	56 16 8
„ Amount expended in permanent improvements,	—	—	—	6 4 4	—
„ Amount expended in rent and taxes,	32 16 0	32 10 3	32 10 7½	32 9 10½	32 10 3
„ Balance being profit,	—	30 4 6	45 3 1	37 7 0	34 6 10
£	487 3 0	394 1 11½	434 9 3½	446 16 1½	468 15 5½

Contra—Cr.	1862–64. £ s. d.	1864–5. £ s. d.	1865–6. £ s. d.	1866–7. £ s. d.	1867–8. £ s. d.
By Amount received for grain,	50 17 8½	20 12 0	14 9 10½	26 2 4½	43 5 9
„ Amount received for roots,	33 1 6	13 15 6	12 15 8½	13 0 8½	12 14 10
„ Amount received for cattle,	64 6 0	52 10 0	83 12 6	41 13 6	62 5 0
„ Amount received for dairy produce,	123 7 2	111 10 10½	107 19 4½	117 19 4	115 10 6½
„ Amount of valuation at the end of the year,	199 3 1	195 13 7	215 11 10	248 0 2½	234 19 4
„ Balance being loss	16 7 6	—	—	—	—
£	487 3 0	394 1 11½	434 9 3½	446 16 1½	468 15 5½

The following Summary of these Balance Sheets, and of the state of the Accounts on the 31st March, 1868, will put the results of the working of this School Farm during ten years in a clearer light:— Summary of balance sheets.

	£ s. d.	£ s. d.
Valuation on the 31st March, 1868,		234 19 4
Cash on hand on 31st March, 1868,	61 8 2	
Deduct Rent due,	32 2 0	
		29 6 2
Payments made, not chargeable against Farm,		76 16 3
		£341 1 9

	£ s. d.
Working capital received from the Trustees,	141 19 3

Balances:	Profit. £ s. d.	Loss. £ s. d.
31st October, 1860,	58 17 10½	—
„ 1861,	—	11 16 0½
„ 1862,	21 6 9½	—
31st March, 1864,	—	16 7 6
„ 1865,	30 4 6	—
„ 1866,	45 3 1	—
„ 1867,	37 7 0	—
„ 1868,	34 6 10	—
	227 6 1	28 3 6½
	28 3 6½	
Net Gain,	199 2 5½	199 2 6
		£341 1 9

631. The basis of all true balance-sheets—the inventory and valuation—seem to be specially attended to at Oldcastle. It is very easy, by an over-valuation, to cover for a certain time bad management, and consequently every precaution should be taken to insure an accurate inventory, and a moderate but true valuation. All the farm accounts are kept with great care, and in much detail, and it is very easy to check the annual valuation. The following summary of the inventory taken on the 31st March, 1868, will serve to show the amount of working capital engaged, and the amount employed under the several categories:— Valuation carefully made,

summary of that of 1868.

	£ s. d.
Crops unsold or unconsumed,	37 12 8
Permanent improvements made during the year, and proportion unexhausted carried forward from former years,	33 0 0
Tillages in preparation for the coming year—10A. 0R. 0P.,	15 12 7
Dung,	12 0 0
Working tools and implements, including a cart and harness, a chaff-cutter, turnip-cutter, a Glasnevin combined implement, 2 rollers, &c.,	21 14 10
Dairy utensils,	5 19 3
Cows,	109 0 0
Total,	234 19 4

The Benedictine Farm at Leopardstown, near Dublin.

Benedictine Farm.

632. Leopardstown House and demesne, situated a few hundred yards from the Stillorgan station of the Dublin and Wicklow Railway, which is about 5¼ miles from the Dublin terminus, formerly belonged to Lord Castlecoote. Part of the land around the house was fenced off, and constituted the demesne properly so called. The remainder is the farm, which, except on the side of the demesne, is surrounded by a high wall and a belt of trees. From Lord Castlecoote it passed into the hands of Mr. Fenton Hort. About the year 1843, the Royal Agricultural Society of Ireland took some steps to found an agricultural college there. The fine set of farm offices offered the means of providing accommodation for a number of boarders. The project not having succeeded, the property was sold to Mr. A. J. Hawkins, who farmed it with considerable success for several years. The farm, consisting of 140 Irish, or 226 statute acres, and the head-rent of the house and demesne, were sold in the Landed Estates Court in February, 1867, for the sum of £17,000, to a community of English Benedictines, who purpose founding a monastery there. The new community consists as yet, however, of only one priest, the Rev. John Sullivan, who manages the farm, and a lay brother. History of farm;

633. This farm exhibits one of the most complete examples of high farming to be found in Ireland, as regards improved implements, deep tillage, heavy manuring, stolen crops, and highly-bred

stock. The rotation adopted is a five-course shift:—1, lea oats; 2, green crops, potatoes, mangels, and turnips, in about equal proportions of each—that is to say, from ten to fifteen acres of each; 3, wheat; 4, barley, with grass seeds; 5, grass. A great deal of manure is brought from Dublin and used on the green crops at the rate of from 35 to 40 tons per acre; the mangels get in addition 2 cwt. of guano, and the Swedes 1½ cwts. of guano, and 1¾ cwt. of superphosphate. The produce of potatoes is about ten tons; and as one of the earliest varieties is cultivated, a good price is realized. As sometimes as much as 25*s.* a ton can be obtained for Swedes and mangels in Dublin, a good deal of those crops are sold. The yield per acre is usually about 30 tons of mangels and 30 to 35 tons of Swedish turnips. The wheat crop of 1868 was very fine; 5 Irish acres of Lammas red produced 90 bushels per acre, the average yield being 16 barrels, or nearly 72 bushels, per Irish acre, or about 46 bushels per statute acre. An excellent brewer's barley is grown after the wheat. When grown after the manured crops the quality of the grain is inferior for brewing purposes, and owing to the too rapid growth of the straw, it readily lodges, and the yield of grain is also less.

Manures; quality of crops;

634. The seeds sown with the barley consist of a mixture of Italian rye-grass and red clover, in the proportion of 2 bushels of the former to 10 to 12 lb. of the latter. The first and second crops are both made into hay. Some of the hay is sold, and the growing crop is sometimes sold to hay-dealers at the rate of £10 to £12 an acre, for both crops. The black Tartarian oats grown on this lea-land produces about 14 barrels, or about 58 bushels per acre.

grass;

635. One of the great features of the farm is the cultivation of stolen crops grown after the lea oats. The land is ploughed immediately after the oat crop is cut and removed, and sown with—1, a mixture of dun oats and winter tares; 2, or rye; 3, or rape. The oat and tare crop and the rye are cut and used for feeding horses and cows in spring, being fit to cut towards the end of April or beginning of May, according as the season is favourable. The rape is sometimes cut for cattle, but generally it is eaten by sheep folded on the lands. In either case the ground is cleared of the whole of the stolen crops in time to prepare the lands for the green crops which follow in the rotation.

stolen crops;

636. Besides about 20 dairy cattle either pure short-horn or cross breeds, a large number of calves and yearling heifers are annually kept, as nearly all the calves of the cows are usually reared. At the time of our visit there were about 90 head of cattle of all kinds, including a fine pedigree short-horned bull, whose service is hired to neighbouring farmers, a good Kerry bull, and 2 young bulls. A flying flock of about 100 half-bred ewes is also kept. They are purchased about the time of the Ballinasloe fair in the autumn, and both ewes and lambs are sold fat as soon as ever they are fit for the market. The cows are almost entirely house-fed in winter; in spring and summer they are partly let on the permanent pasture and partly house-fed, with green forage and some cut straw and pulped roots, when the latter are available.

cattle; sheep;

637. At present about 9 working horses are kept, and a few are also bred. More horses were formerly kept, but the Rev. Mr. Sullivan purchased, in the autumn of 1868, a set of Fowler's double-engine steam tackle, which enables him to work the farm with so small a number of horses. For the present number there will be ample employment where so much carting has to be done.

horses:

638. Besides the fine set of offices already existing on the farm, the Rev. Mr. Sullivan has erected two very sensible buildings, separated from each other, with enclosed yards, one of which is used as a byre for cattle, and the other, when we were there, for the young horses; but it might be used, when required, as a byre. By this arrangement the danger of having all his cattle under one roof is avoided.

new cow-houses;

639. All the carts, machines, and implements are of a superior description, and fully represent the most advanced methods of cultivation. By means of the engines of the steam tackle all the work requiring power can be done more economically than with a fixed engine. Thus, Father Sullivan can take his thrashing-machine into his haggard and thrash out his corn without having to move it more than a few yards. As the Leopardstown farm could not alone support so expensive a machine as the steam tackle, which costs altogether about £1,500, Father Sullivan proposes to hire it out, and had already received applications for ploughing a considerable quantity of land.

Implements,—steam plough;

640. Since the farm came into the hands of the Benedictines a considerable amount of work has been done. For some years before the late proprietor sold the farm he had been unable to look after it, and it consequently got into a very foul state from couch grass and other weeds. The land is being gradually cleaned of weeds, which are being utilized by being interstratified with good rotten dung, so as to form a great heap of compost, several hundred yards in length, along one of the farm roads, and in a very convenient position to be applied to the land adjoining. Father Sullivan has also been removing the granite boulders with which all the land lying along the base and slopes of the Dublin mountains sometimes abound, and which frequently come close to the surface, and, consequently, prevent cultivation, especially by steam power. Already several hundred tons of them have been removed and used for building the new byres; and according as any of them are detected in the course of ploughing, they are marked, and afterwards removed.

improvements made;

641. The thorn fences have also been cut and trimmed, and all weeds removed from about the fences and headlands. In connexion with this part of the improvements at Leopardstown we may mention the attempt of Father Sullivan to utilize the ground occupied by the belt of timber surrounding the farm, which is about 17 acres. From this he has had all the briars, and, indeed, all kinds of plants, even grass, removed, the soil stirred up and sown with seeds of those varieties of grass which thrive under trees. He hopes to be able to use this space for grazing when the grass grows up.

grass seeds sown among trees;

642. Father Sullivan appears determined not to neglect any source of profit on this farm, and he is accordingly endeavouring to rear some of the improved breeds of poultry also, among which we may mention a splendid flock of Toulouse geese, about the best we have ever seen in this country.

poultry;

643. In case the Benedictines establish a school at Leopardstown, the farm would afford one of the most complete examples of high farming anywhere to be met with. It might also be utilized in connexion with a training school for Catholic teachers, in case denominational training schools be hereafter established, and that the one at Glasnevin should be found too remote or objected to on other grounds.

farm well adapted for a school.

RECAPITULATION. Recapitulation

644. It now remains for us to recapitulate the conclusions we have arrived at, and to recommend those changes which in our opinion would tend to improve the system of agricultural education in Ireland.

645. Believing that the class chiefly requiring instruction of this nature is that of the small farmers and labourers, we begin with those schools which, being intended for the instruction of their children, we conceive to be the most important and the most useful.

646. *Ordinary Agricultural Schools.*—We recommend— of recommendations.

1. That the elements of agriculture be taught in every rural State-aided school. Paragraph 56.
2. That where there is attached to such a school, or not more distant from it than a quarter of a mile, any land farmed by the teacher as a model farm, a portion of his payment shall be made to depend on the land being so tilled as to be a good example to the pupils.
3. That a further portion of the teacher's payment shall be made to depend on the results of his pupils' answering in theoretical and practical agriculture, or cottage gardening. Par. 57.
4. That small grants in aid of industrial classes shall continue to be given. Paragraph 604.
5. That school farms of more than two acres be discouraged. Paragraphs 521, 526.
6. That the cultivation of the ordinary garden vegetables should be insisted on, and that of the commoner kinds of fruits encouraged, in all school farms or gardens. Pars. 94, 605, 617.
7. That increased attention should be paid to instruction in the mode of keeping farm accounts. Paragraphs 40, 48.
8. That wherever a dairy cow is kept on a small model farm, the system of house-feeding should be more strictly carried out than has hitherto been the case. Paragraphs 46, 48, 627.
9. That to prevent needless complications, and to secure to teachers, in case of removal from their schools and school farms, just compensation for the loss of seed, labour, and ripening crops, as well as for any unexhausted improvements made by them during their period of occupation, the Board shall for the future decline to place any school on the agricultural list unless a satisfactory agreement shall have been signed by both the contracting parties on the teacher's entering the farm. Paragraphs 58, 525, 573.
10. That in so far as their rule would affect the cases of agricultural schools, the Board of Works should be requested to reconsider that by-law by which £100 is made the lowest limit of a loan for land improvement. Paragraph 62.

647. *First Class Agricultural Schools under Local Management.*—The majority of these schools, of which there are but seventeen, differ from the "ordinary" agricultural schools chiefly in the size of the farms attached, and in the fact that the salary as agricultural instructor allowed to the teacher by the Commissioners of National Education is in their case £10, while in that of the "ordinary" schools it is only half that amount. The case of Lough Ashe, however, of which a fuller account will be found in pages 911-914, differs from the rest of these schools in maintaining, and most successfully instructing, a large class of boarders. The excellence of this school has been acknowledged by the Commissioners of Education, who have made a special extra grant to the teacher, in recognition of his services in the cause of agricultural education. Ballinakill was also a very favourable specimen. Paragraphs 478–9, &c.

648. The remarks that we have made in respect to the "ordinary" agricultural schools apply in great measure to those of this class. As a rule, however, and although a few of these farms are amongst the most useful we met with, we are disposed to prefer the smaller farms, as being less likely to injure the efficiency of the school by attracting too much of the teacher's time and attention from the literary instruction of his pupils. In some of these, as in many of the "ordinary" schools, we found too little attention paid to giving practical lessons on the farm in illustration of the theories taught in the school-room.

649. *Agricultural Training Schools, Glasnevin.*—To promote a teacher's efficiency as an agricultural instructor it is desirable that he shall himself receive special instruction in the theory and practice of scientific agriculture. We recommend therefore— Glasnevin

Recommendations.

1. That the Albert Institution and Model Farm at Glasnevin be retained as a school of agriculture. Paragraph 71.
2. That all teachers who may for the future be trained under the immediate superintendence of the Commissioners of National Education shall, as now, receive agricultural instruction at Glasnevin.
3. That in the event of approved training schools for teachers being established in or near Dublin, under the management of other authorities than the Commissioners of National Education, the teachers being trained therein shall be allowed the same advantages as those being trained in Marlborough-street in respect to the agricultural instruction given at Glasnevin. Paragraph 125 (4).
4. That the admissions to the boarding class at the Albert Institute shall be by competitive examination, equal facilities being afforded to all candidates wherever educated or trained.
5. That steps be taken as far as possible to confine the competition to those who intend to devote their future to agricultural pursuits. Paragraph 127.
6. That due encouragement should be given to the class of paying boarders which has been lately established at Glasnevin, by means of which agricultural knowledge may be more widely spread, and the institution be rendered, to a greater extent than now, self-supporting. Paragraphs 75, 133–4–5.

650. Various suggestions on minor points of detail, which it is needless to repeat here, will be found in our special report on the Albert Institution, pages 853 to 867.

651. *Provincial and District Model Farms.*—The Board's provincial and district model farms have hitherto failed to confer on the State benefits at all commensurate with their cost.

652. The outlay on the various farm-steadings has, in almost every instance, been so excessive when Original cost.

compared with the area of the land attached, that, whether the farms are to be maintained or to be sold, it is hopeless to expect from them either a fair interest in the one case, or a return of the capital sunk in the other. Paragraphs 32, 34, 54.

Rents.

653. The rents for which the Commissioners of National Education have made themselves responsible for several of their farms, and to which they are in most cases bound by leases with many years to run, are, according to the Irish standard, very high, even if we value the land in its present improved condition. In the original and unimproved state of the land the rents, estimated by the same standard, must in some cases have been so excessive that it is difficult to conceive the Board's having made itself liable to them. Paragraph 37.

Financial improvement.

654. There is a marked improvement in the present financial condition of almost all the Board's farms as compared with that of a few years ago; and the systems both of farming and of theoretical instruction that are being now pursued are generally useful and practical. Paragraph 54.

Agricultural improvement.

655. So far as we have been able to judge by the reports received from their respective neighbourhoods, there must have been, within the few last years, as great an improvement in their agricultural as there certainly has been in their financial condition.

656. The circumstances under which the agricultural system of the National Board was first established must save it from so emphatic a condemnation at our hands as many persons have from time to time pronounced, and as some are still disposed to repeat. It must not be forgotten that many of the leading Irishmen of the day combined to urge on the Commissioners of National Education the *necessity* of incorporating agricultural with the literary instruction of the Irish people. Paragraphs 17 to 24. It is not our province in this place to express any opinion on the general system of literary, model, and training schools. But if that system had been accepted by the Irish public with more favour than it has been, we are free to confess that the proposed combination of agricultural with literary instruction, to be supplemented by the establishment of district farms in connexion with the larger model schools, was one that, if carried out with reasonable economy, would have strongly recommended itself to us. We cannot, however, refuse to accept the statements made by many influential witnesses who gave evidence before the Royal Commissioners, in conjunction with the report of our colleagues who have specially examined into the working of the model schools, as being conclusive evidence that the system is not one that has been, or will be, generally acceptable to the people of Ireland. It becomes necessary for us therefore, in making our recommendations in regard to the provincial or district model agricultural schools, to frame them so that they may be either applicable to the existing system—if Parliament should determine to continue it—or otherwise be fitted to meet the possible requirements of a system in which some of the duties and responsibilities now resting on the Commissioners of National Education would be allowed to devolve on local "Committees, voluntary societies, or religious bodies."

Alternative schemes.

657. There remains, of course, the alternative of abandoning altogether the provincial and district model farms, where the terms of the leases give the Commissioners the power of so doing; and though for ourselves we should regret its being deemed generally necessary to solve the difficulty thus, we are by no means sure that in several cases such a course may not be the wisest. This would eminently apply to the Ulster Model Farm near Belfast. Its position, and the nature of its soil, render it quite unsuitable for the purpose to which it has been applied. The yearly losses that have been incurred in working it amount to a very large sum, and its present condition leaves us no reasonable hope of increased usefulness. Paragraphs 37–9.

Ulster farm to be abandoned.

658. This farm should be abandoned by the Commissioners of Education. It might either be applied to the purposes of a reformatory—for which it would be in many ways well fitted—or the land should be sold for building.*

Peculiar cases.

659. In the cases of a few—for instance, Cork and Mungret—the engagements entered into by the National Board with local parties at the time the model farms were being established, and the employment of funds provided from local sources, either in the purchase of the land or in the erection of the farm-steadings, present difficulties to anyone who might be otherwise disposed to recommend the abandonment of those establishments.

660. In some cases—as at Templedouglas, Gormanstown, Dunlewey, Dunmanway, and Tervoe—where there are well attended rural National schools attached, the model farms might be carried on as now with advantage to the pupils, and, as we believe, at a very trifling cost to the State. The aggregate profits shown in the balance sheets for March 31, 1869, as having been made on the farms we have specified, would go very near to paying the salaries of the various agriculturists employed, and we have no doubt whatever that those profits could and would be largely increased under the present vigilant superintendence. See note, page 849.

661. As considerable advantages would accrue to the teachers of small agricultural schools, not alone from the profits of their farming and the payments for the results of their agricultural teaching, but also from the independence, comfort, and healthful recreation that the occupation of a small plot of land would furnish, it is clearly desirable that some special agricultural training should be provided for all teachers while in training. It would probably, therefore, be deemed of importance by those who, under a revised system, might undertake the superintendence of locally supported training schools, to make provision for the special instruction of all their teachers in agricultural matters.

662. In the event of such changes as those we have contemplated taking place in the condition of the existing model schools, the farms now connected with the training department of those institutions—as at Bailieboro', Ballymoney, or Kilkenny, might be let to the committees or other bodies undertaking to carry on such schools, and might be worked under the superintendence of the Agricultural Inspectors of the National Board. A favourable example of a model farm so managed is to be found at the Oldcastle Endowed Schools. Pars. 45, 619. By these means there might be secured to teachers

* We have learned since the above was written that a very advantageous offer has been lately made to the Commissioners by the Guardians of the Belfast Poor Law Union for the model farm and the buildings upon it. As will be seen by the Correspondence on the subject, given in the Appendix, this opportunity of repairing the mistake originally made in placing a model farm on so unfavourable a site has unfortunately been lost.

in training in any of the district schools advantages similar to those that would be conferred by the institution at Glasnevin, on the teachers being trained at Marlborough-street, or in any other approved training establishments for National school teachers in or near Dublin.

663. On the whole, however, we feel bound to confess that the practical usefulness of these establishments has not been such as to justify us in strongly insisting upon their retention as agricultural schools, if it were found that they could be economically adapted to purposes of greater public usefulness in any other form than their present one. It is possible that such an opportunity may present itself in connexion with the Reformatories Act or the Industrial Schools Act—a contingency to which we have already alluded when speaking of the Ulster model farm. Par. 219, &c.

664. If the idea of establishing an agricultural school in connection with the Benedictines' farm at Leopardstown were carried into effect, the advantages offered by that institution might be availed of, and would be found specially useful in providing for the wants of any Roman Catholic parents who might prefer to place their sons as boarders in an agricultural school under Catholic religious supervision. Paragraphs 632–4.

Rates of agricultural wages.

665. Our report has reached so much a greater length than we originally contemplated that very little space is left us for recording here our observations on the subjects collateral to the direct object of our inquiry, such as emigration and the rates of agricultural wages, to which we alluded in the opening of our report. In every district we visited we made inquiries from the agriculturist and from many others both as to the present rates of wages for skilled and unskilled agricultural labour, and as to the proportion they bore to those of twenty years ago. The replies we in many instances received, even from different persons in the same place, were so strangely at variance, that to any one having no previous knowledge of the facts in other parts of Ireland, or unacquainted with the universal difficulty of acquiring accurate statistical information, it would have seemed almost impossible to arrive at even an approximate conclusion. However, by sifting any unlikely-looking statement we generally were able either to make the varying stories tally, or to discover some sufficient cause for their seemingly strange variation. In Donegal, a sharp-looking young fellow engaged in harvest work assured us that he "*always* earned from 1*s.* 6*d.* to 3*s.* a day." "What!" we asked with surprise, "can you count on 13*s.* a week as a constant labourer." "Yes, *constant*," he replied, "I never got less." "How much a week do you earn in winter," we asked him, "to make up so high an annual average?" "Winter," he exclaimed, "sure I never work at all in winter; I wouldn't get a hand's turn to do in the dead time of year if I went out for three pence a day!" On further investigation this suspiciously flourishing, though perfectly *bona fide*, statement showed that for about twenty-two weeks in the year our informant could earn an average of twelve shillings a week, including the value of his "diet," while for the remaining thirty weeks he was literally almost idle. He was fain to admit that seven shillings a week with regular work would have been, both for him and his employers, an infinitely better bargain. In the county of Galway we asked a very intelligent mason, employed by the local officer of the Board of Works in repairing a vested school-house, what he considered to be the average rate of agricultural labourers' wages in that rural district. His answer, on the accuracy of which he very steadfastly insisted, was, "From two shillings to half-a-crown a day." Thinking this very doubtful, we asked the school teacher if it were true. "Oh, no," he replied, "you can get as many men as you want, wet and dry, for a shilling a day, and in winter for a good bit less." We then returned to the mason, and after some cross-examination he admitted that he had founded his opinion on the fact that "he often had himself to pay 2*s.* or even 2*s.* 6*d.* to a *handy man* to help him in jobs in the town of ————, where he lived." Both the schoolmaster and the mason, however, agreed in this—that twenty years ago the wages in that neighbourhood, with the qualifying phrase, "when work was to be had," was not more than an average of eight pence a day all the year round.* We found it similarly difficult in many other places to arrive at reliable data on which to found an opinion. Indeed, this is not to be wondered at, when we observe that in the very interesting returns on this subject, collected and published by Lord Dufferin in 1867, three of his informants, writing from the county of Cork, differ as much as sixty per cent. in their estimates of the wage-rate in that one county.†

666. After carefully comparing the various statements made to us in different parts of the country, we have arrived at very nearly the same conclusion that was reached by Lord Dufferin in his final statement on the subject—namely, that from seven shillings to seven shillings and sixpence a week may be accepted as the present average payment for unskilled agricultural labour in the rural districts of Ireland, and that the increase in average wages since 1850 has been from forty to fifty per cent.

Emigration.

667. The results of our general inquiries in regard to emigration were very much what our previous experience of these counties with which we were already familiarly acquainted, had led us to expect. The information we chiefly sought was as to the social status of the emigrants; their foreign destination, and the causes that were inducing them to leave Ireland. The vast majority, especially from the three southern provinces, seem to choose the United States and Canada, chiefly the former. From particular districts we found that a good many, generally of a rather better class, had gone to Buenos Ayres, and a few to Australia and New Zealand. The destination of those now emigrating seems in almost all cases to be decided by that chosen by previous emigrants from the same neighbourhood. In fact the passage money of the greater part of those now emigrating has been paid by their friends in America or elsewhere, and very many who are following the westward stream are going, not because they are particularly dissatisfied at home, but because as they express it, "they

* In a table prepared by the Commissioners of Poor Inquiry, in 1836, the rates of agricultural wages in various parts of Ireland, for 1835, are given in some detail. The average (ranging from 6*d.* in Connaught to 1*s.* in parts of Ulster) seems to have been under 8¾*d.* This rate would probably have slightly increased in 1850.

† "Irish Emigration and the Tenure of Land in Ireland." By the Right Hon. Lord Dufferin, K.P. Willis, Sothern, and Co., London.—P. 276, 7, 8. No. 3 states the wages in his district to be from 6*s.* to 9*s.*; No. 4 says from 7*s.* to 9*s.*; and No. 5, 6*s.*, with constant employment.

would lose their passage money" if they refused to go. Of most families of the labouring or small farmer class, there are now nearly as many members abroad as at home, so that the rupture of family ties is no longer felt as it was by the earlier emigrants. Moreover, so many now return each year to Ireland, not perhaps to remain permanently, but to spend a few months with the old people at home, or not unfrequently to recruit impaired health, that America seems as it were to have been brought nearer than it used to be.

668. As to the social status of those now emigrating, or who have emigrated within the last eight or ten years, we found that in almost all cases, they were the junior members of labourers' or small farmers' families. In the comparatively rare instances where the heads of families had gone, especially where they had been holders even of very small portions of land, we almost invariably found that before deciding to emigrate, they had become hopelessly in debt, either to the landlord, or the provision dealer, generally indeed to both. In but one instance could we find that a voluntary emigrant had been a solvent landholder.

669. This remark applies to the tenant-right districts of Ulster, as much as to other places in the south and west, and seems to be equally applicable to the cases of leaseholders and of yearly tenants.* Indeed the local statistics we collected on this subject might at first sight furnish matter of surprise to some interested in such questions, from the fact that in certain districts where leases happened to be more than usually common, we found little or no difference between the proportion of emigrants from the families of leaseholders and from those of yearly tenants. If, however, it be universally the case, as we almost invariably found it, that the present emigrants are either insolvent landholders, or the junior members of labourers' or of solvent small farmers' families, this would tend to explain what to the advocates of leases might at first sight seem unfavourable to their views. A leaseholder equally with a tenant at will, is liable to lose his land if he fail to pay his rent, while in the absence of permission to subdivide his holding, (a point in which both would most likely be similarly situated) there would be no better opening at home for the younger sons and the daughters of a small leaseholder, than for those of a yearly tenant.

Rarity of agricultural leases in Ireland

670. But whether or not a more widely extended security of tenure by grants of agricultural leases to a large number of the present yearly tenants of Ireland, would tend to check the progressing emigration, we have no doubt it would materially increase the usefulness of the agricultural education, that has at so much cost been provided by the State for the benefit of the farmers of Ireland.

671. The object of our being requested to report on the state of agricultural education was, that we might place before our colleagues as accurate an account as we could, of the good being done by the schools we visited. Where those schools had been successful, it was our duty to record their success. Where they had failed, or had been only partially successful, it was equally our duty to investigate, and report on the alleged causes of that failure. This we have tried to do fairly and impartially.

has been found to have an unfavourable effect on the spread of agricultural education.

We found what is called the land question cropping up in some shape or other at every turn in connexion with the object of our lengthened tour. At one time it was the teacher—at another the parents of the pupils—at another the managers or our local correspondents, who assured us of the obstacles thrown in the way of agricultural education and advancement by the present insecurity of the improving farmer. Some of the complaints made to us we thought reasonable, others not so. In the course of our report instances of both will be found, with the expression of our own opinions on each case, where we thought any expression of our opinion requisite. The position of the tenant at will was represented to us by the majority of those from whom we received information as being so evidently discouraging to the spread of agricultural education, that if through fear of trenching on political ground, or for any other reason we had avoided the subject, or, indeed, if we had failed to draw to it the special attention of the Commissioners, we should have been wilfully concealing from them a fact that had become strongly impressed on our own minds as being of grave importance to the interests of agricultural education. We trust, therefore, that our colleagues will not think we have exceeded the limits of the subject on which they requested us to report, in venturing so far as we have felt bound to do over the borders of that debateable ground now so fully occupied by those discussing the kindred subject of land tenure in Ireland.

We have the honour to be, my lords and gentlemen, your faithful servants,

(Signed), JAMES ARTHUR DEASE.
WILLIAM KIRBY SULLIVAN.

* The unfortunate rarity of agricultural leases in Ireland made it difficult for us to procure very many reliable returns sufficiently extensive to be of value in such an inquiry as we were engaged in. We subjoin the statistics of the two most fully detailed of the cases, on which we found the opinion above stated. The one was in Munster, the other in Leinster; in both, the period embraced in the returns was from January, 1859, to December, 1866. The first (the facts of which have been already published), is the case of an estate, on which, in 1859, there were 150 tenants, of whom about one-third held by lease. From 108 of these families there had been no emigration, and the whole of these were still on the estate in 1867. From the remaining 42 families (who were classified as being, 21 good tenants, 15 middling, and 6 bad), 72 individuals had emigrated, and of these 72, 58 were the sons or daughters, and 8 the nephews or nieces of tenants, the remaining 6 being the heads of families and their wives. Of the 42 families from which emigrants had gone, 15 were leaseholders and 27 were yearly tenants. One yearly tenant had been evicted for non-payment of rent, and had emigrated, and 3 (included in the 6 classed above as "bad rent payers") had gone away of their own accord, being hopelessly in debt. Of the total 150 tenants, 146 remained in possession in 1867.

In the second case there were in 1859, on an estate of about 900 acres, 29 families (numbering 133 individuals), of whom 16 held by lease (with nearly 20 years to run), and 13 held as yearly tenants. During the period named, 56 individuals emigrated from 20 families on this estate, while from the remaining 9 families none emigrated. Of these 56 emigrants, 34 were sons or daughters, 14 brothers, sisters, or nieces of tenants, and 8 were heads of families and their wives. Of the 29 families, 4 gave up their land, one (a leaseholder), on compulsion (being evicted for non-payment of rent), and 3 voluntarily. Of these 3, one (whose holding was only one acre in extent), was solvent. The passage money of himself and family had been paid by a brother in America. The other two sold their interest, being insolvent. Of the whole 56 emigrants, 29 were members of the families of leaseholders, and 27 of yearly tenants. Of the original 29 families, 25 remain, and 3 new comers have replaced 3 of the insolvent emigrants. There were still on the estate in 1867 28 families, numbering 129 individuals, so that the number of houses had only diminished by 1, and of inhabitants by 4, while two-fifths of the original population of 1859 had emigrated.

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APPENDIX.

I.

List of Agricultural Schools in connexion with Board during Years 1868 and 1869.*

Since our Report was written, the Commissioners of National Education have appointed an additional Inspector of Agricultural Schools. The Schools marked with an asterisk are under Mr. Boyle, the new Inspector; those not so marked are under Mr. Brogan—the whole being under the superintendence of Mr. Baldwin. Where the name of the School is spelled differently in the Board's List, the Board's spelling is given in *italics*.

I.—21 First Class Agricultural Schools under Exclusive Management of Board.

No.	County.	Roll No.	School.	Post Town.	Area of Farm, according to National Board. A.	R.	P.	District No.
	Ulster.							
1	Antrim,	6737	Ballymoney,	Ballymoney,	23	2	2	3
2	Ditto,	6967	Ulster (Belfast),	Belfast,	108	1	25	9
3	Cavan,	5627	Bailieborough,	Bailieborough,	48	0	15	24
4	Donegal,	6968	Templedouglas,	Letterkenny,	20	0	0	1
5	Ditto,	4705	Dunlewey,	Dunlewey,	13	0	0	1
6	Monaghan,	4885	Bath,	Broomfield, Castleblayney,	42	2	0	24
	Munster.							
7	Cork,	1272	Glandore,*	Leap, Roscarbery,	24	3	8	59
8	Ditto,	5236	Farahy (*Farrahy*),*	Kildorerry,	48	3	8	56
9	Ditto,	5636	Dunmanway,*	Dunmanway,	12	0	0	59
10	Ditto,	6736	Munster (Cork),*	Cork,	126	3	17	60
11	Limerick,	5643	Mount Trenchard,*	Foynes, Shanagolden,	30	0	0	52
12	Ditto,	5564	Tervoe,*	Clarina, Limerick,	23	3	21	51
13	Ditto,	6969	Limerick,*	Limerick,	70	3	3	51
14	Tipperary,	3694	Kyle Park,	Borrisokane,	16	0	2	36
15	Ditto,	5424	Derrycastle,*	Killaloe,	18	1	22	51
16	Ditto,	5615	Gormanstown,*	Ardfinnan, Clonmel,	47	2	33	53
	Leinster.							
17	Dublin,	—	Albert Training Institution,	Glasnevin,	178	3	24	30
18	Kildare,	6209	Athy,	Athy,	64	0	20	44
19	Kilkenny,	5251	Woodstock,	Innistiogue,	8	2	35	49
20	Ditto,	6981	Kilkenny,	Kilkenny,	79	0	34	47
	Connaught.							
21	Leitrim,	1125	Leitrim,	Leitrim,	15	0	0	22

II.—18 First Class Agricultural Schools under Local Management.

No.	County.	Roll No.	School.	Post Town.	Area of Farm. A.	R.	P.	District No.
	Ulster.							
1	Antrim,	2454	Larne,	Larne,	7	0	23	8
2	Ditto,	6081	Ballycarry,	Ballycarry,	7	0	20	8
3	Fermanagh,	3861	Carrick,	Lisbellaw, Enniskillen,	28	0	0	13
4	Monaghan,	370	Cornagilty (*Cornagilta*),	Monaghan,	16	0	0	18
5	Tyrone,	9868	Loughashe (*Loughash*),	Dunamanagh,	80	0	20	6
	Munster.							
6	Clare,	5186	Cahersherkin,*	Ennistymon,	20	0	0	42
7	Ditto,	3373	Sallybank,*	Broadford,	16	0	0	51
8	Ditto,	2439	Feakle,*	Feakle,	14	2	16	42
9	Waterford,	1710	Glengarra,*	Lismore,	20	0	0	48
	Leinster.							
10	Carlow,	5803	Garryhill,	Bagnalstown,	11	2	10	39
11	Kilkenny,	6189	Piltown,*	Piltown,	8	1	20	53
12	King's,	824	Rahan,	Tullamore,	12	3	0	41
13	Louth,	837	Dromiskin,	Castlebellingham,	10	0	24	25
14	Meath,	6592	Woodpole,	Kells,	15	0	0	29
	Connaught.							
15	Galway,	1320	Ballynakill,	Marble Hill, Loughrea,	30	0	0	35
16	Ditto,	3842	Clonkeenkerrill (*Clonkeenkeryl*).	Menlough, Mount Bellew,	26	0	0	35
17	Mayo,	8160	Cross,	Cong,	84	0	0	21
18	Roscommon,	5783	Glenduff,	Lecarrow, Athlone,	30	2	20	27

* See Note on page 932.

III.—91 Ordinary Agricultural Schools under Local Management.

No.	County.	Roll No.	School.	Post Town.	Area of Farm. A.	R.	P.	District No.
	Ulster.							
1	Armagh,	4271	Tannisky (*Taniokey*),	Poyntzpass,	7	0	0	16
2	Ditto,	4325	Drumbanagher,	Do.	1	0	0	19
3	Cavan,	4942	Drung,	Drung, Ballyhaise,	11	1	25	23
4	Ditto,	6857	Termon,	Killinkere, Virginia,	25	3	26	24
5	Ditto,	8713	Coracleigh (*Corracleigh*),	Glangoolen, Dowra,	12	2	0	31
6	Ditto,	4024	Tullycrofton (*Tullycasson*),	Do.	15	0	0	31
7	Ditto,	8312	Kilcogy,	Granard,	4	1	20	23
8	Donegal,	5363	Balleeghan (*Balleighan*),	Manorcunningham, Strabane	30	2	0	1
9	Ditto,	5000	Carradoan,	Rathmullen, Rathmelton,	6	2	0	1
10	Ditto,	1595	Tievbane (*Tooban*),	Burnfoot, Derry,	4	0	0	2
11	Ditto,	8425	Moyra (*Myragh*),	Falcarragh, Dunfanaghy,	5	2	26	1
12	Ditto,	9282	Donaghmore(*Donoughmore*),	Castlefin,	9	0	0	6
13	Ditto,	6571	Aranmore Island,	Burton Port, Letterkenny,	4	0	0	1
14	Ditto,	6349	Crevary (*Creevery*),	Rathmullen,	5	0	0	1
15	Ditto,	5874	Coolmore,*	Rossnowlagh, Ballyshannon,	13	2	0	5
16	Ditto,	4809	Keadue,*	Burton Port, Letterkenny,	8	0	0	1
17	Ditto,	1964	Castlefin, No. 1,*	Castlefin,	12	0	0	6
18	Down,	9901	Hill Hall,*	Lisburn,	1	2	20	17
19	Fermanagh,	3794	Creevehill (*Crieve*),	Fivemiletown,	10	2	16	13
20	Ditto,	9786	Lack,	Lack, Kesh,	5	3	0	13
21	Ditto,	1741	Gushedy,	Ederney,	16	0	0	5
22	Monaghan,	5114	Broomfield,	Castleblayney,	9	3	0	24
23	Ditto,	5499	Ashburton,	Do.	5	0	0	24
24	Ditto,	6821	Cormeen,	Monaghan,	11	0	22	18
25	Tyrone,	1557	Ballyneaner (*Ballynenor*),	Dunamanagh,	50	0	0	6
26	Ditto,	2236	Drumnafern,	Castlecaulfield,	5	2	7	15
27	Ditto,	8438	Castlesessagh,*	Castlederg,	1	0	0	6
28	Ditto,	9286	Parkanaur,*	Dungannon,	2	0	30	15
	Munster.							
29	Clare,	448	Parteen,*	Limerick,	2	1	7	51
30	Ditto,	6783	Toberreendowney (*Tubber*),	Gort,	10	3	38	42
31	Ditto,	2383	Ballanruan,*	Crusheen, Ennis,	6	2	1	42
32	Ditto,	6573	Moveen,*	Carrigaholt,	11	1	14	45
33	Ditto,	3400	Dromandoora,*	Gort,	26	0	0	42
34	Ditto,	7708	Tullycreen (*Tullycrine*),*	Kilrush,	6	2	35	45
35	Ditto,	6368	Cross,	Carrigaholt,	15	0	0	45
36	Cork,	5700	Cloonkeen,*	Roscarberry,	8	0	0	59
37	Ditto,	3431	Kildinan,*	Rathcormack, Fermoy,	7	0	32	56
38	Ditto,	6295	Freemount,*	Milford, Charleville,	9	0	0	56
39	Ditto,	4455	Newmarket,*	Newmarket, Kanturk,	15	1	29	55
40	Kerry,	7813	Derreendarragh,*	Kenmare,	4	0	0	57
41	Ditto,	6091	Lansdowne,*	Do.	2	0	0	58
42	Ditto,	8251	Sneem,*	Sneem,	6	0	0	57
43	Waterford,	632	Lismore,*	Lismore,	5	0	0	48
44	Ditto,	5233	Grange,*	Ardmore,	2	0	0	48
45	Ditto,	9446	Ballysaggart,*	Lismore,	12	0	0	48
	Leinster.							
46	Kildare,	2284	Twomilehouse,	Naas,	4	3	17	37
47	Ditto,	1713	Clane,	Clane,	2	1	12	37
48	Ditto,	772	Tiermohan,	Kilcock,	2	0	30	37
49	Ditto,	6174	Rathcoffey,	Clane,	5	2	3	37
50	Kilkenny,	4881	Boolyglass (*Ballygloss*),*	Piltown,	3	3	24	53
51	Ditto,	6183	Whitechurch,*	Carrick-on-Suir,	8	0	15	53
52	Ditto,	6919	Clonmore,	Piltown,	3	1	0	53
53	King's,	6721	Ballyegan,*	Parsonstown,	5	0	0	36
54	Longford,	5559	Rathcline,	Lanesborough,	7	0	0	27
55	Ditto,	1435	Cloontagh,	Killashee, Longford,	10	0	0	28
56	Meath,	885	Ratoath,	Ratoath,	7	3	20	37
57	Ditto,	2797	Kilclone (*Kilcloon*),	Maynooth,	2	0	0	37
58	Queen's,	6555	Rath,*	Ballybrittas,	2	1	0	41
59	Westmeath,	931	Ballinvally,	Castletowndelvin,	6	2	0	33
60	Wicklow,	4588	Delgany,	Delgany,	3	0	0	40
	Connaught.							
61	Galway,	1645	Kinvarra,	Kinvarra,	19	0	0	42
62	Ditto,	4216	Castlehacket,	Castlehacket, Tuam,	19	0	0	32
63	Ditto,	8264	Esker, No. 2,	Banagher,	8	2	20	36
64	Leitrim,	3942	Drumadorn,	Cloone, Mohill,	2	2	0	28
65	Ditto,	5294	Askill,*	Ballyshannon,	20	0	0	5
66	Mayo,	4692	Carrowgarve (*Carragorra*),	Knockmore, Ballina,	9	0	0	20
67	Ditto,	1412	Doocastle,	Bunninadden, Ballymote,	1	2	19	21

III.—91 Ordinary Agricultural Schools—*continued.*

No.	County.	Roll No.	School.	Post Town.	Area of Farm. A.	R.	P.	District No.
	Connaught—*con.*							
68	Mayo,	1058	Brusna,	Ballaghaderreen,	4	1	0	21
69	Ditto,	7327	Roosky,	Do.,	2	0	0	21
70	Ditto,	5120	Lehinch,	Hollymount,	8	0	0	32
71	Ditto,	2290	Clochans (*Cloughans*),	Knockmore, Ballina,	2	0	0	20
72	Ditto,	7750	Derrinacarta,*	Ballaghaderreen,	2	3	32	21
73	Ditto,	5238	Lisaniska,*	Ballina,	1	3	0	20
74	Ditto,	7519	Cloonta,*	Carrowcastle, Ballaghaderreen,	4	0	0	21
75	Ditto,	6945	Bekan,*	Ballyhaunis,	1	2	19	32
76	Roscommon,	1607	Cornafulla,	Athlone,	13	3	11	35
77	Ditto,	7292	Ballymurray,	Ballymurray,	20	0	0	27
78	Ditto,	8405	Ballymintan,	Ballyforan, Ballinasloe,	5	1	7	27
79	Ditto,	7997	Slattagh,	Rooskey,	11	0	0	27
80	Ditto,	7863	Mountallen,	Keadue,	4	3	10	22
81	Ditto,	9468	Ballyfeeney,*	Strokestown,	13	0	0	27
82	Ditto,	1866	Ballyforan,	Ballyforan, Ballinasloe,	2	0	3	27
83	Sligo,	1213	Geevagh,	Ballyfarnon, Carrick-on-Shannon,	3	0	28	22
84	Ditto,	1347	Camphill,	Collooney,	7	0	0	12
85	Ditto,	6484	Curry,	Bellaghy, Swineford,	4	0	4	21
86	Ditto,	9669	Doonflin,	Skreen,	3	0	0	20
87	Ditto,	8628	Powellsboro',	Tubbercurry,	2	2	15	21
88	Ditto,	4106	Kilrusheigter,	Dromore West,	13	0	0	20
89	Ditto,	7761	Bunnacranagh,*	Bellaghy, Swineford,	2	2	0	21
90	Ditto,	8086	Culfadda,*	Ballymote,	15	0	0	21
91	Ditto,	7923	Carrowroe,*	Sligo,	4	3	32	12

IV.—6 School Gardens under Local Management.

No.	County.	Roll No.	School.	Post Town.	Area of Garden. A.	R.	P.	District No.
	Ulster.							
1	Armagh,	7200	Derrycughan,	Markethill,	0	1	0	16
2	Donegal,	5130	Convoy,	Raphoe,	0	1	0	1
	Leinster.							
3	Dublin,	4992	Glasnevin,	Glasnevin,	1	2	19	30
	Connaught.							
4	Mayo,	1074	Ballaghaderreen (*Ballaghadareen*).	Ballaghaderreen,	0	1	0	21
5	Ditto,	5937	Prison (*Prizon*),	Balla, Ballyglass,	0	1	0	26
6	Roscommon,	4100	Loughglynn,	Loughglynn, Frenchpark,	0	2	27	21

The preceding List of Agricultural Schools, &c., with the exception of the spelling of some of the names, is a copy of a Document furnished to the Commission in May, 1870, by the National Board. This document was the printed "List of Agricultural Schools in connexion with the National Board on 1st January, 1870," with manuscript corrections, so as to include schools which were in connexion in 1868, 1869, although they had ceased to be so at the date of drawing up the printed List. Except in the case of the "First Class Agricultural Schools under the exclusive management of the Board," the Areas assigned in this Official List to the several Farms, &c., which were visited by us, do not always correspond with the information obtained by them in the course of their visits, and through other inquiries. This discrepancy has been already noted in some instances in the preceding Report. The Areas, &c., which are given in the following three Tables are those which have been ascertained through the special inquiries just referred to, and not those contained in the Board's List.

II.

Summary Tables showing the Condition of all the Agricultural Schools visited by the Royal Commissioners.

I. First Class Agricultural Schools managed by the Commissioners of National Education.

Number visited by Royal Commissioners—fourteen.

Schools.	Area.	Rent.	Griffith's Valuation.		Acreable Valuation of adjoining Farms, averaged from Returns received from Valuation Office.	Average floating Capital.	Years for which Profit or Loss is calculated.	Profit or Loss last three years.		Boarders.		Number of Day Boys getting Agricultural Instruction.		Observations.
			Land.	Buildings.				Gain.	Loss.	Accommodation.	Number of places filled.	On Roll.	Present.	
Provincial Agricultural Schools.	A. R. P.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		£ s. d.	£ s. d.					
1. Kilkenny,	79 0 34	146 11 0	78 5 0	68 5 0	1 0 0	883 0 0	1868	160 0 1	—	11	8	–	–	No reliable accounts available for 1866, when the late agriculturist was dismissed.
2. Munster,	126 3 17	220 0 0	190 0 0	224 15 0	1 7 7	1,132 0 0	1866, 8	325 12 3½	—	–	13	–	–	The balance sheet of 1867 has been lost, and no copy was retained at Cork.
3. Limerick (Mungret),	70 3 3	70 0 0	73 0 0	50 0 0	1 0 6	768 0 0	1866, 7, 8	510 1 7½	—	20	8	25	18	
4. Ulster,	108 1 25	284 11 4	133 10 0	263 10 0	1 6 6	1,080 0 0	1865, 6, 7, 8	—	981 6 10	12	2	–	–	
District Agricultural Schools.														
1. Athy,	64 0 20	78 0 0	88 10 0	50 0 0	1 8 0	835 0 0	1866, 7, 8	298 13 1	—	4	4	8	2	
2. Bailieborough,	48 0 15	69 10 0	41 5 0	20 0 0	0 18 0	234 0 0	1868	48 14 3	—	4	4	36	24	
3. Ballymoney,	23 2 2	52 18 0	41 10 0	25 0 0	1 14 6	No accounts available.			—	4	–	16	–	
4. Bath,	42 2 0	29 15 0	30 5 0	12 0 0	0 13 6		Do.		—	–	–	–	–	
5. Derrycastle,	18 1 22	13 15 0	8 0 0	12 0 0	—	187 0 0	1866, 7, 8	26 17 7	—	3	1	17	17	There have been successive deficits in 1867–68 since a change of agriculturists took place.
6. Dunlewey,	13 2 0	4 0 0	—	—	—	No accounts available.			—	–	–	–	–	This school has been practically inoperative since it was built. The literary teacher has been working the farm during the past year as tenant.
7. Dunmanway,	16 2 20	30 0 0	22 0 0	50 0 0	1 0 0	153 0 0	1866, 7, 8	—	10 11 2	2	1	42	39	There were deficits in 1866–67, and a fair profit in 1868.
8. Gormanstown,	46 3 0	49 4 2	—	9 15 0	0 16 0	400 0 0	1867, 8	56 5 11	—	3	1	40	27	The landlord, Mr. Bagwell, M.P., contributed £500 towards the erection of the farmstead.
9. Temple Douglas,	20 0 0	9 0 0	6 15 0	7 15 0	0 8 0	250 0 0	1865, 6, 7, 8	—	6 4 10½	–	–	4	3	There are signs of progressing improvement here.
10. Tervoe,	29 2 21	23 12 6	22 10 0	9 0 0	0 14 2	175 0 0	1867, 8	75 2 7	—	–	–	22	10	

The floating capital of these farms averages over £9 10*s.* an acre.

Summary Tables showing the Condition of all the Agricultural Schools visited by the Royal Commissioners.—*continued.*

II. First Class Agricultural Schools under Local Management.

Number visited by Royal Commissioners—nine.

School.	Area.	Rent.	Griffith's Valuation.		Acreable Valuation of adjoining Farms averaged from Griffith's Returns.	Average floating Capital employed by Teacher.*	Years for which Profit or Loss is calculated.	Profit.	Loss.	No. of Places for Boarders.	No. of Boarders in each School.	Day boys being taught Agriculture.		Salary of Agriculturist.	Observations.
			Land.	Buildings.								On Roll.	Present.		
	A. R. P.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		£ s. d.	£ s. d.					£ s. d.	
1. Ballynakill,	31 0 37	37 9 6	19 0 0	3 0 0	0 15 5	230 0 0	1866, 7	191 18 3	—	2	–	17	–	10 0 0	
2. Ballycarry,	7 1 20	10 0 0	8 0 0	2 10 0	1 0 2	50 0 0	1864, 5, 6, 7	61 11 2	—	–	–	21	7	10 0 0	
3. Clonkeenkerrill,	26 2 0	20 0 0	13 0 0	3 10 0	—	260 0 0	1865, 6, 7	129 18 9	—	–	–	10	–	10 0 0	
4. Dromiskin,	10 3 12	12 10 0	17 0 0†	—	—	—	—	—	—	–	–	–	–	—	The Agricultural Department is inoperative here, owing to a dispute between the late Teacher and the Manager.
5. Glengarra,	22 3 15	11 15 0	8 18 0	2 12 0	1 3 0	80 0 0	1865, 6, 7	50 17 0	—	–	1	32	19	10 0 0	Nineteen had attended the day we visited.
6. Larne,	7 1 15	21 18 6	17 0 0	5 0 0	2 8 7	82 0 0	1864, 5, 6, 7	39 8 10	—	–	–	–	–	10 0 0	Vacation at date of visit.
7. Lough Ashe,	90 2 26	62 14 2	25 0 0	16 0 0	0 11 0	590 0 0	1864, 5, 6, 7	701 16 5½	—	15	15	–	–	—	
8. Rahan,	12 3 3	11 10 0	12 0 0	—	—	86 0 0	1865, 6, 7	44 11 6½	—	–	–	16	5	10 0 0	
9. Sallybank,	15 2 25	10 0 0	5 5 0	5 0 0‡	0 6 6	42 0 0	1865, 7, 7	21 7 3	—	–	–	24	10	10 0 0	

* Average of the annual valuations for the years reported on.

† The value of the buildings is included in this sum.

‡ This valuation includes the school.

The floating capital of these farms averages about seven guineas an acre.

III. Ordinary Agricultural Schools.

Number visited by Royal Commissioners—nine.

School.	Area.	Rent.	Valuation.		Average Valuation.	Average Floating Capital.	Years for which Profit or Loss is calculated.	Profit.	Loss.	On Roll.	Present.	Observations
			Land.	Buildings.								
	A. R. P.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		£ s. d.	£ s. d.			
1. Balleeghan,	12 2 0	12 9 4	12 0 0	4 0 0	—	112 0 0	1866, 7	95 3 9	—	27	10	
2. Ballinvalley,	6 1 35	4 8 0	6 0 0	1 10 0	—	40 0 0	1865, 6, 7	48 19 5	—	42	–	Vacation at date of visit.
3. Convoy,	—	—	—	—	—	—	—	—	—	–	–	Inoperative. No land attached at present.
4. Derreendarragh,	3 2 0	1 0 0	1 5 0	1 0 0	—	20 0 0	1864, 5, 6, 7	50 8 7	—	34	–	Visited on Saturday. No school.
5. Drung,	11 1 25	7 7 6	5 5 0	1 5 0	—	120 0 0	1864, 5, 6, 7	116 9 8	—	21	–	Vacation. In 1866 teacher purchased tenant-right of eight acres, Irish, at £70, subject to a rent of £1 1s. per acre.
6. Gushedy,	15 2 0	8 10 0	6 10 0	1 5 0	—	40 0 0	1867	—	9 7 0	13	–	Visited in harvest time. Agricultural pupils all away. Teacher purchased tenant-right of land.
7. Kilcogy,	3 2 23	4 10 0	2 10 0	—	—	18 0 0	1867	23 9 4½	—	29	13	Teacher purchased good-will of farm for £17 5s., in 1866.
8. Lack,	5 3 2	6 16 0	5 10 0	1 0 0	—	18 0 0	1865, 6, 7	58 13 1½	—	9	1	Rotation broken up, and whole farm under flax.
9. Sneem,	8 0 0	2 4 0	—	—	—	16 0 0	1863, 4, 5, 6, 7	33 0 11	—	58	–	Visited on Saturday. No school.

The floating capital of these eight farms averages under £6 an acre.

III.

RETURN showing the Extent of GROUNDS, the TENURE, RENT, and COVENANTS of some Agricultural Farms, abstracted from the Original Deeds by John Behan, Esq., Barrister-at-Law.

School.	Quantity of Land.	Tenure.	Rent.	Covenants, &c.
ALBERT INSTITUTION, GLASNEVIN.	126A. 0R. 34P., statute measure, and 3R. 26P., statute measure.	For 999 years, .	£571 8*s.* 6*d.* yearly, .	All trees growing at the date of lease on the last mentioned lot, and all mines, minerals, coal quarries, and all royalties in the said lands, are reserved to the lessor, his heirs and assigns. Commissioners covenant to keep the said premises, and all buildings and improvements then or afterwards to be made on the said premises in good repair, and so yield up the same. Clause of surrender at the end of every five years, provided the Commissioners, their successors or asigns, shall first give six calendar months' previous notice in writing under the corporate seal of the said Commissioners, or their successors, or under the hands and seals of their assigns, and shall pay to the said lessor, &c., in addition to all rent due at the time of such surrender, the sum of £250, for the purpose of laying down in grass the said lands and premises; and it is further provided that, at the time of such surrender, the said premises, and all buildings and improvements thereon, shall be in good, perfect, and tenantable order, repair and condition.
Ditto, (*Clonturk*).	17A. 2P. statute measure.	Residue of 84 years, granted by the Corporation of Dublin to John Hudson, his executors, administrators, and assigns, from 21st June, 1819.	£300 purchase-money, and £59 1*s.* 3*d.* per annum, and annually on the feast of Christmas, paying one couple of fat capons or 5*s.* in lieu thereof, at the election of the Lord Mayor.	The lessee covenants to repair and keep in repair all buildings, &c., then or thereafter made on the said premises, and at the end or sooner determination of the term so to yield up the same; and that it shall be lawful for the masters of the city works for the time being, as also for the city surveyor and their assistants, to enter the said premises and examine the same, and to cause all defects to be amended at the expense of the tenant.
Ditto, . .	21A. 1R. 34P. Irish plantation measure.	31 years from 29th Sept., 1852.	£4 per acre per annum, and 1*s.* 6*d.* in the £ ministers' money, and repairs of Clonturk Church payable half-yearly, except the last half year, for which no rent whatsoever is to be demanded, the said Commissioners having before the execution of this lease, and according to invariable usage, paid into the hands of the Treasurer of the Borough Fund the sum of £92 5*s.* 8*d.* in advance of the last year of said term.	All timber and other trees, saplings and underwoods growing or to grow on said premises, with power of ingress to view, cut down, manage, and dispose of same; also all mines, minerals, and quarries then or afterwards to be found on said premises, with power of ingress to search for and work the same are reserved to the lessors (Lord Mayor, Aldermen, and Burgesses of Dublin); also reserving to the same Lord Mayor, &c., full power to lay out, make, or use any farm or occupation road through said premises for use of said premises, or of any other part of the lands or estates of the said Lord Mayor, &c., or to make drains through said premises for use of the same, or of any other part of the lands and estates of the said Lord Mayor, &c., making reasonable compensation for all waste done to said premises by the several acts aforesaid; also reserving all royalties, game, wild fowl, and fish, and privilege of sporting on said premises to said Lord Mayor, &c., and others authorized by them. Commissioners covenant that they will well and sufficiently repair and keep the said premises with the appurtenances in good and substantial repair, together with all buildings, windows, doors, and all other fixtures, and all gates, hedges, ditches, fences, drains, and things which shall at any time during the said term be erected or made, or shall be on the said premises, when, where, and as often as need shall be. Power is reserved to the lessors, their agents or officers, to enter the said premises to take a schedule of buildings made thereon, and to examine the condition of said premises, the Commissioners to make all repairs of which notice in writing shall be left at the premises of said Commissioners within three calendar months after such notice; also, that they shall manage the land in a husbandlike manner, and to insure the said premises and all buildings then or afterwards to be erected thereon in the sum of £5 per cent. on the gross value of such buildings; and in case any of the said buildings shall be damaged or destroyed by fire, all sums, or a competent part thereof, received by virtue of such insurance, shall be expended in rebuilding or repairing the same. Also, that the Commissioners shall not assign or underlet without consent of lessors, and shall not bequeath or devise said lands unto more than one person without the consent in writing of the said lessors. Provided that it shall be lawful for the said Commissioners, their successors or assigns, to bequeath the said premises to any one person charged with any sums of money for any other person, and thereupon it shall be lawful for the person to whom the said premises shall be so bequeathed, his executors or administrators (or his assignee, if any such there shall lawfully be), to sell or assign the said premises for the residue of the said term to any one person for or towards defraying the charges affecting the same. It is also agreed that the Commissioners, their successors and licensed assigns, shall not build any farmer's dwelling-house, labourers' houses, or other messuage whatever, except such as they shall from time to time be expressly authorized to build by the licence or consent of the said Lord Mayor, &c., and that the Commissioners will surrender said premises and all buildings, erections, and fixtures in good repair, in all respects reasonable wear and tear and damage by fire only excepted.
ATHY, . . .	44A. 1R. 28P., statute measure.	For 14 years from 5th March, 1855.	£78 yearly, payable every 25th March & 29th September.	All mines, minerals, quarries of stone, and all royalties are reserved to the lessor. Commissioners covenant to keep the said premises, and all buildings then or afterwards erected thereon, in good repair, and to yield up same in such good repair. Clause of surrender on giving six calendar months' previous notice, ending on any of the gale days.

RETURN showing the Extent of GROUNDS, the TENURE, RENT, and COVENANTS of some Agricultural Farms—*continued.*

School.	Quantity of Land.	Tenure.	Rent.	Covenants, &c.
BELFAST, . .	108A. 1R. 25P., statute measure.	For three lives renewable for ever.	£284 11*s.* 4*d.* per annum, and £1 upon the death of each of the lives mentioned, and rendering usual service at Courts Leet or Baron, when summoned thereto, and paying usual fees.	All timber, wood, and underwood growing on said premises at the date of said lease, or afterwards, and all minerals and quarries, save so much as may be used for building or improving on the premises, and all marl, fullers' earth, gipsum, getsum, flatsum, ligum, bog, turf, mosses, turbaries (except so much as is sufficient for consumption, and shall be used on the premises); also all mills, weirs, dams, waters, water-courses, fisheries, free-warrens, and free chase, with liberty for the Marquess of Donegal, his heirs and assigns, his and their servants, or any other person authorized by him or them in writing, to enter and hunt, hawk, fish and fowl; and all royalties and other privileges on said premises are reserved to the Marquess of Donegal, his heirs and assigns, or the person for the time being entitled to the fee. The said demise is also subject to the covenants and conditions in the original lease from the Marquess of Donegal. The Commissioners covenant to name new lives and to pay renewal fine. Clause of surrender on every 1st November, on giving twelve calendar months' previous notice in writing. The Commissioners also covenant to surrender, at the end or sooner determination of the demise, the said premises, and all improvements made or to be made thereon.
DERRYCASTLE, .	18A. 1R. 22P., statute measure.	For the lives of the Queen, Prince Consort, and Prince of Wales, or 31 years, whichever shall last the longer.	"Yielding therefor, during the said term, the rent of 15*s.* for each and every acre of said land, on every 25th day of March and 29th day of Sept. in each and every year."	This lease contains provisions for keeping the school open for literary and religious instruction; control over books, teachers, &c., as in leases of ordinary National schools.
DUNLEWY, . .	A lot of ground containing in front 59 feet, in rere 59 feet, and in depth 125 feet.	60 years from 29th September, 1845.	1*d.* per annum, .	
Same, . .	8A. 8P., . . .	60 years from 25th December, 1849.	10*s.* per acre, . .	This lease contains provisions for keeping the school open, for moral and literary and religious instruction, &c., as in the case of leases of ordinary National Schools.
DUNMANWAY, .	5A. . . .	For 999 years, .	£17 yearly, . .	Commissioners covenant to keep the said premises, and all buildings and improvements made or to be made thereon, in good repair, and at the end, or sooner determination of the term, to yield up the same in like good repair.
Ditto, . . .	11A. 2R. 10P., statute measure.	For 900 years, .	£29 8*s.* 2*d.* yearly, .	Commissioners covenant to support, maintain, repair, and keep the said premises, and all buildings and improvements made or to be made thereon, in good repair, and at the end or sooner determination of the demise, to leave the same in like good repair.
GORMANSTOWN, .	27A. 2R. 33P. statute measure.	For 31 years from 25th March, 1854.	£27 14*s.* 2*d.* yearly, .	Commissioners covenant to keep the said premises and all buildings and improvements to be erected and made thereon in good repair, and at the end or other sooner determination of the term to surrender the same in like good repair. Clause of surrender at the end of the first or any subsequent year on giving six calendar months' previous notice in writing or paying six months' rent in advance.
Ditto, . . (*Ardfinnan*).	20A. statute measure,	For 99 years from 1st Nov., 1849.	£21 10*s.* yearly, .	Commissioners covenant to keep the said premises, and all buildings and improvements to be erected and made thereon in good order and repair, and at the end of the term to surrender the same in like good repair.
KILKENNY, . .	79A. 34P. imperial statute measure.	For 999 years, .	£146 11*s.* yearly, .	The Commissioners covenant to keep the said premises and all improvements made or to be made thereon in good repair, "and on the determination of this demise, in case the same shall be determined as hereinafter mentioned, that they, the said Commissioners, their successors and assigns, shall and will so leave and yield up the same in like good tenantable order, repair, and condition." Clause of surrender at the end of every three years on giving six calendar months' previous notice in writing.
LIMERICK, . .	70A. 3R. 3P. statute measure.	61 years from 29th Sept., 1853.	£70 15*s.* 4*d.* . .	Commissioners covenant that they, their successors and assigns, shall, with all due diligence, expend upon the said premises such sums of money over and above the amount to be advanced by the Lords Commissioners of Her Majesty's Treasury for the purpose of establishing said model farm as may be necessary for the erection of offices, dormitories, and other buildings necessary and proper for said model farm, and shall keep said demised premises and all improvements made or to be made thereon in good repair, and at the end or sooner determination of this demise, to yield up the same in good repair; and further, that they will not at the expiration or other sooner determination of this demise, claim from the lessors, their heirs or successors, or any of them, any compensation or payment of any kind for any improvements made by them the said Commissioners upon the said lands during their occupation thereof, or made by any person or persons claiming under them any law, usage, or custom to the contrary, in anywise notwithstanding. Clause of surrender at the end of the first and any subsequent year of the term on giving six months' previous notice in writing.

RETURN showing the Extent of GROUNDS, the TENURE, RENT, and COVENANTS of some Agricultural Farms—*continued.*

School.	Quantity of Land.	Tenure.	Rent.	Covenants, &c.
MUNSTER, . .	126A. 3R. 17P., statute measure.	For 99 years, from 1st January, 1853.	£220 yearly, . . .	"Reserving unto the Duke of Devonshire, his heirs and assigns, all mines, minerals, quarries of stone, slate, marble, clay, gravel and sand, timber and other trees, bog, turf mould, turf bog, bog timber, and other royalties, and all fisheries, water and water-courses, ways and passages, now or hereafter to be upon the said premises, with liberty to the said Duke, his heirs and assigns, and all persons having a written authority from him or them, or his or their then chief agent in Ireland, his and their workmen and servants, with horses, carts and carriages, to enter the said premises, and lop and cut down, dig, search for, manufacture, and carry away the same by the most convenient ways, and to make, use, repair, cleanse, or alter any roads, passages, water-courses or drains, through or upon the premises, making reasonable compensation for immediate injury to the grass or crop then growing thereon." The exclusive right of sporting over said land is also reserved to the said Duke, his heirs and assigns, his and their servants, and all other persons having the aforesaid written authority. Commissioners covenant within two years from the date of the lease to expend not less than £2,000 in substantial buildings, fences, and improvements on the said farm, and to keep the demised premises, and all improvements, then or afterwards made, in good repair, and at the end or other sooner determination of the demise, to yield up the same in like good repair, and to permit the said Duke, his heirs and assigns, to enter and inspect the said premises during the continuance of this demise; also to manage said lands in a fair, proper, and husbandlike manner; also not to assign or underlet, without the consent, in writing, of the said Duke, his heirs and assigns; and further to insure all buildings standing from time to time on said premises, to the full value thereof, and to produce the receipt for the current year's premium; and when any building is destroyed or damaged by fire, to re-build same. Clause of surrender at the end of the first or any subsequent year, on giving six calendar months previous notice in writing, Provided that if the lease shall be determined by the said Commissioners, their successors or assigns, under the power hereby given to them for that purpose, the Commissioners, their successors or assigns, shall have no claim whatsoever against the said Duke, his heirs or assigns, in respect of any outlay upon buildings or improvements, or any other matter or thing whatsoever, notwithstanding any rule of law or equity, or the provisions of any Act of Parliament to the contrary. Provided also that if the rent shall happen to be unpaid for twenty-one days, or on breach or non-performance of any of the covenants contained in the lease, it shall be lawful for the said Duke, his heirs and assigns, and for the person or persons entitled to the said premises in reversion immediately expectant on this demise, to cause a notice in writing to be given to the Lords Commissioners of Her Majesty's Treasury, of the non-payment of such rent, or of the breach or non-performance of the Covenants, such notice to be left at the Treasury Chambers, Whitehall, and that from and after the expiration of one month from the service of such notice, in case the said rent shall not have been paid, or that satisfaction shall not have been made for the breach or non-performance of said Covenants, it shall be lawful for the said Duke, his heirs and assigns, to re-enter.

IV.

Questions put at the Examination of the Scholars of the Albert Agricultural Training Institution by the Royal Commissioners, 1868.

The examination of the scholars at the Albert Agricultural Training Institution occupied two days. On the first day they were orally examined in reading, grammar, dictation, geography, and arithmetic, for the purpose of ascertaining their general proficiency in those elementary subjects. On the second day the examination was partly written and partly oral. We did not keep any notes of the questions put on the first day, our object being merely to form a general opinion. All the questions given on the second day, both in the written and oral examinations, are here given, and also the tabulated results of the written examination. We could not tabulate the results of the oral examination in physical science, as the whole of the scholars were examined together. We may, however, state that every one of the questions put were answered by some one of the senior boys, the only ones who could be expected to have a fair knowledge of such subjects.

The senior class consisted of 40 boys, of whom 29 were present on the second day, 9 were reported as unwell, and 2 engaged on the farms in work which they could not leave. The junior class consisted of 29 boys, of whom 18 were present, 1 was reported sick, and 11 engaged at work which they could not leave. Many of those present at the first day's examination were engaged on the second day, while many of those engaged on the second day were examined on the first. In this way almost every student in the establishment came before us for examination.

Senior Class.

Written Examination.

Arithmetic.

1. 13 tons 4 cwts. 1 qr. 7 lbs. at £3 18*s.* 6*d.* per ton.
2. 15A. 2R. 32P. Irish at £1 2*s.* 6*d.* per statute acre.
3. 5 months 13 days at £3 7*s.* 6*d.* per month.
4. A farmer insures his house for £250, his furniture for £150, his farm offices for £450, what premium must he pay annually, supposing the rate of insurance to be 3*s.* per cent. ?
5. Calculate the commission on sales amounting to £1,357 12*s.* 4*d.* at $1\frac{3}{4}$ per cent.
6. A farmer lodges on deposit in a bank the sum of £243 16*s.* on the 25th September, the rate of interest being $2\frac{1}{2}$ per cent. ; on the 4th December the rate of interest falls to 2 per cent., at which it remains until the 2nd April, when he withdraws the principal ; what amount of interest does he receive ?

Algebra.

1. Find the product of $5ax$ by $3ay$.
2. Find the squre of $1+x+x^2+x^3+x^4$.
3. Find the value of $vn+1$ by $vn-1$.
4. Divide x^3+a^3 by x^2+a^2.
5. Find the square root of $4x^2+4ax+a^2$.
6. Find the product of the fractions $\frac{a^2}{b}$, $\frac{c^3}{d^2}$ and $\frac{e^4}{f^3}$
7. What value of x will satisfy the equation $3x-7=x+19$?
8. What value of x will satisfy the equation

$$\frac{x}{2}+\frac{x}{3}=1-\frac{x}{4}?$$

Geometry.

1. If perpendiculars be erected at the middle points of a triangle, prove that that point of intersection is equidistant from the angles.
2. If perpendiculars be let fall on the sides of an equilateral triangle, or of any regular polygon, from any point within it, prove that the sum of the perpendiculars is constant for all such points.
3. The rectangle under the sides of a triangle is equal to the rectangle under the perpendicular on the base and the diameter of the circumscribing circle.

Plane Trigonometry.

1. Write the equations which express the relations of the sides and angles of a right angled triangle.
2. Express $\frac{\text{Sin. A}}{1+\text{Cos. A}}$ by a single trigonometrical function.
3. Find the height of a tower from a base line of 140 feet, the angle of observation being 40° 20′.

Mensuration.

1. The base of a triangle is 35 perches, the perpendicular on the base is 11 perches, what is its area ?
2. How many acres in a triangular field whose sides are 10, 6 and 8 chains respectively ?
3. What would a stone wall, made according to the following specification, cost ?

Length, 70 perches, Irish,
Height, 8 feet,
Thickness, 18 inches,

resting on a foundation 18 inches deep, 2 feet 2 inches thick ; the trench to be dug 2 feet 8 inches wide. The contract price per cubic yard for digging and wheeling the clay to be 4*d.*, and that of the mason work 8*s.* per perch of 21 feet × 1 foot × 18 inches.

Mechanics.

1. If the force, acting horizontally, required to draw a load, be 400 lbs., how much would be required if it acted at an angle of 17° ?
2. A boulder which has to be removed from a field offers a resistance of 1,100 lbs., what power must be applied to a lever 4 feet long, and having the fulcrum 3 inches from the end, in order to dislodge it ?
3. If the force required to draw a loaded cart along a horizontal road be $\frac{1}{20}$ of the weight drawn, what force must be exerted to draw it up a hill having an inclination of 1 in 40 ?
4. The pitch of a screw is $\frac{1}{12}$ of an inch, the length of the winch 7 inches, the force applied 14 lbs., required the pressure exerted ?
5. What weight could be lifted by a Burton consisting of four moveable pulleys, each suspended by a single cord, if the power be 112 lbs. ?
6. Required the horse power of a steam engine having a cylinder of 10 inches in diameter, the length of the stroke being 2 feet, when it makes 40 strokes a minute, with a pressure of 20 lbs. on the inch ?

Book-keeping.

1. Mention the principal advantages which book-keeping by double-entry possesses over that by single entry.
2. Describe the day book and the ledger.
3. Under what circumstances will the total on the Dr. side of a cash book exceed that on the Cr. side ?
4. Mention the rules for making proper Drs. and Crs.
5. When you sell goods to a person on credit, or pay money to him, do you debit or credit him ?
6. If you sell goods to John Murphy on credit, what entry should he make, and what should you make ?
7. What do you understand by the terms bills payable and bills receivable ? How would you enter each class of bills ?
8. What does the Dr. side of balance show ?

Oral Examination.

Botany.

1. Describe briefly the nature of cellular, fibrous and vascular tissue; and state in what part of a plant each could be most readily found.
2. In what way does the cuticle of the leaves differ from the ordinary parenchyma of the leaves?
3. Describe the kinds of roots called simple, tapering, tuberose, fasciculated, nodulose, rhizome; and give examples.
4. Point out the distinction between a simple and a compound leaf.
5. Explain the terms reticulated and parallel venation. What kind of plants do we find each kind in?
6. What are bracts?
7. Describe the different parts of the stem of a tree?
8. Define briefly the meaning of the following terms applied to the inflorescence of plants: raceme, panicle, umbel, corymb, fascicle, cyme, spike, catkin, capitulum, glomerous, spadix, cone. Give an example of each.
9. Describe the several parts of a flower.
10. What do you understand by the terms perigynous, epigynous, and hypogenous?
11. When are the pistils said to be apocarpous, and when syncarpous?
12. What do you understand by the terms monopetalous and polypetalous as applied to the corolla?
13. When is the calyx said to be superior, and when inferior?
14. What term is used when the calyx and corolla are combined?
15. Explain the terms placentation axile, placentation marginal.
16. What is the ovule? When is it said to be orthotropal, when campylotropal, and when anatropal?
17. Explain the terms syncarpous, anthocarpous, and apocarpous?
18. Describe the germination of monocotyledonous and of dicotyledonous plants?
19. Describe generally the character of—(*a*) Thalamiflorae, (*b*) calcyflorae, (*c*) corolliflorae, (*d*) monochlamydeæ, (*e*) glumaceæ, and give examples of them from cultivated plants or well-known weeds?
20. Mention as many as you can recollect of the cultivated plants that belong to the following orders, and give a brief description of the characteristics of each order:—(*a*) Cruciferæ, or brassicaceæ; (*b*) linaceæ, (*c*) papilionaceæ, or leguminosæ; (*d*) Umbelliflorae, (*e*) chenopodiaceæ (*f*) graminaceæ.

Chemistry.

1. What is air composed of? In what proportion are the constituents mixed?
2. What is a barometer? Why does it rise and fall?
3. Besides oxygen and nitrogen, name other constituents of the atmosphere?
4. What is carbonic acid formed of? Mention some of the natural processes by which it is formed? What part does it play in vegetation?
5. What is the composition of water?
6. Explain the phenomenon of boiling?
7. What are the usual constituents of spring water?
8. How does the air dissolved in water differ from common air? What influence has the carbonic acid dissolved in water upon its solvent powers?
9. What compounds of interest to the agriculturist does nitrogen form with hydrogen, and with oxygen and hydrogen? What are the properties of ammonia? Under what circumstances is it naturally formed? Under what circumstances are nitrates naturally formed?
10. Explain the process of combustion in open grates, stoves, and boiler fire-places?
11. Explain the respiration of animals?
12. What is the cause of the formation of peat? In what does the matter of peat differ from the organic matter of a loam soil?
13. What are hydrates? What is the difference between basic and acid hydrates? What is meant by the terms monobasic, dibasic, and tribasic acids?
14. Apply the preceding account of acids to explain the action of sulphuric acid upon tricalcic phosphate or bones, and the composition of the "superphosphate" formed.
15. What do you understand by the terms: quantivalence, monivalent, divalent, &c.? Apply this theory to explain the difference between the green and red salts of iron, and the action of air upon subsoils.

Mineralogy.

1. What are the chief characteristics of the states of solid matter termed—crystalline, earthy, and colloid? What influence have these states upon the formation of minerals.
2. Name the carbonates which occur as rock masses?
3. Name the principal silicates that form rocks?
4. State generally the composition of the following minerals: talc, chlorite, hornblende, augite, orthoclase, albite, oligoclase, labradorite, quartz, potash mica.
5. What are zeolites? What are they generally composed of?
6. Mention the minerals that compose: granite, syenite, felstone, greenstone, basalt.
7. Describe generally the chemical composition of the soils derived from the following rocks: talc slate, mica slate, clay slate, granite, greenstone, basalt, limestone.
8. What is clay? Upon what does its plasticity depend? What action has burning upon it? Whence is it formed? What influence has the original rock upon the composition of ordinary impure clays? What is the difference between the soil and subsoil? Why is alluvial soil so much better than other soils?

Geology.

1. What is cleavage? What produced it? What kind of rocks are found cleaved?
2. What is meant by the dip of a rock? Of what practical use is it? Give an example.
3. Explain how different kinds of rock occur in a district of country.
4. What produced the present contour of the country?
5. What is a river basin?
6. Whence comes the water of rivers? What influence has the distribution of the rainfall upon the character of a river?
7. How would you know whether a bed of rock or clay was formed by a river, in a lake, in a shallow, or in a deep sea.
8. What do you understand by the age of a rock? Of what practical importance is it to be able to determine the age of a rock?
9. Of what practical use to a farmer is a knowledge of mineralogy and geology?

Junior Class.

Written Examination.

Arithmetic.

1. Find the greatest common measure of 207 and 245.
2. Find the least common multiple of 3, 12, 16, 20, 25, and 28.
3. Divide £720 12*s.* 6*d.* by 117.
4. Reduce the following fractions to their least common denominator: $\frac{3}{4}$, $\frac{2}{9}$, $\frac{7}{16}$, $\frac{9}{25}$, $\frac{5}{26}$.
5. Multiply $41\frac{3}{4}$ by $2\frac{5}{8}$.
6. Reduce 0·613 to a vulgar fraction.
7. Reduce $\frac{1}{512}$ to a decimal fraction.
8. Extract the square root of 16129.

GEOMETRY.

1. Prove that a parallelogram is double of a triangle upon the same base and between the same parallels.
2. Prove that the three angles of a triangle are together equal to two right angles.
3. Find a square equal to the sum of two or more given squares.

MENSURATION.

1. What is the area of a square whose diagonal is 9?
2. Find the area of a rhomboidal field 726 yards long and 465 yards in perpendicular breadth.
3. How many acres in a triangle the length of the sides of which are 90 chains, 50 chains, and 70 chains respectively?
4. The hypothenuse of a triangle is 65, the base 56. What is the perpendicular height?

[The senior and junior classes were examined together in dictation, grammar, botany, chemistry, geology, and mineralogy.]

TABULATED STATEMENT of the RESULTS of the WRITTEN EXAMINATION held by the ROYAL COMMISSIONERS.

Senior Class.

	No. of Question.	Number of Scholars who				Total.		No. of Question.	Number of Scholars who				Total.
		Answered fully.	Answered partially.	Failed.	Did not attempt.				Answered fully.	Answered partially.	Failed.	Did not attempt.	
ARITHMETIC,	1	29	–	–	–	29	MENSURATION,	1	28	1	–	–	29
	2	29	–	–	–	29		2	28	1	–	–	39
	3	29	–	–	–	29		3	18	2	–	9	29
	4	29	–	–	–	29							
	5	28	–	–	1	29							
	6	22	3	–	4	29							
							MECHANICS,	1	2	–	2	25	29
ALGEBRA,	1							2	25	1	–	3	29
	2							3	11	5	–	13	29
	3							4	24	–	3	2	29
	4	11	–	–	18	29		5	17	9	–	2	29
	5							6	28	–	–	1	29
	6												
	7												
	8												
							BOOK-KEEPING,	1	24	5	–	–	29
GEOMETRY,	1	10	4	–	15	29		2	21	8	–	–	29
	2	9	6	–	14	29		3	18	9	2	–	29
	3	7	3	–	19	29		4	20	9	–	–	29
								5	29	–	–	–	29
TRIGONOMETRY,	1							6	18	11	–	–	29
	2	11	2	–	16	29		7	27	1	–	1	29
	3							8	28	–	1	–	29

Junior Class.

ARITHMETIC,	1	18	–	–	–	18	GEOMETRY,	1	16	–	–	2	18
	2	17	–	–	1	18		2	15	–	–	3	18
	3	18	–	–	–	18		3	3	–	2	13	18
	4	9	6	3	–	18							
	5	17	1	–	–	18	MENSURATIGN,	1	15	–	2	1	18
	6	17	1	–	–	–		2	15	1	1	1	18
	7	17	1	–	–	–		3	16	1	–	1	18
	8	16	–	2	–	18		4	17	–	–	1	18

V.

Copies of all Letters and Reports connected with the Belfast Board of Guardians as to whether the Commissioners of National Education had any intention of discontinuing the Ulster (Belfast) Model Farm.

I.—Letter from Board of Guardians of the Belfast Poor Law Union, inquiring if the Belfast Model Farm is about to be given up, &c.

II.—Report from Superintendent of Agricultural Department in reference to foregoing letter, and

III.—Letter from Board of National Education in reply to Guardians of Belfast Poor Law Union.

As called for by Royal Commissioners in letter dated 22nd September, 1869.

James Kelly,
Wm. H. Newell, } Secretaries.

Education Office, 23rd Sept. 1869.

Letter from Board of Guardians of Belfast Poor Law Union inquiring if the Belfast Model Farm is about to be given up, &c.

Belfast Union Workhouse,
18th June, 1869.

Gentlemen,—I have been directed to inquire if the Commissioners of Education in Ireland have any intention of discontinuing the Model Farm, situated in the Ballygammon townland of the Ballymurphy Electoral division of this Union.

Owing to the steady increase of pauperism here, consequent upon the unprecedented accession to the population of Belfast it would be most desirable, and will no doubt in a short time be necessary, that the Board of Guardians should provide a farm in the neighbourhood, on which to employ the surplus labour of the able-bodied male and female paupers.

A reply at early convenience will oblige, Gentlemen,

Your obedient servant,

(Signed) W. J. Boyce,
Clerk of the Union.

The Secretaries,
Education Office, Dublin.

Copy of Report from Superintendent of the Agricultural Department in reference to foregoing letter.

Ulster Agricultural School and Farm.

Glasnevin, 7th July, 1869.

Gentlemen,—In obedience to the verbal instructions received from you, I have to offer the following remarks on the letter addressed to you by the Belfast Poor Law Guardians in reference to the Ulster Agricultural School and Model Farm.

I understand that the Guardians are anxious to get possession of the establishment for the purpose of using it as an Agricultural Training school for juvenile male paupers. The farm is both well situated and well adapted for such a purpose. It is within three miles of the town of Belfast; the Ulster Railway bounds it on the east, and there is a Railway station close to the entrance. The farm contains 108a. 1r. 25p. of plastic clay, the greater part of which is cold and poor. The rent is £287 8s. 9d. per annum. The Commissioners have drained and otherwise improved the land at a considerable outlay.

In favourable seasons and with skilful management excellent crops of wheat and artificial grasses are raised on the farm. Mr. Smyth grew upwards of twenty tons of turnips per Irish acre; but the cost of producing them was very considerable owing to the difficulty of tilling the land.

During the past two years the farm has been worked at a heavy loss.

	£	s.	d.
In 1867–8, the loss by farming was, .	203	14	11
„ 1868–9, „ „ .	207	11	6
Total in two years, .	£411	6	5

While there was a loss on this farm in 1868–9, there was a large gain on the rest of the land worked by the Commissioners. Excluding Belfast the Model farms managed with public capital in 1868–9 contain 762a. 1r. 30p., and on them was a gain of £1,669 12s. 6d.

Notwithstanding the heavy loss incurred on the Belfast farm during the past two years, I have no hesitation in saying that a man of ability and skill could make it pay.

It was beginning to pay its way when Mr. Smyth was transferred from its management. But it is necessary to inform the Commissioners that the system by which it could be made to pay would be of an exceptional character, and unsuited to the circumstances of the farmers for whose instruction the Model farms were established.

This being the case, I venture to suggest to the Commissioners the propriety of entertaining a proposal from the Belfast Poor Law Guardians for the purchase of the Ulster Agricultural establishment, in which there is not, at present, a single agricultural boarder.

The Poor Law Guardians of Ireland could do much towards improving the efficiency of a large number of the future farm labourers of the country. This intelligence should be increased as much as possible. The first principles of agriculture should be taught in every Poor Law school as well as in every rural school in the land. The use of improved agricultural implements and machines has become a necessity. Farmers complain of the want of intelligence on the part of their labourers in the use of these machines, and if steps be not taken in time to cultivate the intelligence and skill of the labourers of the country, there is great danger that the area under tillage will be decreased, and the wealth of the country reduced very considerably.

I trust that the Commissioners will come to terms with the Belfast Guardians, and that a first-rate pauper training school will be established for Ulster on the present Model farm.

I remain, Gentlemen, &c., &c.

(Signed) Thomas Baldwin.

To the Secretaries.

Letter from Board of Education in reply to Guardians of Belfast Poor Law Union.

Ulster Model Farm.

Office of National Education,
14th July, 1869.

Sir,—Having laid before the Commissioners of National Education your letter of the 18th ultimo, stating that the Guardians of the Belfast Poor Law Union desire to know if the Commissioners of National Education have any intention of discontinuing the above Model Farm.

We are directed to state, for the information of the Guardians, that the Board of National Education has no such intention.

We are, Sir, your obedient servants,

(Signed) James Kelly,
W. H. Newell, } Secretaries.

The Clerk of the Poor Law Union, Belfast.

VI.

Oldcastle School Farm.

(Copied from the *Irish Farmers' Gazette* of July 7, 1866.)

Sir,—Cordially agreeing with your lately expressed opinion as to the advantages that would be gained by the publication of the results obtained in model farms throughout the country, I take the liberty of bringing under your notice the recently published Report of the Trustees of the Oldcastle Endowed Schools, a considerable portion of which is devoted to details connected with the small farm of eleven Irish acres, attached to that Institution. The following is an extract from that Report :—

"The balance sheet of the farm for the twelve months ended March 31, 1865, stands thus :

Dr.	£	s.	d.	Cr.	£	s.	d.
To valuation 31st March, 1864,	199	3	1	By grain sold,	20	12	0
,, Rent and taxes,	32	10	3	,, Potatoes, roots, &c., sold	13	15	6
,, Manure, seeds, &c.,	25	5	8	,, Cattle sold,	52	10	0
,, Cattle purchased,	57	17	6	,, Dairy produce sold,	111	10	10½
,, Implements purchased,	3	8	6	,, Valuation March 31, 1865,	195	13	7
,, Labour,	45	12	5½				
,, Cash profit,	30	4	6				
	£394	1	11½		£394	1	11½

"From this it will be seen that the chief source from which profit is sought and obtained in the Oldcastle School Farm is milk, and that the gross amount actually received for dairy produce in the year 1864 amounted to more than £9 5*s.* per acre. From the proximity of the school farm to the town of Oldcastle, it has been found to be equally profitable and less troublesome, as well as being a great convenience to the poorer class of the townspeople, to sell the milk than to manufacture it into butter. It would be incorrect, however, to suppose that the profits above stated are to be looked on as exceptional on this account; for the price at which the milk has been always sold is two pence per quart—a price that is well known by those who have tested the matter closely to be within a fraction of the actual value of new milk; when butter is selling for one shilling per pound—a fair yearly average price. There are, at the present time, in addition to four calves and a jennet, seven milch cows included in the stock of the farm, that being about the number of cows usually kept. With the exception of corn and potatoes, sold for £34 7*s.* 6*d.*, the entire produce of the farm was consumed on it (to be turned into cash through the dairy); thus producing a large quantity of manure of the best quality, the most certain guarantee a farmer can possess of having a good crop the succeeding year. One of the chief objects of including in the scheme of the Oldcastle schools the practical study of agriculture, and of working a small model farm in connexion with it, was to give to the small farmers of the district—whose number is far from inconsiderable—an opportunity of seeing the results of a system different from the one usually followed by that class in Ireland."

Since the above Report was written the year's accounts of the School Farm have been closed and balanced, and the result has been still more satisfactory than that shown in the balance sheet of 1864–5. The total profit will be seen to exceed that of the former year by £14 18*s.* 7*d.*, equal to £1 7*s.* an acre; while the amount spent in labour, manure, and seeds is higher than in 1864–5.

The balance sheet is given below :—

"Balance Sheet for year ending 31st March, 1866.

Expenditure.	£	s.	d.	Receipts.	£	s.	d.
To amount of valuation at 31st March, 1865,	195	13	7	By amount received for grain,	14	9	10½
,, Rent and taxes,	30	10	7½	,, Potatoes and roots,	12	15	8½
,, Seeds and manures,	27	11	5	,, Cattle sold,	83	12	6
,, Paid for cattle,	75	10	0	,, Dairy produce,	107	19	4½
,, Implements and repairs,	9	19	5	,, Valuation at April 2, 1866,	215	11	10
,, Labour,	48	1	2				
,, Profit for the year,	45	3	1				
	£434	9	3½		£434	9	3½

"The profit for the year will be here seen to have amounted to more than £4 an acre, after payment of rent (less £2) and all other expenses."

The facts stated in the above extracts are so very suggestive that I hope you will allow me, as one of the trustees responsible for their publication, to make in my individual capacity a few comments on them. The system pursued on most of such farms as that at Oldcastle is one of constant house feeding with little or no permanent grass—the system that, with certain modifications, has tended to make Belgium "the garden of Europe." This system is so diametrically opposed to that which has of late years found such favour with many theorists on Ireland's social condition, that it may not be out of place to say a few words in the way of instituting a comparison between the practical results of the two systems on the general social happiness and the material prosperity of the country. There seems to be no simpler mode of doing this than by estimating the fair average return to be expected for twelve months from, say, eleven Irish acres of medium land under permanent grass, worth an annual rent of £2 per acre, and then comparing that result with the actual returns obtained from Oldcastle School Farm of 11A. 0R. 13P., as shown in the balance sheet already quoted. The table given below shows the comparative effect of the grazing and the high tillage systems, not alone as to the total amounts of cash profits, but also in regard to the aggregate of national wealth (by the maintenance in comfort of a greater or a lesser number of tax-paying consumers, as well as by supporting a larger or smaller stock of cattle) respectively produced by each system. The comparison here drawn is between the tillage and the extreme grazing systems, viz.—where grass alone is looked to as cattle food, and where the only outlay in labour is that for haymaking and herding. The mode of carrying this out is here supposed to be by a combination of cattle and sheep feeding; meadowing one-third of the twelve acres each year, and consuming the hay during winter over the whole farm. This is probably as profitable a system in the long run as could be followed, where grass is the only cattle food used.

[Table.

Comparative Table.

	Grazing.		Tillage.	
Division of land,	Meadow (producing, say, 9 tons of hay),	A. R. P. 3 1 17	Oats,	A. R. P. 3 0 30
	Pasture,	7 2 36	Potatoes, turnips, and mangel,	2 1 10
			Flax,	0 0 30
			Grass (for soiling),	5 1 23
		11 0 13		11 0 13
Average stock kept,	5 two-year-old heifers, at £10,	£ s. d. 50 0 0	7 cows, at £12,	£ s. d. 84 0 0
	10 hoggets, at 35*s.*	17 10 0	4 calves, at £4,	16 0 0
			1 jennet,	8 0 0
	Total value,	£67 10 0	Total value,	£108 0 0
Actual and estimated gross profit.	5 heifers, winter and summer,	£ s. d. 30 0 0	Milk and butter,	£ s. d. 111 10 10
	10 hoggets, fleece and mutton,	15 0 0	Grain,	20 12 0
			Roots and potatoes,	13 15 6
		45 0 0		£145 18 4
	Deduct outgoings (shown below),	27 14 6	Outgoings (shown below),	115 13 10
	Net profit,	£17 15 6	Net profit,	£30 4 6
	Or about £1 12*s.* 3*d.* an acre.		Or about £2 15*s.* an acre.	
Actual and estimated labour employed.	Proportion of a herd's wages, at £25 a year,	£ s. d. 1 10 0	Labour bill,	£ s. d. 45 12 5
	Cutting, saving, and ricking hay,	3 7 6	Equal to about two men's wages, at 7*s.*, and a boy at 3*s.* 8*d.* a week, all the year round.	
	Sundries,	0 2 6		
		£5 0 0		
	Equal to about one man's wages for 14 weeks, at 7*s.* a week.			
Items of outgoings shown above.	Rent, at 40*s.* an acre,	£ s. d. 22 4 0	Rent, at 40*s.*	£ s. d. 22 4 0
	Taxes (tenants' proportion),	0 10 6	Interest on necessary buildings erected at a cost of about £150,	9 18 0
	Wages (shown above),	5 0 0	Actual rent of Oldcastle farm,	32 2 0
			Taxes (increased by value of buildings),	0 15 0
			Wages,	45 12 5
			Seeds and manure,	25 2 8
			Sundry repairs, implements, &c.,	3 4 9
			Difference of cash received and paid in cattle exchanges (loss),	5 7 6
			Difference between valuations of 1864 and 1865 (loss on latter),	3 9 6
	Total outgoings (shown above),	£27 14 6	Total outgoings (shown above),	£115 13 10

The points where, in the above calculation, tillage seems, economically speaking, to be more advantageous than grazing, are—first, the net profit produced by the former exceeds the latter by £1 2*s.* 9*d.* an acre; second, the tillage will support in comfort nine times as many labourers as the grazing; third, the tillage maintains about 40 per cent. a greater value of stock than the grazing; fourth, the money circulated in the country, and the consequent benefit to trade by the purchase of manures and seeds, and the purchase and repairs of agricultural implements amounts to £28 7*s.* 5*d.* (or more than a whole year's rent), as against *zero* in the grazing account; and, finally, the rent produced by the land in grass is exceeded by that of the land in tillage by eighteen shillings an acre, if the interest (at the sinking fund rate of 6½ per cent.) on the cost of buildings be taken into account, as it has been in the above calculation. If, therefore, there be truth in the notorious aphorism that "Ireland was destined to be the fruitful mother of flocks and herds," or, in other words, that her soil and climate are better suited for the production of beef, mutton, pork, butter, and wool, than for the growth of corn, it would seem evident that her destiny can be more efficiently and happily fulfilled by the medium of tillage than by grazing alone.

Self-evident, however, as this may be, it is only right to consider also the difficulties that lie in the way of extending universally, or even very widely, amongst the small farmers of Ireland, the system we desire to see adopted, and of which we have endeavoured in Oldcastle to give them a limited example. The simplest way of pointing out these difficulties may be to note the essentials to success. These may be said to be sufficient farm offices, sufficient capital, sufficient skill, and sufficient industry. To take the last of these first, we believe that where all the other qualifications are found combined, industry will rarely be wanting; while, unfortunately, it is too often to be met with unaccompanied by any one of the other three. Doubtless, the habits of application, as well as the knowledge and intelligence acquired in well-conducted schools, will largely tend to cultivate this essential quality. The same may be said of the second *desideratum*—agricultural skill. Its local extension is the primary object of institutions like the agricultural department of Oldcastle school.

There may not be a general sufficiency of capital amongst the class of farmers at present holding ten or twelve Irish acres to enable them to change all at once from their present mode of working to an almost exclusively house-feeding system; for it will be seen that the floating capital even of our little school-farm, as shown in the valuation at the year's close, was nearly £200, or about £18 an acre. If to this be added as much capital in hand as would enable a small farmer to support himself and his family from the commencement of the farming year until profits began to be available, the total would reach a sum too rarely, it is to be feared, possessed by those actually occupying ten or twelve acre farms in Ireland. But it is not by any means necessary to despair on that account. This has been so well put by Mr. S. Gerrard, the author of the excellent prize essay on the "Mode of Managing Small Farms in Ireland," that I cannot do better than quote his words. "It may be alleged," he says, "that these farmers have not the capital to purchase the necessary stock in the first instance; the answer to this is given in the Introduction. Let the farmer adopt the system *as far as his means will allow, and strive to get up stock by degrees*, and so get into *the full system*, in the meantime keeping what he has in prime condition; and the same may be said of his farm buildings, &c.

Let him use what he has until he can get better. *Small farms, without stock well kept, cannot, in the existing state of matters, pay.*"

There now only remains for consideration the fourth, but not the least important of the small farmer's *desiderata*, viz., sufficient farm offices. It is obvious that the offices, and, indeed, the dwelling-houses, at present occupied by the class of whom we are now treating are too generally inadequate for the adoption of the house-feeding system, and unfavourable to the growth of those cleanly and careful habits that would be its certain accompaniment.

Where milk and butter are to be the chief money-makers, an airy and scrupulously-clean dairy is obviously indispensable. The indoor feeding system would require house accommodation for at least double, if not three times, the stock usually maintained on a twelve acre farm as at present managed. Where animals are almost constantly tied up, the sheds in which they are kept should, of course, be more lofty and spacious, and the drainage more perfect than where the cow is merely "shut in out of the cold" during the long nights of the winter half year. Where the great object is to produce the heaviest root and soiling crops, a strict economy of the manures, solid and liquid (the latter at present too generally wasted), is essential, and a change from the actual to the proposed system would necessitate a not inconsiderable outlay in that one direction. In a word, if the small farmers are to adopt generally the system so universally recommended by European writers on agriculture—a recommendation distinctly sanctioned by the Royal Agricultural Society of Ireland, in awarding its prize to Mr. Gerrard's very able essay—the first indispensable step is, that the farm offices and then the dwelling-houses of that class be improved. The question then naturally arises, who is to improve them? and the answer is as naturally confined to a choice between two. It must be done either by the landlord or the tenant. Now, on an estate of some thousands of acres where the area of the farms averages under fifteen Irish acres (a class of which there are still 307,000 in Ireland!) there is an obvious difficulty in the way of the landlord undertaking to erect the necessary buildings. The annual interest at 6½ per cent. on the outlay for needful farm offices is put in our calculation, given above, at eighteen shillings an acre, on an eleven-acre farm. Now, even if what is absolutely requisite could be done for half that estimate, it is clear that the great majority of landlords would hesitate before themselves undertaking to expend so very large a sum as, even at the reduced calculation, the erection of two or three hundred farm steadings would cost. Even in England, where the farms may already average two or three hundred acres in extent, the fact of the buildings and what (to borrow an engineering phrase) may be called the "plant" of a farm being supplied by the landlord is leading on many of the most modernized estates to a still further consolidation of the holdings. The reason of this is evident. The steading erected for the accommodation of a three hundred acre farm will, at a trifling additional cost, be made to suffice for the wants of an additional hundred acres. Thus, when an old range of farm offices is condemned as not being up to the advanced requirements of the times, and it is found that a new range would cost £800 or £1,000, the difficulty is not unfrequently solved by spending £80 or £90 on the farmstead of the two adjacent farms, and adding to each 150 acres of the neighbour with the tumble-down buildings. If this be the case on the larger scale here alluded to, how much less likely is it that the landlords of Ireland will generally undertake to erect even small steadings on farms, fifteen of which (making allowance for the difference between the English and the Irish acre) would represent the extent of one average-sized tillage farm in England.

If, then, the improved buildings be indispensable, and that the landlord cannot, in the majority of instances, be expected in prudence to undertake their erection, it remains that they must either be built by the tenant or be *left unbuilt*. Mr. Gerrard, in the sentence already quoted from his prize essay, says:—"Let the farmer adopt this system as far as his means will allow, and strive to get up stock by degrees, and so get gradually into the full system, and the *same may be said of his farm buildings.*" But if it be imprudent for the *owner* of the land to undertake the erection of the required buildings, which, at any rate, be they worth what they may, will always be his own or his successor's property, it would seem clearly imprudent for the *yearly occupier* to spend his labour and money in building them, however well able and anxious he might be to do so, without a proper security for his outlay. The point here arrived at is one beyond which the limits of a letter do not enable me to travel. The subject has, however, been so far narrowed that its main points seem to be included in the four following propositions:—1st. The adoption of the house-feeding system has been strongly urged on the small farmers by the Royal Agricultural Society of Ireland, which includes in its list of members almost every landlord of importance in the country. 2nd. It is admitted on authority that the present "plant" of the 307,000 farms under fifteen acres is insufficient for carrying out that system properly. 3rd. The erection of the buildings necessary for effectually following the advice given to the small farmers, and which must be undertaken either by the landlord or the tenant, cannot be generally undertaken by the former, from motives of economy. 4th. It cannot be undertaken by even the willing and solvent tenant-at-will, from motives of prudence.

While again stating that it is not my intention here to draw any practical deductions from the foregoing propositions, I may, at any rate, be allowed to express a conviction that whoever of those whose province it may be to do so succeeds in solving the difficult problem they present, will have conferred a lasting benefit on Ireland.

ONE OF THE TRUSTEES.

VII.

Provision made in other Countries for Agricultural Education.

One of the earliest steps taken by the Royal Commissioners was to request the Secretary of State for Foreign Affairs, to obtain copies of the official regulations under which assistance is afforded by the State, or by municipal or communal authorities to primary schools, &c., in the principal continental countries, and the United States of North America; and also, information as to whether any, and if any, and what provision was made to teach the elements of agriculture in primary schools, and to procure copies of any documents containing information regarding the general subject of agricultural education carried on with the assistance of the State in those countries. A similar application was made to the Secretary of State for the Colonies, requesting information of a like kind respecting Canada and the other Australian Colonies.

In consequence of these applications, a considerable number of documents was forwarded to the Commissioners, giving much valuable information respecting the condition of primary and agricultural education in several continental countries, and in the colonies above mentioned. A list of those documents will be given in the volume (VIII.) which will contain the *Miscellaneous Papers* of the Commissioners. The information contained in many of those about Primary Schools has already been published in the Reports of other Commissions or other public documents; such of the unpublished documents as contained any information of a general interest will, we believe, be published in the volume referred to.

In several of the countries from which we received information respecting agricultural education, there exists no provision for teaching it in primary schools. Such agricultural schools as exist there belong to the class of secondary or higher schools. Thus in Holland there is only one agricultural school, that of Gröningen (*De Landherishoudkundige School*), which is supported by a private society, without aid from the State. In France there are three high schools of agriculture, Grignon, Grand Jouan, and Le Saulsie, corresponding to the schools of arts and manufactures of similar rank at Chalons, Angers, and Aix, and the veterinary schools of Alfort, Lyon, and Tolouse. By the law of the 15th March, 1850, elementary agricultural instruction could be introduced into primary schools. On the 12th July, 1853, a commission was appointed to—1. To designate to the Minister of Public Instruction the teachers to whom such instruction might be confided; 2. To prepare the instructions which should be addressed to teachers; 3. To look after the practical instruction in agriculture to be given in these schools, and to propose such measures as would insure its success. On the proposition of the commission, and with the advice of the academic councils, the Minister of Public Instruction was to authorize the exceptions which it would be necessary to make in the hours, &c., of the schools where the teaching of practical agriculture was to be tried. M. Fortoul, Minister of Public Instruction, issued a circular to the rectors of academies on the subject, on the 18th April, 1855, in which he mentions that the experiments made in different parts of the Empire to connect the practical teaching of agriculture with primary schools were successful. On the 18th of February, 1856, Mr. Fortoul made a report to the Emperor, suggesting the removal of certain restrictions as to the number of teachers in a school, so as to permit agricultural instruction to be given by persons not belonging to the teaching staff of the school.

We have had no information as to how far this system of agricultural education has been extended, what success it has attained, or its present condition. In the absence of such information we consider that it would be going beyond the scope of our inquiry to describe the agricultural colleges of Grignon, Grand Jouan and Le Saulsie.

We have received information about several of the State agricultural colleges of the United States, but as no system of agricultural education in connexion with primary schools has yet been organized there, we cannot for the reason just stated with respect to the French schools, give any account of them here.

The only countries where the attempt to teach agriculture, either in special schools of the primary class, or to introduce it directly into the ordinary primary schools, has been thoroughly carried out, are the South German States—Baden, Wurtemberg and Bavaria—and Austria. In each of these countries a more or less complete system of agricultural education, embracing all degrees from the university to the primary school, is in operation. Although our inquiry has reference to a great extent to the latter class of schools, we could not give a satisfactory account of the lower grade of agricultural education without describing the whole system. In the following pages we shall accordingly describe all classes of agricultural schools in each of the States above-named. Instead of giving translations of all the documents, we think it better to give so much of the information they contain, as would possess interest out of Germany, sometimes as a simple translation and sometimes as a condensed statement, or as a brief summary.

1.—Agricultural Education in the Grand Duchy of Baden.

The following Memorandum was sent, May 9, 1868, by Mr. Baillie to Mr. Gordon, Her Majesty's Minister at Stuttgart, and by him forwarded to Lord Stanley for the use of the Commission.

Almost the whole of the Agricultural Education is in the hands of the State, and entails an annual expense of 36,395 florins, or about 1½ Kreuzer per head of the population.

The Circles Mosbach, Offenburg and Lörrach pay at the present time contributions to the Agricultural Circle Winter Schools; the Circles Mannheim, Villingen, Waldshut, and Freiburg will probably follow their example in the course of this year.

These are, however, not private but mixed institutions, in support of which the State bears the chief burden, and also the Commune of the place where the school is situated.

In the higher branches of agricultural science, instruction is given in the two Universities Heidelberg and Freiburg, by the Professors of Political Economy.

In addition to this an agricultural class was established in 1864 in the Polytechnic Institution at Carlsruhe.

II.

Agricultural primary instruction is now given in seven schools, containing altogether 135 pupils. These pupils belong almost exclusively to the peasant class. The instruction takes place almost entirely in the winter months, and comprises agriculture and cattle breeding, natural philosophy, arithmetic and geometry with surveying. It is more practical in its character than systematic. The subjects of the lectures must have direct reference to agricultural industry. They become in this way intelligible and attractive, and the short period of five months suffices for laying a solid foundation upon which studious young people may advance in general improvement and knowledge.

The results of this method of instruction introduced for the first time in 1865, are very satisfactory, and have led to imitation not only in the Grand Duchy, but also in Bavaria and Switzerland. The number of these institutions will probably have increased to eleven next year.

One school (in Carlsruhe) is supported without State assistance. In two schools the State and the Communes (Heidelberg, Messkirch) contribute; another school is chiefly maintained by a foundation under State superintendence, the Commune (Bühl) also contributing something. The other remaining schools are supported conjointly by the State, the district and the Commune of the place where the school is situated.

The State nominates and pays the Chief Instructor, and employs him in the summer months for inquiring into the agricultural condition of different parts of the country, for making reports, and for lecturing in farmer's meetings (*Wandervorträge*).

III.

(*a*). *The Grand Ducal School for Gardening* in Carlsruhe (*Gartenbau Schule*), in connexion with farming on a landed property of 160 *Morgen*, with a corresponding number of head of cattle, (horses, horned cattle, pigs, and bees).

(*b*). *Cultivation of Pasture Lands* (*Wiesenbau Schule*).—A course of instruction, the nature of which will be seen in inclosure No. 13, is given every year during three months in the theory of irrigation, draining, &c., for the training of foremen. This branch of agriculture has been hitherto conducted exclusively by professionals employed by Government. The number of pupils is between twenty and thirty. Each of them receives during the three months a daily allowance of forty-two Kreuzers, and an allowance for writing and drawing materials.

(*c*). *Obstbau Schule.*—School for cultivation of fruit. The same person who teaches gardening is bound to give instruction in the cultivation of fruit. This latter is annually offered gratis to upwards of thirty persons who propose to take up the planting, improving, and management of fruit trees as their profession (*Baumwärter.*)

Those who are without means receive an allowance for three journeys from home to Carlsruhe and back, as the instruction is given at different times in the course of the year. The diligent pupils receive a prize at the end of the year. All receive compensation for the actual work which they have performed.

(*d*). *Course of Lectures on Cultivation of Fruit. Obstbau Kurs.*—Popular School Teachers and other persons of mature age receive gratis in the course of the summer a short course of instruction in the theory of the cultivation of fruit. About twenty persons attend these lectures.

(*e.*) *Hufbeschlag Schule.* School for Horse Shoeing.—The Veterinary Surgeon of the National Stud, consisting of about 100 stallions is at the same time the smith who shoes the horses, and has to give instruction in this business to young smiths during some months. They are taught the anatomy of the hoof, the ordinary practice of shoeing, and the way to prepare shoes for diseased or deformed hoofs. According to the result of the final examination, the pupils receive a prize of ten, twenty, or thirty florins.

The instruction is not given in regularly fixed intervals, but the pupils may attend at any time. There were six last year.

The documents enclosed with the foregoing memorandum enable us to give some further information about the winter schools.

Each school is managed by a local committee or council of management consisting of :—*a.* Three members of the Circle or district assembly (*Kreis Versammlung*); *b.* two members of the Communal Council (*Gemeinde Rath*) of the place where the school is situate; *c.* of the agricultural teacher, who, however, is not allowed to be present during the discussion of matters concerning himself.

The members of the managing council are elected for three years. If a vacancy occurs among the members elected by the Circle or district assembly when the assembly is not sitting and is not likely to meet for some time, the authorities of the Circle may appoint a representative until the next meeting of the assembly.

The council of management elect from among the members a president, a vice-president, and a secretary, who hold office for three years.

The council of management has the right to invite other experienced persons to its discussions.

If the place of an elected member becomes vacant the president or his representative must immediately cause a new election to be made, the result of which must be made known to the Minister of Trade, the authorities of the Circle and the council of the Commune.

The Minister of Trade appoints the principal teacher and notifies the appointment to the council, who instal him in his office. The assistant teachers are appointed by the council.

The plan of instruction and school organization is drawn up by the council, which sees that the rules laid down are strictly adhered to. The council determines the amount of school fee to be paid, and the cases where its payment may be remitted; it supports the teacher in the maintenance of the discipline of the school. It arranges for the holding of the examinations in the presence of all the members. It provides for the due, payment of the salaries of the assistant teachers, the necessary fittings and furniture of the schools, and the proper supply of the necessary teaching appliances, the repairs and cleansing of the schoolhouse.

The council of management submits the plan of instruction and school organization to the Minister of Trade for approval, and communicates its estimate of the cost of maintaining the school and its contracts with the assistant teachers to the authorities of the Circle and the Communal Council.

The time fixed for the public school examinations must be notified to the Minister of Trade, the authorities of the Circle, and the town council, at least fourteen days before the event.

The school council manages the school property and for the purpose appoints an accountant.

The school council elects one of its members to visit the school from time to time to ascertain its condition and to report the result of his inspection at the next meeting of the council. Every member of the latter has, however, the right to visit the school at all times, and if he chooses, to report his observations at the next sitting of the council.

At the end of each school year the school council publishes an official report on the agricultural winter school containing a printed invitation to the public to attend the school examination.

The school council meets once every three months, and at other times whenever pressing business requires it. The chairman summons the meeting, and cannot refuse doing so when at least three of the members wish it. The meetings are private. Three members, including the president or his representative, form a quorum. The president decides according to the votes of the majority of the members present; in case of an equality of votes the chairman has a casting vote.

The minutes of the school council are recorded by the secretary in a minute book, and are signed by the members who were present at the meeting. After each meeting the president sees that its decisions are carried out. All written documents emenating from the school council must be signed by the president or his representative. Receipts and orders require two signatures.

Urgent and routine business which does not require the sanction of a formal meeting of the council may be transacted by the president or by his representative or by another member charged with its execution. The matter must however be formally noticed at the next meeting.

The following summary of information regarding some of the schools is taken from the programmes for the winter of 1867–68 :—

Agricultural Winter School of Messkirch.—This school was opened on the 4th November, 1867, and the first session closed with a public examination on the 30th March, 1868. The session of 1868–69 opened on the 19th October. During the first session thirteen scholars entered and of these eleven attended. The Government provide the principal teachers, the locality the assistant teachers, the schoolhouse fittings, furniture and school appliances. Any boy, native or foreigner, over fifteen years of age may attend the schools. The fee for the session is fourteen florins which must be paid to the director within the first four weeks of the session. The scholars provide their own board and lodging, but the director may recommend certain houses.

The teaching staff consists of—1, the agricultural teacher, who is director and also travelling lecturer of the Circle of Konstanz; 2, the teacher of the Trade School (*Gewerbe Schule*); 3, the teacher of the primary school (*Volkschule*); and 4, the district veterinary surgeon.

The collections for the illustration of the lectures consist of :—

1. A small library of agricultural books, journals, illustrations of horses, cattle, implements, &c.
2. Models of the most important implements.
3. A herbarium, containing about 100 species of grasses and fodder plants, and about 100 weeds.
4. A collection of seeds, containing cereal and leguminous garden and commercial seeds.
5. Artificial manures.
6. A collection of horse shoes for normal and abnormal hoofs.

The apparatus provided by the town of Messkirch for the *Gewerbe* or Trade School is used for teaching physics, chemistry, and geometry.

The Winter School of Offenburg was also first opened on the 4th November, 1867; and the session closed on the 4th April. There are five teachers—1, the agricultural teacher, who is director; 2, the principal teacher of the local gymnasium; 3 and 4, two teachers of the *Real*-School; and 5, the local veterinary surgeon. The apparatus, collections, &c., consisted in 1868 of the following:—a microscope, twenty-one models of agricultural implements, the necessary chemical apparatus and re-agents, a collection of eleven artificial manures, a geological collection, a collection of soils, a fruit cabinet containing fifty models of the best kinds of fruit, a collection of seeds, a collection of ears of corn, &c., an herbarium of fodder grasses and herbs, and weeds, osteological preparations, a collection of seventeen horse shoes, surveying instruments, maps, agricultural books and journals. The number of scholars who attended the first year was nineteen, of whom eight resided with their parents and the others lodged in the town. Besides the regular scholars four farmers received instruction in agriculture on one day of the week. Every week excursions were made after school hours when time and weather permitted to neighbouring farms. Similar excursions were frequently made on Sunday afternoons. In order that the scholars might be looked after out of school hours also, a room was hired in which the different agricultural journals were put on the table. The scholars could there exchange ideas upon what they had heard in their lessons, and they were also accustomed to converse freely once or twice a week when the teachers and scholars came together. Four stipends were also given during the session, and the school fee, of twelve florins, was remitted by the authorities of the circle in the case of poor and industrious scholars.

The Winter School of Mühlheim.—The town council of Mühlheim gave the former Town Hall for the use of a winter school which opened on the 4th November, 1867. The council also fitted it up, provided the necessary appliances for teaching and heated the rooms during the winter. The authorities of the Circle granted an annual sum of 400 florins, with the express condition that 100 florins should be given to assist poor scholars to pay the school fee which is ten florins for the session. The town council could also remit the fee. There were eighteen scholars the first session, of whom three dropped off. The teaching staff consists of—1, the agricultural teacher; 2, the principal teacher of the Trade School, a teacher from a middle class school in the town; 4, an assistant teacher; and 5, the district veterinary surgeon.

The collections and other teaching appliances consisted of a collection of models of implements, seeds, cereal grains, artificial manures, chemical apparatus and re-agents; a library of fifty volumes, four agricultural and amusing journals, two charts of useful and noxious animals, a geological map of the Rhine valley, a map of Baden, and numerous illustrations of horses, cattle, fruit, grapes, and implements. These collections were chiefly provided by the town. The Minister of Trade presented several valuable agricultural works. It was proposed to add a collection of rocks, soils, grasses, and models of fruit in wax during the session of 1868–69.

The *Winter School at Bühl* had four teachers and fifteen scholars during 1866–67, of whom two were obliged to leave during the session.

The *Winter School at Heidelberg* had five teachers and seventeen scholars, who paid a school fee of fifteen florins, and of whom two were attending a second year.

The *Winter School of Buchen* had five teachers and forty-eight scholars, who paid a school fee of ten florins. The collections and other illustrations for lectures are similar to those of Messkirch, Mühlheim, &c.

One of the first winter schools established was that of Carlsruhe, which was opened the 1st November, 1864. It has four teachers, and had five scholars the first year, ten the second year (1865), eleven the third year (1866), and twelve the fourth year (1867). The head of this school is also head of the rural horticultural school (*Landwirthschaftliche Gartenbauschule*). The collections, apparatus, &c., of the latter are available for the

instruction of the scholars of the winter school, who have also the advantage of seeing their theoretical instruction practically illustrated on the farm of 106 *Morgen*, belonging to the horticultural school, as well as on the meadows, hop-garden, orchards, byres, &c., belonging to it.

In order to give an idea of the character of the instruction given at these winter schools, we subjoin the syllabus of the lessons given in two of them, namely, Mühlheim and Carlsruhe.

Syllabus of Course of Instruction of the Winter School of Mühlheim.

Agriculture.—Generalities, formation of the soil, properties and classification of soils, reclamation, tillage, the plough, fallow, rotation, manures, arrangement of the plots under the several crops, legal regulations, drainage, irrigation, book-keeping.

Breeding and rearing of animals.—General notions, races of cattle, selection of breeding animals, pairing, rearing. Theory of nutrition, feeding and feeding stuffs, rearing and stall-feeding, pasturing or grazing, use. The chief points on the breeding and rearing of horses.

Chemistry.—Chemical laws; chemical combinations; non-metallic simple bodies, light and dense metals; the more important acids, bases, and salts. The more important processes and combinations, plant life. Experiments.

Veterinary Medicine.—The exterior parts of the horse and cow, dentology, obstetrics, warranty.

Physical Geography.—Determination of the mean temperature of the day, month, and year. Isotheral and isothermal lines, climatal relations—their causes and actions on vegetables. Thunder storms, &c.

Popular Mechanics.—Measurement of force by kilogramme-metre, and horse power. Direction and action of forces,—the parallelogram of forces; the lever and combinations of the lever; wheel and axle,—wheels and wheel combinations,—transmission of motion. The inclined plane, screw, wedge, application to mechanics.

Geometry.—Direction of bodies and right lines, angles, trigons, tetragons, polygons, calculation of the contents and surface of bodies, calculation of areas. The circle and its parts. Practical examples. Excursions for practical geometry,—land surveying, calculation of areas, simple levelling.

Animal and Vegetable Physiology.—Generalities on Physiology: organs of motion, organs of the senses, organs of nutrition, review of the animal kingdom. Distinguishing characteristics of the individual classes of animals. Detailed description of animals useful and injurious for agriculture. Generalities on morphology and plant life. The Linnæan system. Description of the more important plants.

German Language.—Exercises in dictation. The principles of the formation of words and sentences, and composition. Introduction to composition, business letters, &c.

Arithmetic.—Decimal fractions, extraction of the square and cube roots, compound rules (calculation of work, interest, discount, partnership, &c.)

The lessons on agriculture are given eight times a week; on the breeding and rearing of animals seven times a week; on chemistry five times a week; on veterinary medicine three times a week; on physical geography twice a week; popular mechanics twice a week; geometry twice a week; zoology and botany three times a week; German language three times a week; arithmetic three times a week.

Besides the regular lessons, excursions are given from time to time for practical instruction, and twice a week conversations of the scholars in the presence of the agricultural teacher take place.

Syllabus of the Lessons given at the Agricultural Winter School of Carlsruhe.

Time Table.

	Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
Forenoon.	9 to 10	Veterinary medicine.	Agriculture, . .	Agriculture, . .	Veterinary medicine.	Book-keeping, .	Veterinary medicine.
	10 „ 11	Agriculture, . .	Agriculture, .	Agriculture, . .	Agriculture, . .	Book-keeping, .	Agriculture.
	11 „ 12	Breeding and rearing of animals.	Breeding and rearing of animals.	Breeding and rearing of animals.	Breeding and rearing of animals, .	Book-keeping, .	Breeding and rearing of animals.
Afternoon.	2 to 3	Chemistry, . .	Physics, . .	German language,	Geology, . .	Agriculture, .	German language.
	3 „ 4	Chemistry, . .	Botany, . . .	Geography, . .	Breeding and rearing of animals.	German language,	Arithmetic.
	4 „ 5	Writing, . .	Arithmetic, . .	Arithmetic, . .	Agriculture, .	Geometry, . .	Geometry.

A. General Agriculture.

I. *Climatology.*

Idea; temperature, its distribution in the day and year, its measurement—the thermometer. Atmospheric pressure—the barometer.

Aqueous precipitation: the rain gauge. Direction and force of the wind: the wind vane.

Constitution of the atmosphere; sunshine, rain, formation of clouds.

Distribution of heat over the surface of the earth in general; the equator, poles, tropics. Irregularities in the distribution of heat: oceanic currents, height above the sea, exposure to the winds, neighbourhood of large masses of water, nature of surface, different winds, character of the soil.

Agricultural zones. Laws of thunder storms.

II. *Study of the Soil.*

1. Formation from rocks, decomposition of plants and animals; decay, local debris, alluvial deposit. The most important rocks, the simple minerals contained in them; classification of soils geologically.
2. External character of the soil; mechanical analysis of the soil, and proportion of clay in it; relation to water, air, and heat.
3. Character in depth: soil and subsoil.
4. Chemical character,—constituents of soils.
5. Decrease of fertility. 6. Increase of fertility.
7. Testing the soil: origin, mixture (humus, lime, acids).

III. *Manures.*

Constituents of plants,—combustible and non-combustible.

Action of manures, solvents, increase of temperature, loosening, addition of important nutritive matter.

Mineral manures: bones, marls, gypsum, potash, salts.

Vegetable manures: green manures, malt dust, oil cake, ashes, soot, turf.

Animal manures: stable dung, liquid manure, human excrement, sheep manure, guano, bone meal, animal offal, mixed manures (compost).

IV. *Tillage and Implements.*

Loosening and pulverizing, carting in manure, seed-sowing, extirpation of weeds.

The plough, the harrow, the grubber, the clod crusher and roller.

Requirements of ploughing, qualities of the plough, description of the plough, depth plowed, width plowed,—the furrow. Single and double ploughs, subsoil ploughs.

Sowing machines,—different modes of sowing. Hoeing implements, drill harrow, horse-hoe, double mould board plough. Implements for cutting down crops: grass and corn mowers. Potato plough. Implements for collecting and saving crops: haymaking machines, horse-rake, power machines, thrashing do., winnowing, do., carts and other instruments of locomotion. Potato-washing machines, root-cutting machines, chaff-cutters, meal grinding mills, oil cake breakers, &c.

V. *General cultivation of crops.*

Seed, sowing, planting; grain crops, tuberous and bulbous plants; selection of good seed, depth for sowing, quality of seed, distribution, time of sowing. Nursing: extirpation of weeds.

Harvesting: time of harvesting, harvest work, produce of the harvest, storing of the crops.

B. Special Cultivation of Crops.

I. *Grain Crops.*

Cereals. Pulses.

II. *Fodder Crops.*

Meadows and pastures, species of grasses, &c., that grow in them; description of the plants. Graminaceous fodder plants, leguminous fodder plants, herbaceous fodder plants, tuberous plants, culinary vegetables, roots.

III. *Industrial Crops.*

Textile plants, oil plants, aromatic and other plants used as condiments. Dye-plants, other industrial plants.

I. Breeding, Rearing, &c., of Animals, Generally.

1. *Breeding.*

Zoological classification of domestic animals, agricultural classification of domestic animals. Character of races, origin of races. Laws of hereditary descent. Breeding in and in, pure breeding, original animals. Development of the young from the embryo to birth.

2. *Rearing.*

Constituents of the animal body, constituents of plants and their nutritive values, consumption of food and digestion. Determination of the quantity of feeding stuffs, supporting or sustaining fodder, increasing or fattening fodder. Determination of the quality of feeding stuffs. Relation of other feeding stuffs to hay, determination of their nutritive value. Preparation of feeding stuffs. Feeding of animals, food-mixtures.

II. Breeding and Rearing &c., of Animals, Specially.

A. *Cattle.*

1. Nature of the ox.—Origin, length of life, propagation, structure of the body. 2. Races. 3. Breeding,—selection, age, pairing, pregnancy, parturition, suckling of the calf, &c. 4. Rearing,—food, preparation, stall-feeding. 5. Use,—milk, fattening, working.

B. *Pigs.*

Treated in the same way as cattle.

Book-Keeping.

I. *Preparation.*

1. Inventory of the produce and articles required for a farm. 2. Valuation of produce. 3. Valuation of land and fixed capital. 4. Cost of horse labour. 5. Cost of manual labour. 6. Opening a set of books. 7. Notions on book-keeping by double entry.

II. *Management of Books.*

1. Division of the books: *a.* Estate books; *b.* Fixed capital books (buildings, implements, cattle); *c.* Floating capital books (cash, stores, labour).

2. Use of the books. *a.* The ledger; *b.* Landed property or estate book; *c.* Fixed capital (cattle,—inventory and valuation of; young stock register; implements,—inventory and valuation). *d.* Floating capital (cash, stores, crops, &c., registers, green fodder list, dung list, milk register, labour account).

The Ledger: Debtor and creditor accounts, closing accounts—balance sheets.

Carrying out a complete example with day book, cash book, &c., and ledger.

Chemistry.

a. Inorganic Chemistry.

Simple bodies, acids, bases, neutral bodies; oxygen, combustion, decay, oxidation.

Hydrogen: Water, its constituents and impurities, temperature of spring water, influence of the composition and temperature of the water used in watering; importance of air in water, and of water in air. Distillation of water.

Nitrogen: Formation of nitric acid and ammonia from organic matter, their relation to the nutrition of plants, behaviour in the soil; management of dung, value of the nitrogen in different bodies, calculation of the value of artificial manures, peat, wool dust and woollen rags, leather, horn shavings, malt dust, oil cake, bone meal, Peruvian guano, Chili saltpetre.

Sulphur: Sulphuring of plants; sulphurous acid, its action on casks and on wine, bleaching. Sulphuric acid. Sulphuretted hydrogen,—its occurrence. Disinfection.

Chlorine: Art of disinfecting, danger of the injudicious use of chlorine in disinfecting. Hydrochloric acid.

Phosphorus: Detection, poisonous character, gives dangerous wounds. Phosphoric acid,—occurrence, artificial manures, calculation of the money value of the latter.

Carbon: wood-charcoal, animal charcoal, carbonic acid, occurrence of foul air in cellars, carbonic oxide—its injurious action, loss of heat by its production, proper heating.

Silica.

Potassium and potash—importance for plants; difference of action of ashes, crude lixivated salt, and concentrated salt, potassic chloride, potassic sulphate, calculation of concentrated manures. Potashes, injurious action of caustic ley. Treatment of white fabrics. Saltpetre. Sodium: common salt, Chili saltpetre, glass, water-glass.

Lime: burnt lime, calcic hydrate, damp of new houses. Detection of lime in the soil and in water, manuring with lime; marl, burnt lime, soap-boiler's lime, gas-lime, and tanner's lime. Gypsum, phosphate of lime.

Iron: disadvantages of iron in water used in watering. Detection of iron water. Zinc: injurious action of zinc vessels. Zinc-white. Lead: water carried in leaden pipes—disadvantages; bad earthenware. Copper: copper vessels, danger to health when uncarefully used; blue vitriol or copric sulphate. Mercury: corrosive sublimate, danger of using old railway sleepers for fuel [because this salt was formerly used for preserving wood].

b. Organic Chemistry.

Distinction between organic and inorganic bodies. Putrefaction. Decay of vegetable and animal bodies. Bleaching. Preservation of vegetable and animal substances. Management of Dung.

1. Nitrogenous Bodies: flesh-formers, protein bodies; albumen—properties, occurrence, importance in nutrition, antidote for metallic poisons; casein, legumin; treatment of milk. Gluten, treatment of meal and flour and the baking of bread. Muscular fibre—flesh. Gelatinous tissues—skin, hair, horn, bones, silk.

2. Non-nitrogenous bodies: starch, woody fibre, sugar, fermentation wine, distillation of spirit. Formation of vinegar, treatment of wine. Fat, stearin, soap, glycerin. Importance of the protein bodies, of the hydrates of carbon (starch, sugar), of the fats and salts for nutrition. Nutrition of animals.

Physics.

General properties of such bodies. Expansion. The Baden and French measures of length and capacity. Gravity; German and French weights. Density or specific gravity. Importance of the determination of the density of potatoes, milk, spirit, grape juice, &c.

Capillary action, in coarse, fine, loose, and dense earth, in wood, &c. Endosmose—Relation to the nutrition of plants and animals. The lever, equal armed (the balance), unequal armed. Wheel and axle. The pulley. The inclined plane. Centrifugal force.

Transmission of motion by bands and cog-wheels. Friction. Expansion of gases. Blowing fan. Syphon, pumps, &c.

Heat,—expansion of bodies by heat. Importance of the expansion of water when it becomes ice. Motion of air in rooms. Influence of colour of bodies on their absorption of heat. Good and bad conductors of heat.

Botany.

Distinction between minerals, plants, and animals. Cells. Monocotyledonous and dicotyledonous plants—distinction in root and leaves. Roots, spongioles, concentration of the soil-liquid, and quantity of manure. The stem,—aërial and subterranean, bark, liber, cambium, sap, wood, and pith. Cause of the annual rings. Difference between slow and quick growing wood, splitting of the bark—precautions against. Importance of the cambium layer.

Buds: multiplication of plants by cuttings, offsets, layers. Branches, grafting.

Leaves. Importance and activity of leaves in the growth of plants. Freezing of plants. Relation between leaves and roots.

Flowers. Androgynous, monœceous, and diœceous plants. Artificial and natural fructification. The seed—Germination: external conditions, temperature, air, depth at which the seed is put in the soil; action of light (potatoes, malt).

Production and motion of the sap in plants.

Diseases of plants. Causes of diseases in general. Etiolation, smut, granular and fatty smut, red rust, ergot, honeydew, grape-dew, potato disease.

Vegetable enemies of cultivated plants; 1, fungi; 2, parasites,—broom-rape (*Hanfwürger* or *Hanftod*), [Orobanche major], dodder (*Flachseide*), [Cuscuta Europœa], miseltoe.

Animal Physiology and Zoology.

Cells in fat, Albumen, milk.

Organs of motion, Bones, muscles, nerves. Organs of perception.

Organs of nutrition. Nutrition.

The most important, useful, and injurious animals.

Mineralogy and Lithology.

Importance of external form, colour, hardness, and chemical composition as means of recognising minerals.

Carbon,—the diamond, coal. Qualities of good coal, and of good turf.

Silicon,—characteristics. Rock crystal, Quartz, agate, flint, &c.

Potassic compounds; Stassfurth salt. Sodium;—common salt, Chili saltpetre.

Calcium,—characteristics. Limestones, marbles, chalk, lime, fluorspar, gypsum, apatite. Magnesium,—magnesia.

Aluminium,—alumina, alum, clay.

Feldspar. Feldstone, mica, hornblende, oxide of iron; slate, granite, gneiss, syenite, basalt, sandstone, marl, clay, lös [geological clays and gravels of a certain age], tuffa, vegetable soil.

Arithmetic.

Common and decimal fractions; easy business calculations, such as calculations of quantities and prices of goods, conversion of one kind of money into others, calculations of interest, written and *viva voce*.

GEOMETRY.

The straight line; the division of the straight line. Erection of perpendiculars by means of the circle. Angles; division of angles; multiplying and transferring of angles; construction of different triangles; parallelogram; regular polygons. Calculations with the measures of length of Baden; conversion into French measures and the converse.

Calculation of surfaces bounded by right lines and by the circle. Conversion of areas measured by the standard of Baden into French, and the converse. Conversion of figures into others of equal area: *a.* by construction; *b.* by calculation. Practical exercises in the field in measurement of straight lines and in the use of the circumferenter; surveying of rectilineal surfaces.

COMPOSITION.

Of commercial compositions; the business letter, and the usual form of letters; small notes of goods, accounts, receipts, attestations, notifications, contracts, reversal of contracts,—partly from dictation and partly from materials supplied. For practice in the free use of language, short narratives, &c., are given. Exercises in orthograpy are combined with these.

GEOGRAPHY.

Baden and its boundaries, its extent, the character of its soil; rivers, divisions, towns, railroads.

ANATOMY.

The Study of the Individual Organs.

Especially osteology, the muscles, the tendons and ligaments, the intestines, the vessels.

The Functions of the Organs,

Namely: digestion, the blood and its circulation, respiration, the senses. The functions of the brain and spinal chord, the nerves.

The Study of the Exterior of the Body.

Division of the body, dentology. On position and manner of going; walking, trot, gallop, jump, pace, half pace, canter.

On the skin; the hair and its colour.

The exhibition or viewing of animals,—in stall or stable, on an open place, at markets.

Examination of the individual parts.

HORSESHOEING.

LEGAL MEDICINE.

The chief defects, warranty, time for which warranty is given. Plaints in suits at law.

OBSTETRICS.

Diagnosis of pregnancy; treatment during it; duration of gestation in different animals. Preparation for birth, symptoms of approaching birth; assistance in parturition.

2.—AGRICULTURAL EDUCATION IN WURTEMBERG.

LETTER of Mr. GORDON, Her Majesty's Minister at Stuttgart, to LORD STANLEY.

Stuttgart, April 24, 1868.

MY LORD,—With reference to my dispatch, No. 63, of the 7th inst., I have the honour now to transmit copy and translation of a communication which Herr von Golther, the Minister of Public Instruction, has most kindly addressed to me, with the information that he had promised me respecting the schools for agricultural education supported by the State in this country, and enclosing a number of documents and reports referring to the same.

From the above will be found that there are four different classes of Agricultural Schools in Wurtemberg.

I. The Agricultural College of Hohenheim, near Stuttgart, which is the highest of these establishments, and is, of course, the only one of its class in the country, answering as it does to the University for other branches of learning.

II. The so-called "Agricultural Schools" (*Ackerbau Schule*) intended for the instruction of the sons of yeomen landed proprietors in the more simple processes of country economy. Of these there exist four, one for each circle, so as to render attendance at the same convenient to the various districts of the kingdom.

III. The Vinicultural School at Weinsberg, for instruction in the culture of the vine, hop, fruit trees, and horticulture generally. And lastly,

IV. The so-called "Agricultural Supplementary Schools" (*Landwirthschaftlichen fortbildungs Schule*) established all over the country, and yearly increasing in number, so that it is hoped that ere long every village will possess one. These schools are intended for the youth of the lower peasant class, and are opened chiefly during the winter evenings, when instructive lectures, readings, and explanations of various sorts connected with agricultural and horticultural topics are held for the benefit of those who choose to attend in the public school-room or common hall of the place.

The printed documents communicated to me by the Minister, and also transmitted herewith, are each of them referred to and explained in His Excellency's letter under the numbers marked upon them. I have not considered it necessary to cause such a mass of matter to be translated, being uncertain as to the greater portion of it being required by Her Majesty's Commissioners for Inquiry into the State of Primary Education in Ireland. But if translations of any of these documents are desired, they can easily be furnished on the same being returned to me, or full titles thereof being sent to me.

I have the honour to be, &c.,

Lord Stanley, &c., &c. (Signed) G. R. GORDON.

TRANSLATION of NOTE of His Excellency HERR VON GOLTHER, Minister of Public Worship and Instruction, to Mr. GORDON, Her Majesty's Minister at Stuttgart.

SIR,—I have the honour, in fulfilment of the wish you lately communicated to me, to have reports, &c., concerning the regulations of the Agricultural Schools, &c., of the Kingdom of Wurtemberg, to transmit herewith in enclosure the necessary papers for your information and further use.

For better guidance I beg to add the following :—

I. The Agricultural Institution in Hohenheim, founded in 1818, was by an ordinance of the Ministry of Public Instruction of 9th September, 1865, entirely re-organized.

Enclosure 1 contains these new organic arrangements for Hohenheim, as will be seen from section 8 of these arrangements. The institution in Hohenheim contains—

A.—As Schools :—1. The Academy of Agriculture and Management of Forests (Upper School). 2. A School of Husbandry. 3. A School of Horticulture. 4. Several courses of instruction for different branches of agriculture.

B.—As practical business :—1. The management of the estate. 2. The plan of experiments in agricultural chemistry. 3. The forest district.

The details of these different institutions and professions must be obtained from the arrangements themselves.

For the more particular carrying out of the latter, the following statutes for the students of the Academy contained in enclosure 2, which also contains, in an appendix, regulations for the visiting and use of the collections of the Academy :—Concerning the final examination of the students of agriculture; concerning the giving of prizes to the students of the Academy; concerning the dues to be paid for students of the Academy.

The prospectus in enclosure 3 contains a short summary of the intentions, plan of study, means of tuition, conditions of reception, and other things relating to the Academy of Hohenheim.

In enclosure 4 is a special summary of the lectures, experiments, and practical working at the Academy of Hohenheim; and under enclosure No. 5 is added a plan of the lesson hours for the summer term of 1869.

More particular information about the School of Husbandry (after reference to sec. 64 of the new arrangements of the Hohenheim institution of the 9th September, 1865) is to be found in the special organic arrangements for this School of Husbandry annexed under enclosure 6, as well as in the house and school ordinance for the pupils of the said school contained in enclosure 7.

Details concerning the School of Horticulture in Hohenheim (*vide* sec. 80 of the new organic arrangements of 9th September, 1865) is contained in the special organic arrangements for the School of Horticulture sent as enclosure 8, to which the remark must be made that the house and school ordinance (enclosure 7) for the pupils of the School of Agriculture is in a similar way made use of with regard to the pupils of the School of Horticulture.

As regards the Hohenheim Estate management, enclosure 9 contains the plan of management of Hohenheim for the year 1868.

In connexion with the Lower Argicultural School, under the name of the "School of Husbandry," in Hohenheim, especially intended for sons of persons of the class of small farmers, &c., were founded, in 1842, two schools of like sort in the country districts far removed from Hohenheim, viz., in the Jaset district (Ellwangen) and in the Danube district (Ochsenhausen), which measures were followed in the year 1850 by the founding of a fourth School of Husbandry in the district of the Black Forest (Kirchberg), so that now each of the four divisions of the kingdom is provided with an Agricultural School of this class.

The arrangements for the newly-founded Schools of Husbandry in Ellwangen, Ochsenhausen, and Kirchberg, as well as the instructions for the superintendents and teachers of the same, as well as the house and school regulations for the pupils of these Schools of Husbandry are contained in enclosure 10.

III. In order to unite with this a proper management of the cultivation of the vine, so important as it is for Wurtemberg, a school for vineyard cultivation was lately founded in Weinsberg, which in all essentials is organized after the approved model of the Schools of Husbandry. This institution is especially intended for young men of the class of vineyard gardeners, and has moreover to deal not only with the culture of the vine, but also with what concerns the wine press and cellerage; and, on the other hand, also with the cultivation of fruit, vegetables, and hops, and with the culture of the soil as garden in general.

The particulars concerning the founding of the School of Vine-culture, the organic arrangements of the same, and concerning the opening of the new institution in February of the current year, are to be obtained from enclosures 11 to 13.

IV. In order finally to extend an improved agricultural education to the most distant circles of the peasant population of the country, the so-called Agricultural Improvement Schools, and such like establishments for agricultural improvement, were called into existence, concerning the formation of which information can be obtained from enclosure 14.

By an ordinance of the Ministry of Public Instruction of the 1st February, 1866, a copy of which is to be found in enclosure 15, these institutions and establishments were newly organized, and mention may be made of—

1. Those obligatory winter evening schools, forming a sort of continuation of the *Volksschulen*, and therefore under the inspection of the higher officials of the *Volksschulen*, in which, besides other instruction, agricultural instruction is added as an optional subject.
2. The self-established voluntary agricultural improvement schools.
3. The agricultural evening classes for grown-up people.
4. The reading clubs; in connexion with which the travelling teachers of agriculture sent out into the country parishes are to be mentioned.

The more particular arrangements for the carrying out of the new organization of agricultural instruction, &c., is contained in the enclosed publication (sent as enclosure 16) of the office, forming the immediate bureau of inspection of agriculture to the local agricultural societies charged with the care of these institutions and establishments.

What extensive improvement in agricultural knowledge has had in Wurtemberg in the last few years, the annexed annual reports (enclosures 17 and 18) of the winter 1865–66 and the winter 1866–67 show. (The annual report for the year 1867–68 is not yet made out).

V. Finally, for an example of the position which the Agricultural Schools take in the organism of the Wurtemberg Institution for Public Instruction generally, as well as for the summary of attendance, and other

statistical matters connected with these institutions, the statistical publication of the Ministry of Public Instruction of 22nd May, 1867, including the years 1865–66, annexed as enclosure 19, is the latest publication. The statistical statement of the Wurtemberg Institutions for Public Instruction for the years 1866–67 now being made up, I hope shortly to have the honour of sending to you.

I hope that I have met your wishes in the above communication, but should you wish for further information on any point, it will be a pleasure to me to give it.

With, &c., &c.,

Signed, GOLTHER,
Minister of Public Worship and Instruction.

Stuttgart, April 11th, 1868.

The following summary of such information contained in the documents referred to in the foregoing letter of his Excellency Freiherr von Golther, as we consider of use in connexion with our special object, will sufficiently explain the nature and extent of the provision made in Wurtemberg for agricultural instruction.

THE LAND AND FORESTRY ACADEMY OF HOHENHEIM.

The farm, gardens, farm offices, factories, &c., at Hohenheim, like those at Weihenstephan in Bavaria, are utilized for several different educational purposes, as has been pointed out by his Excellency, Herr von Golther. Before describing the character and extent of the instruction given in each school, we shall first mention the extent of the farm and the character of the gardens, collections, and other appliances.

The farm of Hohenheim, which lies about 500 feet above the Stuttgart valley, and distant from that city about 5 miles, contains altogether a little over 971 Wurtemberg acres, of which 615 are cultivated under rotations of crops, a little over 149 acres are in permanent pasture; the nursery for forest trees contains about 21½ acres, the experimental field, inclusive of roads and paths nearly 30 acres, the fruit tree nursery nearly 17 acres, the hop garden nearly 4½ acres, the botanic garden nearly 14½ acres, the kitchen and flower garden about 3¾ acres; the vineyard nearly half an acre; the practising field for the students about 1¾ acres; the remainder is under buildings, roads, plantations, water, paddocks, &c.

The land under crops is cultivated so as to show all the different systems of rotations. The experimental field is divided into 96 divisions of about ¼ of a Bavarian acre each, upon which as many experimental crops are annually grown.

The botanical garden contains all the plants of economic value and of such others as are requisite for the illustration of the botanical lectures. The garden is divided into four divisions, two of which contain each ½ a Bavarian acre, and two of 1¼ acres. A suitable rotation of annual plants is kept up on the two latter divisions. The two smaller divisions are occupied by the perennial plants. The first division contains the whole of the older and newer cereal grasses, consisting of 140 species and varieties. The second division contains fodder grasses, and other useful and noxious grasses, industrial plants, medicinal plants, perennial oil, fibrous and dye-plants. The third division contains herbaceous fodder plants, viz., many species of Trifolium, Medicago, Melilotus, &c.; this division contains also the different varieties of cabbage and root plants. The fourth division contains leguminous plants, oil plants, plants used as condiments, &c., fibrous and dye-plants. The belt of trees surrounding these divisions contains the trees of importance for the botany of forestry. The leaves of the mulberry hedge which surrounds the garden serve for feeding silkworms.

The gardens are intended to illustrate fully the cultivation of culinary vegetables, bush fruit, dwarf and stone fruit, the use of forcing frames for seedlings and melons, &c. The vegetables, &c., grown, are sold on certain days of the week to the inhabitants of Hohenheim. The flower garden contains two conservatories and several forcing frames. It is fully organized for teaching the scholars of the Horticultural school. In order to simplify the management it is let to the gardener of the institution.

The terrace in front of the principal buildings has four rows of standard fruit trees—two rows of fully grown and two of young bearing trees. Along the walks of the terrace are 65 different kinds of pears and apples. These trees serve to familiarize the students with the characters of the several varieties of fruit. The apricots, peaches, &c., are in the gardens above-mentioned.

The fruit tree nursery is divided into 12 divisions, each about a Bavarian acre in extent. On each of these about 9,000 young trees are planted. The normal number of trees annually yielded is about 6,000. The period of nursing lasts from 8 to 9 years, after which the cleared ground is subjected to a three or four course rotation, *e.g.* 1, potatoes, 2 and 3, Italian rye-grass, 4, turnips, &c., allowed to seed, before the land is again planted with trees.

Besides the bush and dwarf fruit trees in the gardens already mentioned, there are considerable plantations of fruit trees, chiefly for cider and perry, along the roads and alleys, and in some closed ground. When counted in the summer of 1863, the number was 4,227, of which 2,325 were apple-trees, 1,497 pears, 316 plums, 25 cherries, 63 walnuts, and 1 edible chestnut.

Wild timber plantations exist on the banks of the ponds and streams, and in marshy places along the roads. There are in addition two enclosed plantations, one of 2½ acres, and of 3 acres. There are two periods of felling, one at the end of five years, and one at the end of fifteen years. Besides the mulberry hedges of the botanic garden, the experimental field, and the catchment ponds, there is a large plantation of mulberry trees near the silk-worm house.

Live Stock.—About 16 horses, and from 10 to 18 draught oxen, are generally kept. The horses are chiefly mares for the purpose of breeding—the foals being reared according to circumstances for from 2 to 4 years. In February 1868 the establishment had, exclusive of draught oxen, 86 head of cattle, of which 3 were full grown bulls, and 38 milch cows. The cattle were principally of the Swiss breed of the Siemen Thal, derived from the original animals purchased in 1835, 1838, and 1844, which were subsequently bred in and in. In 1865 some bulls were purchased for freshening the blood. In 1866 a Durham bull was also purchased for the purpose of increasing the fattening qualities of part of the herd. There are also among the herd a few crosses of the Siemen Thal cattle with the Alpine and Limpurger races.

The sheep consisted in the beginning of 1868 of a flock of 747 coarse long wool sheep, 20 fine combing wool Merinos, a flock of 72 of the breed known as the Electoral, and 13 South Down sheep.

Chemico Technological Workshops.—These comprise the following:—A sugar factory, a distillery, a brewery, a starch factory, arrangements for the preparation of vinegar, the preparation of wine, and the drying of fruit. The object of these works is to illustrate the instruction in Rural Technology.

The sugar factory possesses apparatus for the direct extraction of the beet juice by the hydraulic press, and for Dombasle's system of maceration, both worked by steam. The work of the factory is confined to the production of clayed raw sugar in the months of November and December. In connexion with the factory there is an arrangement for the revivification of the animal charcoal.

The brewery is calculated for the production, by different methods of brewing, of from 50 to 70 *Eimers* of beer in the months of January and February.

The distillery is worked with potatoes, grain, molasses, and brewery residues, &c. It is calculated to produce daily one-half an *Eimer* of spirit. The period for which it works is regulated by the objects of the instruction.

The arrangements for the preparation of starch, wine, and vinegar are only used for small demonstrations.

Establishment for preparing Flax.—In order to spread the knowledge of the method of preparing flax in use in Belgium and Holland, a small establishment has been organized in which the flax grown is retted in various ways in summer and scutched and dressed during the autumn and winter.

The Agricultural Implement Factory.—The object of this establishment is not only to make all such implements, &c., as have been recognised as useful, strong and cheap, and diffuse their use in the country, but also to serve as a propagating school for clever workmen in this branch. The factory also provides and repairs the implements used on the farm. The master of the factory works it on his own account, and delivers the implements and machines after they have been accurately tested, at a fixed price, into a special store belonging to the institution, whence the sale is made for the account and under the guarantee of the school. The factory employs from 30 to 36 workmen, two or three of whom are exclusively employed in the making of models of agricultural implements.

Establishment for Rearing Silk-worms, and Silkwinding.—The silkwinding factory transferred here in 1848 uses not only the cocoons produced at Hohenheim, and for which the mulberry trees above mentioned are grown, but also those purchased from native growers.

Mills.—There are two mills worked by the water from the stream which bounds on one side the property. The upper one was sold in 1855; the lower one, belonging to the school, is fitted up with modern machinery, and affords a complete example to the students of the working and management of mills.

The Forest Revier of Hohenheim embraces about 7,000 Wurtemberg acres of woods, partly belonging to the State and partly to Communes, and offering various conditions of soil, cultivation and management. One of the two professors of Forestry is always manager, and consequently the fullest opportunities are afforded to students of becoming acquainted with practical forestry.

I. The Academy.

The objects of the Academy are: 1. To provide a thorough professional education in agriculture and forestry for future landed proprietors or farmers or agents of large properties, so as to enable them to farm and manage estates and forests with success and from the present scientific standpoint. The forestry students are so taught as to be able to meet the requirements of the public and private services. 2. To afford an opportunity to officers of the civil service in certain departments a special knowledge of agriculture and forestry, and of those branches of technical industry directly connected with land. 3. As a training school for such as intend to become teachers of agriculture or forestry. 4. And finally, in addition to those teaching functions, to aid in the further progress of scientific agriculture by experiments made at the experimental station, observation and literary activity.

The period of study for forestry students is two years; agricultural students who go to Hohenheim well instructed in all the fundamental and collateral sciences may attend the whole of the principal lectures in one year, the fact that many cannot devote more than one year to such studies being taken into account at the academy. It is, however, necessary to spend two years there when the student is not thus prepared. The study year begins in the winter session; this lasts from the 15th October to the 9th March, and the summer session from the 1st April to the 15th August.

The subjects of instruction are the following, arranged according to the session in which it should be attended, supposing the student spent four sessions or two years at the academy:—

Agricultural Subjects.	Session in which it should be attended.
A. History and literature of agriculture,	IV.
B. Production:—	
General cultivation of land and of plants, including the drying of land, especially the subject of thorough drainage,	I.
Agricultural machines and implements,	II.
Special cultivation of plants,	II.
In special courses.	
Cultivation of hops and tobacco,	IV.
Viticulture,	IV.
Fructiculture,	IV.
Kitchen gardening	IV.
Cultivation of meadows and pastures,	I.
General production of animals,	I.
Breeding, &c., of horses,	IV.
The exterior of the horse,	IV.
Breeding, &c., of cattle,	II.
Breeding, &c., of sheep,	II.
Wool,	II.
Smaller farm animals,	III.
Sericiculture,	III.
Agriculture,	III.
C. Working and management:	
Agricultural working,	III.
Agricultural valuation, with exercises in the draughting of plans of working and management,	IV.
Agricultural book-keeping,	III.
Working and management at Hohenheim,	III.

	Session in which it should be attended.
D. Agricultural technology:	
In connexion with these lectures, demonstrations are given by means of the apparatus and machinery above-mentioned. Practical exercises in the valuations of farms are also given, excursions, &c.	

Forestry Subjects.	
A. Encyclopædia of forestry (with special reference to the collateral study of agriculture).	
B. History and literature of forestry,	III.
C. Production:—	
Forest botany,	II.
Climatology and study of soils for foresters,	I.
Cultivation of woods,	II.
Protection of woods,	II.
Use of woods, forest technology,	III.
D. Industry:—	
Valuation of timber and other products,	III.
Organization of forests,	III.
Forestry management,	III.
E. State forestry:—	
State forestry in a special course,	III.
Forestry laws of Wurtemberg,	III.
The practice of forestry business,	III.

Forestry Subjects—*con.*	Session in which it should be attended.
F. Agricultural Encyclopædia for foresters:—	
In connexion with this course, demonstrations are given in different Forestry Reviers, in the Botanic Garden, in the forestry collections, as well as practical exercises in valuation, large and regular smaller excursions, &c., as in the case of the agriculturists.	
Fundamental and Collateral Sciences.	
A. Political economy,	I.
B. Law,	IV.
C. Mathematics:—	
Arithmetic,	I.
Algebra,	I.
Plane geometry,	I.
Solid ,,	II.
Trigonometry,	II.
Practical geometry,	II.
In connexion with this course, regular exercises are given in land surveying and building.	
D. Natural sciences:—	
Mechanics,	I.
Experimental physics,	I.
General inorganic chemistry,	I.
,, organic ,,	I.
Agricultural chemistry,	II.
Analytic chemistry,	II.
Introduction to geognosy,	I.
Geognosy,	II.
Introduction to botany,	I.
Anatomy and physiology of plants,	III.
Pathology of plants,	III.
Special botany,	I.
Anatomy and physiology of domestic animals,	I.
General zoology,	II.
Special zoology,	IV.
Introduction to microscopical investigation,	IV.
In connexion with the lectures on natural science, the students work in the laboratory, get demonstrations in the conservatories, and on the experimental fields of the agricultural experimental station, and make regular botanical and geognostical excursions, &c.	
E. Veterinary sciences:—	
Materia medica, and prescribing,	I.
Pathology and therapy of domestic animals,	II.
Veterinary obstetrics,	III.
Horse-shoeing,	III.
In connexion with the foregoing lectures, the students receive veterinary clinical demonstrations.	
F. Technical subjects:—	
Agricultural architecture,	IV.
Plan drawing,	I.–III.

These several subjects are taught by ten principal professors, six assistant professors, two repetiteurs and five assistants. The principal professors are those of mathematics, of general and agricultural chemistry, of geognosy and botany, of zoology and veterinary medicine, three professors of agriculture, including the director, a professor of rural technology, and two of forestry. The assistant professors are those of political economy and law, (the secretary), agricultural buildings (an architect), practical exercises in agriculture (the farm inspector,) fructiculture and gardening (the head gardener,) apiculture (the president of the *Ackerbau* school), agricultural book-keeping (the accountant). The repetiteurs are: one for agriculture, who is also assistant farm inspector or steward, and one for forestry. The assistants are those of the professors of mathematics and physics, chemistry, geognosy and botany, zoology and veterinary medicine and the assistant of the farm inspector in his capacity of assistant teacher of the academy.

Besides the farm, byres, gardens, woods, workshops, already described the agricultural and forestry academy of Hohenheim, possesses the following collections, &c., for the illustration of the scientific lectures and the practical teaching of certain branches of science.

1. A collection of models with tools, machines, and arrangements connected with agriculture, forestry, technology, &c., partly of full size and partly on a reduced scale. This well-known collection is perhaps the most extensive of its kind in the world.

2. A complete mineralogical cabinet, a collection of soils, a rich exhibition of economic and forestry seeds, herbaria, phytomical and pathological articles, artificial imitations of flowers and sponges, pomological models, a zoological collection, anatomical preparations, &c., and finally a rich collection for illustrating horse-shoeing.

3. A chemical laboratory, arranged for allowing the students to work at practical chemistry.

4. A mathematico-physical cabinet, containing the instruments necessary for mathematical, mechanical and physical lectures.

5. A library of several thousand volumes, the use of which is open to students under certain conditions.

6. A reading-room, in which twenty-four newspapers, and an equal number of scientific journals are taken in and open to all belonging to the academy.

The books of the farm, &c., in the accountant's office are also open to the students for instruction.

Examinations.—Written and oral examinations are held at the end of each session. Participation in these examinations is entirely voluntary, a number of subjects for special examination, both in the fundamental and professional sciences, are, however, prescribed as obligatory. Those students only who submit to the final examination are entitled to a diploma for industry and knowledge when departing.

Prizes.—In order to promote industry and encourage a scientific spirit, especially to excite to independent research, a subject for a prize essay is proposed to the students of each profession—agriculture and forestry. The author of the best essay receives fifteen Wurtemberg ducats, and of the second ten. The prizes are declared on the 25th November, the anniversary of the foundation of the Academy, at a public assembly in the Castle of Hohenheim.

Candidate students must be at least eighteen years old. With the consent of the academic council, students may be admitted between the ages of sixteen and eighteen years. Natives of Wurtemberg, who propose to become foresters, unless they have passed the examination for entrance into the university, must undergo a special examination in the German language, arithmetic and plane geometry. This examination takes place in Hohenheim, from four to six weeks before the commencement of the winter session. The candidate has also to present a certificate as to his previous career, in order to enable an estimate to be formed of the character and extent of his preliminary education. If he has been previously at a university or high school, he is bound to bring a certificate as to industry and good conduct, and finally, unless of age, he must produce a certificate from his parents or guardians, sanctioning his attendance at the Academy.

Foreign forestry students and native and foreign agriculturists are not obliged to pass an entrance examination; it is however to be understood that they are fit to understand and follow with profit the lectures, and that they have had some experience of practical agriculture.

Native students of agriculture pay 100 florins a year, for which they have free admission to all the lectures; foreigners pay 300 florins the first year, and 200 for the second and subsequent years. The native students of forestry pay 60 florins annually, foreigners 200 florins. Forestry students cannot, however, attend the agricultural course, with the exception of the lectures on the breeding, &c., of horses, unless they pay the higher fees charged to agriculturists.

Persons who wish to make themselves acquainted with the institution, or with certain parts of it, may be admitted by the director, or in certain special cases by the academic council, as guests for a period not exceeding four weeks. Their reception as a rule does not take place at the beginning of a session. Natives pay for their room, bed, &c., and for attendance at all lectures, twenty kreuzers a day, foreigners one florin

Each student has a room of his own, which is heated in winter. A special rent is charged for certain rooms. Each room is provided with the most necessary furniture, including, in the case of foreigners, beds, bed-clothes, and towels. Native students must provide themselves with the three last-named articles. The allocation of the rooms takes place through the office of the secretary, and generally in the order of entrance.

Each student has to provide himself with food, which he may do either with the "Foodmaster," (*Speisemeister*) of the academy, or with some other person in Hohenheim, or in the neighbouring villages. In order to cover the cost of at least the plainest food, 80 florins per session must be lodged with the accountant, for which monthly accounts are furnished. In case of the illness of a student the academical *Speisemeister* is bound to furnish him with whatever food he may require, or which may be ordered by the physician, either in his own room or in the hospital of the establishment, even though the student does not take his ordinary meals from him. The cost of board may be estimated at 36 kreuzers, or 10 silber groschen = 1 shilling a day. There is, however, opportunity for obtaining it for a less sum; and also those who can afford to expend more may do so.

Each student has to provide himself with light and fuel: the latter can be procured from the stores of the academy at cost price, and is delivered free even to students not residing in the college buildings.

The establishment provides the necessary service for which each student pays 1 florin a month during the summer session, and 1 florin 36 kreuzers in the winter session.

Each student has to contribute 2 florins half-yearly for the support of the reading-room.

The Chemical Experimental Station.

This institution, though not, strictly speaking, part of the academy, is intimately connected with it. Like all the other branches of the whole establishment it is under the director, the immediate management being, however, in the hands of a committee, (*Curatorium*), of which the director is president and composed of the professors of chemistry, agriculture, botany, and zoology and veterinary medicine, and a chemist specially attached to the station. The Minister of Public Worship and Education may, however, on the proposition of the director appoint other members of the committee, the object of this power being to associate with the scientific men when desirable specially qualified practical agriculturists.

The object of the chemical experimental station is to contribute to the advancement of the science and practice of agriculture by investigations in natural science combined with agricultural experiments in the field and stall, as well as the noting and comparison of the observations thus made. It includes a special chemical laboratory, an experimental field, experimental stalls for practical experiments in feeding, and a glass house for experiments in the vegetation of plants.

The "Curatorium" meet at certain fixed periods to discuss and determine the plan according to which the experiments are to be made. The carrying out of these determinations is intrusted to the professors of chemistry and agriculture and the station chemist, who are called the "Directors of experiments." These are of co-ordinate rank, except that the professor of chemistry has the immediate management of the station and conducts the correspondence, &c. In certain cases, however, the other professors above named may take part in carrying out the orders of the "Curatorium."

The directors of experiments are, each within his own special sphere, perfectly independent; but they are expected to zealously co-operate with each other for the common object.

The professor of chemistry can employ the assistant and servants of the principal laboratory for any work he may require in connexion with the Station. A special assistant is provided for the professors of agriculture and the station chemist.

School of Husbandry.

(*Ackerbauschule.*)

The object of the School of Husbandry of Hohenheim, like the other schools of the same kind at Ellwangen, Ochsenhausen, and Kirchberg, is principally to afford to the sons of peasants the opportunity of learning the practice of rational husbandry at the same time that they are taught the fundamental principles of the sciences upon which it depends. It is under the director of the whole establishment, but is directly managed by the head teacher, who is named by the King. The subjects taught are divided into two classes—collateral or helping sciences, *e.g.*, the German language, with exercises in composition, arithmetic, geometry with drawing and land surveying, natural sciences, and veterinary medicine; and agricultural, *e.g.*, 1, cultivation of plants, climatology, knowledge of the soil, general and special cultivation of plants, including fructiculture and viticulture, rotation of crops, cultivation of meadows and pastures; 2, breeding and rearing, &c., of animals—cattle, sheep, horses, pigs, bees; 3, rural industries; 4, the arrangement and working of small farms, agricultural accounts. The detailed syllabus of these subjects need not be given as they are treated in general as in similar institutions in Bavaria and Baden, in treating of which we have given examples.

The head teacher gives the theoretical instructions, both agricultural and scientific, except veterinary medicine, which is given by the professor of that subject in the academy.

The practical instruction is given by the Agricultural Inspector or Steward of the Hohenheim farm, under whose direction they perform all the ordinary work of the farm. He also arranges that they shall in turn be employed at other work, such as gardening, management of the working horses and oxen, &c., which are usually intrusted to the scholars in their last year.

The school is calculated for twenty-five scholars for a three years' course, so that there are from eight to nine vacancies annually. Candidates to fill those vacancies must have completed their seventeenth year, must be strong enough to perform the regular work of a farm and in good health. They must know reading, writing, and arithmetic, and possess sufficient natural aptitude to be able to profit by lectures. They must also have acquired sufficient skill in the use of ordinary agricultural implements and in performing ordinary agricultural operations, to be able to at once engage in farm work. A competitive examination in reading, writing, and arithmetic, and in practical farm-work is held annually at Hohenheim. Those found best qualified at the examination are selected.

The ordinary scholars of the School of Husbandry receive free instruction, food, lodging, bed, fire and light, stationery, &c., and even in certain circumstances a contribution towards the cost of their clothes. In cases of ordinary illness not exceeding fourteen days they also receive free sick treatment.

Besides the ordinary scholars who engage to follow a course of instruction for three years, a few guests who desire to practise certain operations, or to acquire information about certain portions of farm management, are admitted in summer. Such casual scholars pay 3 florins a month for lodging, bed and instruction. They receive board in return, for they work like the regular scholars, and are subject to the same rules as to discipline, &c.

If a scholar leaves the institution before the end of the three years without permission, or is sent away for misconduct, he must pay back to the institution the cost of his board, &c., according to a fixed tariff. On entering the institution the scholar gives security for such payment.

Periodic examinations are held in each subject of instruction, at which the director is present whenever he is able. Towards the end of each school year a general examination is held in the presence of the director. At the end of each school year rewards are given to the students in proportion to their work, their behaviour, the results of the examination, and their time in the institution. Besides these rewards, prizes are given to the scholars most distinguished for industry, progress and behaviour. When a scholar leaves the institution at the end of his course, he may receive a certificate from the director on the proposition of the head teacher and the agricultural inspector, setting forth his good conduct, industry and qualification, and also mentioning any prizes he may have received.

The School of Horticulture.

The object of this school is to train young men to be gardeners by suitable theoretical instruction combined with practise in flower and landscape gardening, fructiculture and market-gardening. Like the School of Husbandry, this school is placed under the director of the whole establishment, the direct management being in the hands of a president named by the King on the proposition of the Minister of Public Worship and Education.

The instruction given at the School of Horticulture is partly a preparatory scientific one, *e.g.*, culture of plants, drawing, arithmetic, geometry, natural sciences, composition, and land surveying; and partly strictly professional, *e.g.*, culture of flowers, kitchen-gardening, management of nurseries of fruit trees, cultivation of fruit trees, trade and landscape gardening. This instruction is partly theoretical and partly practical exercises in the gardens of the institute, which are specially connected with this school.

The instruction, both preparatory and prefessional, is given by the two gardeners of the Hohenheim establishment, with the exception of the instruction in arithmetic, geometry, natural science, composition, and land surveying, which these scholars receive in common with those of the School of Husbandry from the head teachers of the latter.

The course of instruction is fixed at one year. The average number of scholars is fixed at 6, so that 6 new scholars enter annually. Guests are also admitted for three months when there is accommodation.

Candidates for admission must be over 17 years of age, strong, and in good health, so as to be able to perform all the ordinary work of a garden. They must be able to read, write, and calculate well, and if possible have some skill in drawing, and possess sufficient capacity to understand and profit by popular lectures on gardening and the collateral sciences. They must have passed three years in gardening or in a School of Husbandry, or if they belong to the class of vine dressers, have occupied themselves with viticulture and gardening during three years, of which one to one and a half years should have been given to the latter.

Each candidate before he is admitted by the director is examined in the presence of the latter by the president of the school, assisted by the head teacher of the school of Husbandry.

The ordinary scholars of the Horticultural school pay no fees, and enjoy the same advantages in other respects as the scholars of the School of Husbandry, and, like the latter, give their labour for their board. Guests or casual scholars pay a moderate fee for their instruction, and have themselves to provide for their board and lodging.

Like the scholars of the School of Husbandry, those of the Horticultural School who leave before the completion of their course, are obliged to reimburse the school according to a fixed tariff for their instruction, board, &c., during their stay.

The regulations as to examinations, rewards, prizes, and certificate are similar to those of the School of Husbandry.

Special Courses of Lectures on Agricultural Subjects.

Besides the permanent educational institutions which form the great Establishment at Hohenheim, namely, the Academy, the School of Husbandry, the School of Horticulture, and the Experimental Station, a series of courses of lectures for special agricultural objects has also been organized. Several of these are regularly given at fixed periods, others from time to time, according as occasion may arise. Among the former may be mentioned an agricultural course for schoolmasters, courses on the cultivation of grass lands, thorough drainage, reclamation of waste land, fructiculture, and courses for shepherds, wheelwrights, and smiths.

Schools of Husbandry of Kirchbeg, Ellwangen, and Ochsenhausen.

In respect of the organization of these schools, and the character and extent of instruction given at them, these schools are similar to that of Hohenheim, and indeed to the analogous institutions founded in Bavaria and Baden. The only difference worth mentioning between these schools now under discussion and the Hohenheim one is the way in which the farm connected with the school is held. The case of the school of Kirchberg will explain the special contracts under which the head teachers rent the farms.

The State domain of Kirchberg, containing nearly 576 Wurtemberg acres, under tillage, pasture, gardens, roads, buildings, &c., was let on the 2nd February, 1866, for a term of eighteen years, subject to conditions as to surrender, &c., to be hereinafter named. The lessee is the president of the school of Husbandry, founded on the estate. The rights of the president are regulated by the fundamental rules laid down by the Government, and by such instructions as may afterwards be communicated.

The lessee is bound to follow a fixed course of management of the farm, and cannot make any essential change in it, such as the breaking-up of pasture land without the permission of the Central Agricultural Bureau. He is bound to keep from ninety to 100 head of cattle (of an average live weight of ten cwts. each), unless in cases of extraordinary scarcity of fodder. His breeding animals must be of one or two breeds, suitable for the district; sub-letting of any portion of the land or buildings is not allowed without the permission of the lessor. The latter holds from time to time visitations of the School of Husbandry, and of the farm and establishment generally in accordance with the fundamental rules. The lessee bears no part of the expense of such visitations.

The contract may terminate before the end of the term of eighteen years from either of the following causes:—1. The death of the lessee. 2. By taking up the farm from the lessee. 3. By the lessee surrendering the farm.

1. If the lessee dies before he enters on his contract, the latter shall be void. If he dies after entering on the farm, but before the expiration of the fourth year, his representatives shall have the right to hold possession until the completion of the sixth year, but if he dies after the expiration of the fourth year and before the end of the sixth year, the right of possession of the lessee's representatives extends to the end of the eighth year, provided in both cases that the latter claim the right. If the lessee dies after the expiration of eight years, the contract only lasts until the end of the current year.

In all the foregoing cases the authorities shall have the right to nominate a successor to the deceased lessee, as president of the school, who shall manage the farm, according to a plan sanctioned by the Central Bureau of Agriculture for the account of the heirs, during the remainder of the term for which the heirs can hold the farm. The latter being however consulted on the plan and having the right of inspecting the farm, &c. The substitute thus appointed is paid out of the salary of the deceased lessee as head of the school; the family of the latter provides him also with a sitting-room and bed-chamber. Should the heirs, however, wish to carry on the farm by their own steward and at their own expense, they can do so on the condition that the person selected by them shall be confirmed by the Central Bureau, and that the plan of management shall be adhered to.

The obligations of the president to the institution, and especially towards the scholars, are to be fulfilled by the heirs until the contract is set aside or ended. They receiving in return the subsidies for board, lighting, stationery, and books, washing, maintenance of implements, care of sick scholars, physician and medicine, &c., originally promised to the lessee. The allowance made in the rent as salary for acting as head of the school, ceases however after the forty-fifth day from the death of the lessee.

The lessee must surrender the farm without compensation:—*a*. If he is removed from his office of head of the school, in accordance with the organic rules of the institution, namely: 1. If he commits any offence for which civil servants, teachers, &c., are usually dismissed, especially such as lead to a temporary or permanent suspension of civil rights, or imprisonment for a longer period than one year.

2. In consequence of immorality or neglect of duty.

3. Of imprisonment for a considerable period unless the circumstances of the case are such as to enable the authorities to make an exception.

4. Disobedience to the authorities placed over him.

5. Proved incompetence as head of the school, as teacher, in consequence of physical or mental accidents.

6. When from illness he is kept from the fulfilment of a considerable portion of his duties, &c.

b. When the lessee, notwithstanding warnings served upon him, leaves the essential conditions of his contract unfilled or does exactly the opposite, as, for instance, by special neglect of the tillage of the land, or changes in the plan of operations which tend to impoverish the land, &c., the continuous sale of hay, straw, and dung, the wrecking of the buildings, the neglect of the necessary repairs or improvements of the building.

c. When the lessee owes, after deducting the amount of salary, a sum equal to three gales of rent, in which case claims which the lessee thinks himself entitled to make as a set off against the lessor are not taken into account.

The cases included under *b* are decided by the civil tribunal of the Kreis or Circle as an Arbitration Court and without power of appeal of either party. If this court does not undertake the arbitration, another court of arbitration is appointed, which will be described further on. In the case of *c* the Minister of Public Worship and Education can summarily cancel the contract without right of appeal.

The cancelling of the lease involves in every case the removal of the lessee from the office of head of the school, and the consequent loss of his salary as such. The contract and the working of the farm for the account of the lessee lasts to the end of the current year.

The lessee on his side has a clause of surrender at the end of every six years, on giving one year's notice.

Until the farm is taken off his hands he is bound to fulfil all the engagements entered into respecting the institution. The lessee must, however, give up his office of head of the school whenever he gives up the farm.

If at any time, owing to want of scholars or other cause, the authorities consider it desirable to give up the school, they can do so on serving the lessee with six months' notice to that effect. In such a case the lessee may carry on the farm to the end of the full term, and he receives half the salary of his office during two years after the school has been given up. Beyond this he has no further claim for compensation.

In cases of dispute between the lessor and lessee not included in those above mentioned, or in all cases when the civil tribunals decline to arbitrate, the differences are adjudicated by an Arbitration Court formed of four skilled persons, two chosen by each party, and a fifth by the four arbitrators themselves named by the litigants. The fifth member must be a lawyer and acts as president.

When the plaintiff has served notice on the defendant, and has named his arbitrators, the defendant must name his two within thirty days. If he does not do so before the expiration of that time, the plaintiff can apply to the superior Court to name the defendant's arbitrators. The decision of this Court of Arbitrators is final. Each party pays the expenses of his own arbitrators, the other costs are borne in common.

The jurisdiction of this Court extends not only to disputes about the conditions of the contract respecting the farm, but also to all those which may arise in respect to the contributions to be paid towards the expenses of the scholars, and the obligations of the lessee and president of the school in return therefor.

The School of Viticulture in Weinsberg.

A school of viticulture was opened in February, 1868, at Weinsberg. The object of this school is to train young men, chiefly of the class of vineyard gardeners or vine dressers, in the management of vineyards, fruit and vegetable plantations, nurseries of vines and fruit trees, so as to enable them to manage their own vineyards, &c., or to fit them to become well-instructed overseers, foremen, &c., of vineyards. To do, in fact, for this branch of agriculture what the schools of husbandry do for ordinary tillage farming. The organization of the school is also analogous to the Schools of Husbandry, allowance being of course made for the different character of the industry.

The course extends over two years, and as the school is calculated for twelve scholars there are six vacancies to be filled up annually. Candidates for admission must be over seventeen years old, strong, and in good health, and capable of undergoing the labour of the vineyard and gardens. They must be acquainted with the usual school subjects—reading, writing, and arithmetic, in which they are examined for entrance. The scholars receive in lieu of their labour lodging, board, and instruction, as in the Schools of Husbandry. At the end of each school year the scholars receive gratuities of money, the amount of which depends upon the work they have performed and the time they have been under instruction. Those who have distinguished themselves by industry, knowledge, and good conduct, receive also premiums of books. There is also a fund for assisting poor scholars with the means of purchasing clothes.

The instruction in the general principles of the cultivation of land is given by the president and vice-president; instruction in viticulture is given by a special vine-gardener, who has also general charge of the scholars. A gardener instructs in fructiculture and kitchen gardening. Instruction in the usual school subjects in geometry, drawing, and the elements of chemistry and physics, is given by the teachers of the local, primary, and *Real* school.

The land attached to the school, which was in part purchased for its express use by the Government, consists of 94 Wurtemberg acres, of which $3\frac{1}{2}$ acres are garden, $19\frac{1}{4}$ vineyard, $41\frac{5}{8}$ tillage land, and $29\frac{5}{8}$ pasture land. The vineyard is laid out so as to exhibit the different varieties of the vine, and a part as a model vineyard; there is a plantation for standard, improved, or ennobled fruit trees; a large orchard of the best kinds of table and cider, and perry apples, and pears; a kitchen-garden, a hop-garden, and small nursery. The object of the tillage and pasture land is to so connect ordinary agricultural operations with viticulture and fructiculture, that there may be always a proper supply of dung, and of horse and ox labour for the vineyards and gardens. This institution is provided with presses, fermenting vats, and a suitable cellar for showing the whole management and preparation of wine. For the purpose of bringing forward the finer kinds of vines there is a large glass house, which serves both as a vine house and for other plants requiring heat and protection. The garden is provided with forcing frames, and all other requirements of improved gardening. It is also proposed to cultivate tobacco and other industrial plants that are suitable for garden agriculture.

Schools for further Improvements, Evening Meetings, Reading Clubs, and Travelling Lecturers.

With the view of diffusing agricultural knowledge as widely as possible, the Government has encouraged the giving of voluntary instruction in agriculture in the Winter Evening Schools, which by the law on schools of 6th November, 1858, have been substituted for the Sunday Schools, attendance at which was rendered obligatory on youths from the age of 14 to 18, by the school law of 1836.

In addition to these, special voluntary agricultural Schools for further Improvement have also been set up, which are attended by young persons who have passed beyond the age at which attendance at evening schools is compulsory. In the latter category of schools the instruction, as in the obligatory Winter Evening Schools, is only given in the winter months, and on certain days of the week.

In the schools for the youths between 14 and 18 who come under the law of compulsory attendance at Sunday Schools, or the Evening Schools substituted for them, the subjects of instruction are such as are required in common life, inclusive of those taught in the ordinary schools, with special reference to agriculture. In the schools for those beyond the age of compulsory school attendance, the subjects of instruction are principally agricultural, and are treated with especial reference to the wants of the locality of the school. In both classes of schools for further improvement the instruction receives a thoroughly practical direction. The instruction in ordinary school business is given by primary and *Real* school teachers. The special agricultural instruction is given either by practical agriculturists or by persons who have received an agricultural training, especially schoolmasters. In order to meet the demand for the latter class, a special course of instruction is now given at Hohenheim for teachers. Courses will also be given in other Circles wherever there happen to be teachers capable of giving them.

The teachers, both of elementary school subjects and of agriculture, receive remuneration for their work independent of their salaries as primary or other school teachers.

The obligatory schools are under the Local School Committee, and inspected by the Local Inspector of Schools; the agricultural part of the instruction is looked after by a Delegate of the Agricultural Society, who draws the attention of the School Committee to any defects, and in cases of necessity may address complaints to the Central Bureau of Agriculture, which then calls upon the Local Committee to remedy any abuses, and if this be not done the Minister himself may intervene. The voluntary agricultural Schools for further Improvement are under the formal inspection of the Agricultural Association of the Circle. For this purpose the Agricultural Society appoints one or two delegates resident in the school district, who, with the co-operation of the clergy of the district and the mayor, or other principal magistrate, act as a school committee.

The Agricultural Society also holds an annual visitation of the voluntary schools of this class, to which the School Committee of the locality are invited. In the case of the obligatory schools the assistance of the Society is asked for the inspection of the special agricultural part of the instruction. The voluntary schools are under the general superintendence of the Central Agricultural Bureau, as well as the arrangements for agricultural instruction in the obligatory schools. The Bureau has also the power of granting aid to Communes to found Schools for further Improvement, according to the ministerial regulations on the subject, and within the limits of the grant made by the legislature for the purpose.

Evening meetings for the discussion of agricultural subjects have also been established in many villages, and are directly encouraged by the Government. In several Communes Agricultural Lending Libraries have also been set up, to which the Central Agricultural Bureau contributes by presents of books and agricultural reports.

And lastly, lectures are given on special agricultural subjects at meetings of the local branches of the Agricultural Society, and other gatherings of the rural population.

The following table shows the numbers of agricultural Schools for further Improvements of both Classes, the number of Communes in which Evening Agricultural Meetings are held, and the number of Reading Clubs, together with the number of persons participating in each case, for the years 1866-67, and 1867-68.

—	Voluntary Agricultural Schools for further Improvement.		Obligatory Evening Schools with Agricultural Instruction.		Agricultural Evening Meetings.		Reading Clubs.	
	Number of Schools.	Number of Scholars.	Number of Schools.	Number of Scholars.	Number of Communes.	Number of Visitors.	Number of Clubs.	Number of Readers.
1866-67,	124	2,630	305	6,830	46	1,490	48	1,090
1867-68,	170	3,266	360	7,913	60	1,461	78	2,034
Increase during the year,	46	636	55	1,083	14	—	30	944
Diminution during the year,	—	—	—	—	—	29	—	—

3.—Agricultural Education in Bavaria.

Translation of Note of Herr von Daxenberger to Sir Henry Howard, Her Majesty's Minister at Munich.

Munich, May 6th, 1868.

The undersigned has the honour, with further reference to the esteemed note of Sir H. F. Howard, &c., of the 3rd of last month, and in order to complete the reply made to it on the 13th of that month, to make to him the following communication :—

The stipulations of the Royal Ordinance of the 21st of September, 1866, and of the Regulations sanctioned by it, as contained in the accompanying No. 22 of the Ministerial Bulletin for Ecclesiastical and Educational Affairs, of the year 1866, rule in Bavaria in respect to the training of schoolmasters.

The most detailed statistical information and returns respecting the Primary Schools in Bavaria, according to their state in 1862–63, are contained in the XIV. numbers of the Contributions to the Statistics of the Kingdom of Bavaria, published by Dr. F. B. W. von Hermann.

In respect to the Agricultural Schools, the undersigned has the honour further to annex a copy of the second edition of the work, *Die Landwirthschaft in Bayern* (Agriculture in Bavaria), which appeared in 1862, and which—commencing with page 241—treats of these schools, as well as three copies of the supplement to the December number of the Journal of the Agricultural Society [*Zeitschrift des Landwirthschaftlichen Vereins in Bayern*], which contains the most recent information relative to the state of these establishments, and some copies of the annual reports of agricultural schools, and at the same time to add the following explanatory observations :—

The so-called Agricultural Schools "for further improvement" [*Die Landwirthschaftlichen Fortbildungschulen*] form the lowest class of establishments for agricultural education.

In these schools the elementary instruction afforded at the Primary National Schools is extended, the power of thought is exercised, and the most important fundamental principles of agriculture are taught.

Next in rank to these are the Agricultural Winter Schools which exist in four places Ansbach, Kaiserslautern, Nördlingen, Würzburg), and in which the fundamental principles of physical science are chiefly treated of.

Besides the Winter Schools there exist in two places (Thüngen, near Würzburg, and Friesdorf, near Anspach), Shepherds' Schools with a period of instruction of 2–4 weeks, in which shepherds who have learnt their business, take part, in order to develope their knowledge in the technical and scientific branches of sheeptending.

Moreover there are held in Würzburg, Triesdorf, and Munich annually, in Augsburg, Ratisbon, and Bayreuth, accordingly as may be wanted, courses of instruction for technical cultivation, the cultivation of meadows, and drainage. The courses of instruction afforded at Munich are attended by the scholars of the Architectural School, who are preparing themselves to be masons and carpenters ; the other similar courses of instruction are attended by young men who are desirous of employment as elementary cultivators and assistants for the laying down of meadows. There are special courses of instruction at Munich and Würzburg for shoeing.

There is a special course of instruction established at Weihenstephan for the scientific principles of brewing. Moreover it is intended to establish special courses of instruction for the distillery of brandy, and for the making of cheese, which are likewise only to be attended by the persons who have already acquired experience in those branches of business.

Young men belonging to the class of peasants receive a more extensive instruction in the agricultural schools which exist in the provinces of Upper Bavaria, Lower Bavaria, Upper Palatinate, Upper Franconia, Lower Franconia, and Swabia.

The instruction is calculated for two years, and has for its object to qualify the scholars to manage in the best manner that may be possible, the estates belonging to peasants. Whilst in the agricultural schools the practical education of the scholars is principally kept in view, the "Agricultural Middle Schools," which are sections of the Trade Schools, occupy themselves more particularly with the scientific branches of agriculture. Only one of these schools (Lichtenhof) is connected with the management, on a comprehensive scale, of a farm ; whereas at the "Agricultural Middle Schools" practical management on an extensive scale is not taken into consideration.

The Agricultural Central School—Weihenstephan, the object of which is completely to illustrate the scientific portion of agriculture, forms the keystone of the edifice of agricultural instruction.

With respect to the details of the course of instruction, and to the attendance of the schools, reference is hereby made to the printed papers enclosed in this note.

The undersigned avails, &c.,

(Signed), in the absence of the Minister for Foreign Affairs,

The Privy Councillor.

V. Daxenberger.

Sir H. Howard.

The following is a summary of the information contained in the documents enclosed to Lord Stanley for the use of the Royal Commission, and referred to in the foregoing letter of Herr von Daxenberger :—

In the year 1822 an institution for agricultural education was established on a domain of the State at Schleissheim. The scholars were divided into three classes ; those who were destined to be workmen and subordinate officers on farms or in establishments for the branches of industry connected with agriculture ; those who were to undertake the management of farms or establishments for agricultural industries ; and lastly, those, whether proprietors or others, who intended to study scientific agriculture. In 1839 this institution was reorganised under the name of the Agricultural Central school ; it was only in 1849, however, that the separation of the institution into a school for the higher scientific instruction in agriculture and into a School of Husbandry (*Ackerbauschule*) took place. In 1833 a class of trade schools was established, at which instruction was also

given; and in some separate teachers were appointed for that purpose. In the same year the first President of the newly established Society for Industry and Agriculture, Dr. J. Jacob Weidenkeller, founded an Agricultural school for orphans, which was opened in January, 1834, for the reception of twelve orphans at the Castle of Hummelstein. Under the fostering care of the brothers Weidenkeller and the assistance of the society above-named, and of the Fohlenhof Joint-Stock Company of Nürnberg, it gradually grew into the important middle school of Lichtenhof. In 1840, Dr. Weidenkeller founded an agricultural journal, the *Lichtenhofer Blätter*, which still exists, the profits of which were devoted to the endowment of five places for poor boys. In 1842 the brothers Weidenkeller also endowed the school with a small farm, and the necessary stock, &c. In 1850 the number of scholars had increased to an average of 100. In 1847 the School of Husbandry (*Ackerbauschule*) of Triesdorf was established.

The success of these several institutions and the movements going on all over Europe in favour of schools for technical instruction of all kinds led to the systematic organization and extension of agricultural instruction. In 1852 the Agricultural Central school was transferred from Schleissheim to Weihenstephan near Freising and again re-organized. Several Farming schools, like that of Triesdorf, were set up for the purpose of instructing the peasants' sons, while to meet the wants of the middle classes, an intermediate class of schools or agricultural middle schools were also established generally in connexion with trade schools.

In order to put agricultural education on as thorough a basis as other branches of technical education the agricultural schools were re-organised, and the system of instruction improved and extended in 1865–66, so that at present the system of technical instruction in Bavaria is as complete as regards rural as civil industries. Thus to each class of technological schools there corresponds a similar agricultural one, as the following table shows:—

Civil Industry, or Technology, properly so-called.	Rural Industry, or Agriculture.
I. Technological schools for further improvement, or *Gewerbliche Fortbildungs Schulen* (*Handwerks Feiertags Schulen.*)	I. Agricultural schools for further improvement, or *Landwirthschaftliche Fortbildungs Schulen* (*Sontags Schulen*).
II. Technological and Trade schools, or *Gewerbs-und Handels Schulen.*	II. Agricultural Middle schools and Schools of Husbandry or *Landwirthschaftliche Mittel Schulen* and *Ackerbauschulen.*
III. Polytechnic school, or *Polytechnische Schule.*	III. Agricultural Central school, or *Landwirthschaftliche Centralschule.*

Universities.

Besides the Agricultural Central School there are two other collegiate establishments which may be classed as agricultural institutions, the Central Forestry school at Aschaffenburg and the Central Veterinary School in Munich. The former, besides the Director, has four professors and one Docent, or private tutor. The course extends over three years, and is attended by above 100 students. There are seven professors at the Veterinary School; the course there also extending over three years. In 1862–63, the latest year for which we have information, there were fifty-two students and fourteen extern or occasional students, and 219 farriers or smiths receiving instruction.

I.—Agricultural Schools for further Improvement.

These schools were first established in 1866, at the suggestion of the Agricultural Society. The idea was so warmly taken up that 104 such schools were established in the course of the year, and preparations were made for the opening of several others. No doubt many of these were experiments and may not be continued, but so far the scheme has been successful. The object of these schools is the improvement of the farming of the peasants, and especially the more rapid development of the modern methods of cultivation, the introduction of improved implements and breeds of farm animals. They are mainly based upon the same fundamental idea as the Technological schools for further Improvement, and are intended to provide those who cannot attend the Schools of Husbandry or Middle Schools with the means of improving and enlarging their elementary instruction, of using and sharpening their thinking powers, and of learning the most important principles of agriculture. The instruction given at these schools is directly connected with that of the weekday or common primary schools.

Attendance at these schools is optional, but those who attend them are dispensed from attendance at the ordinary instruction of the Sunday schools which is obligatory upon all who have not attained a certain standard. They are not, however, dispensed thereby from religious instruction.

The teaching in these schools as already mentioned consists in the deeper grounding and practical enlargement of the subjects taught in the primary week-day schools. In teaching reading a suitable agricultural reading book is used and explained. So in teaching writing and arithmetic attention is especially given to examples of agricultural work, sales and purchases, and to the introduction of a simple system of book-keeping. These schools where means do not exist for paying a separate teacher are held in the evening.

Two schools which form as it were links between the Sunday schools for further Improvement, and the Schools of Husbandry or *Ackerbau* schools, or rather which have been set up in lieu of them in the Circles of Lower Franconia and the Palatinate, deserve to be mentioned. The first is the School for the further Improvement of Peasants' Sons at Würzburg (*Fortbildungs Schule für Bauernsöhne*) which existed previously under the name of a School for Meadow and Pasture cultivation (*Wiesenbau Schule*). In 1866 its scope was extended and its name changed. It was instituted and received its present form from the Government Assessor, Herr Lorenz Braunwart, who acted as its director. It receives annually from the resources of the Circle 2,500 florins, from district contributions 3,625 florins, from fees for board, &c., of scholars 2,450 florins, from two Communes each 50 florins or together 100 florins. It also possesses an invested stock of 1,403 florins and 58 kreuzers which the Lower Franconian Agricultural Society gave on the occasion of the twenty-fifth year jubilee of His Excellency the Governmental President State and Imperial Councillor, Freiherr von Zu-Rhein, and which that gentleman, who is himself one of the most active promoters of this institution, increased by a gift of 1,000 florins, the interest of which the school enjoys.

Besides the theoretical instruction given in winter, this school affords the scholars practical instruction in a novel manner, by undertaking in the summer season agricultural work, such as drainage by open ditches, tile or other forms of covered drains, regulating streams, embankments, road making, yard and stall paving, laying-out of artificial meadows, irrigation works, laying down nurseries of fruit trees, forming promenades,

reclamation of waste land, &c. These works are mainly executed by the scholars, who receive wages for the work done.

In 1861–62 the number of scholars was 129; in 1862–63, 124; in 1863–64, 101; in 1864–65, 97; in 1865–66, 69, which the present rector thinks about the normal number which the district will in future supply. The higher numbers of the first year being due apparently to the attendance of persons beyond the usual school age. In 1866–7 the number fell in consequence of the war—the district being the scene of military operations—to 33. Perhaps the departure of its first director, Herr Braunwart, who was promoted to be a Government councillor at Ansbach, may have also contributed to its decline. The Report of 1866–67 contains a list of 179 agricultural works, such as those above mentioned, varying in cost from a few shillings to more than £150, executed during the year either by the actual scholars or those who had been at the school.

The second school referred to above is the *Gewerbe* or Technological School of Kaiserslautern, to which an agricultural winter course has been added. The general direction of this course is intrusted to the rector of the Technological school; the salaries of the teachers are paid for by the land council of the Palatinate, the schoolhouse and the educational appliances are provided by the town of Kaiserslautern. The agricultural winter-class are taught the general school business by the teachers of the *Gewerbe* School, but at different hours from the scholars of the latter. The schools are only so far connected that the same teaching staff and the same buildings, &c., are utilized for both.

The number of teachers, exclusive of the director, is four. The subjects of instruction are: the German language, which is taught six times a week; history, twice a week; geography, twice a week; arithmetic, four times a week; natural philosophy—physics, and chemistry, four times a week; natural history—mineralogy, botany, and zoology, four times a week; agriculture—implements, soils, tillage, climatology, manures, general plant-culture, special plant-culture, four times a week; drawing, twice a week. Each lecture lasts one hour.

From the middle of January, on Mondays and Fridays, the scholars are employed from one to four o'clock either alternately in the joiner's workshop of the Technological School, in the making of simple implements, &c. (ladders, racks, &c.); surveying and levelling; pruning and grafting; arranging for the conveyance of water by means of a set of asphalt tubes; or in the laboratory, where they are made to prepare urea, hippuric acid, uric acid, starch, gluten; and shown how to determine the dry matter of plants, to estimate the amount of gravel, sand and clay in soils, their power of retention for water, their absorptive power for salts, &c., the use of the microscope. They are also taught the use of improved implements and machines. Practical instruction is also given by excursions to neighbouring farms, forests, vineyards, mills, &c.

This school opened in November, 1865, with 13 scholars. A winter course of instruction was also opened in 1866–67 in Ansbach, and another in 1867–78 in Nördlingen. An attempt was also made in 1866–67 to set up one in Freising, but with little success.

In connexion with the Technological or *Gewerbe* School of Kaiserslautern it may be mentioned that in the Weaving School in Passau instruction is given in the cultivation and preparation of fibrous plants suitable for the purposes of making textile fabrics.

Schools of Husbandry (*Ackerbau Schools.*)

The function of this class of schools is to impart to young country lads, especially the sons of peasants or small farmers, a higher practical skill in agriculture, particularly in the use of improved implements and agricultural machines, as well as in the industries immediately connected with agriculture, so as to fit them to manage small farms, to act as foremen, shepherds, implement makers, &c. One-third of the scholar's time is devoted to theoretical subjects, and two-thirds to practical working on the land, in the farm-offices, or workshops.

The instruction is generally divided into two courses of one year each. The subjects of instruction are the following: religion, repetition of the subject matter of elementary education, and raising the standard of knowledge in those portions which are of special use to an agriculturist; theoretical agriculture embracing climate, the atmosphere properties and treatment of soils, manures, nutrition of plants, structure of seed, sowing, culture of plants, and harvesting of crops; agricultural machines and implements—their construction, repair, taking asunder, refitting, and use. The study of the different systems of husbandry, rotation of crops, cultivation of meadows and pasture lands, drainage. Qualities, selection, breeding, rearing, feeding, and employment of farm animals, precautions to be taken with sick animals.

Forestry.—Growth of timber, care of woods, use of woods, protection of woods, &c., culture of culinary vegetables and fruit; rearing and improving fruit trees; position and condition of soil suitable for fruit trees; planting, rearing, and preservation of culinary vegetables.

The practical instruction consists of work in the nursery and experimental field, as well as participation in all operations in the tillage and pasture land, woods, garden, turf-bog, barns, cattle stalls, the dairy, the cheese-house, and distillery.

During the winter and on rainy days instruction and exercises are given in the making and repairing of agricultural implements, &c.

All these various works are carried on under the superintendence and instruction of the farm-steward (*Feldbaumeister*). Excursions are also made to neighbouring farms having different kinds of soil and methods of cultivation. The horticultural scholars have an extensive practical field in the kitchen or market garden.

This class of schools are district or Circle institutions and have been established at Schleissheim, in Upper Bavaria, at Lurzenhof, near Landshut, in Lower Bavaria, at Ramhof in Suabia, at Triesdorf and Lichtenhof, in Middle Franconia; at Bayreuth, in Upper Franconia; and at Pfrentsch, in the Upper Palatinate. Candidate scholars are required to be over fifteen years of age, to possess adequate knowledge of reading, writing, and arithmetic; to be of a healthy and strong constitution, and of good character.

School of Husbandry of Schleissheim.

This school was established on one of the royal domains in 1852, on the transfer of the central school to Weihenstephan. The course of study extends over three years. Several of the officials of the estate act as teachers, and the manager of the domain is president. The latter teaches the special cultivation of plants and the management of estates. The other teachers are:—the curate or chaplain who lectures on religion; the agricultural teacher, to whom is specially intrusted the agricultural training of the scholars; the teacher of the cultivation of meadows and pasture land and drainage; the veterinary surgeon of the domain, who teaches the breeding, rearing, and management of farm animals, and the elements of veterinary medicine; the teacher of kitchen-gardening and of fructiculture, and of natural sciences; the district forester, who teaches the management of forests; the schoolmaster of the locality, who teaches the usual elementary school subjects;

the farm-steward (*Feldbaumeister*), who teaches agricultural operations on a large scale; the overseer of the turf bogs of the estate, who gives instruction in the proper method of turf cutting, drying, &c.; the cheese-master of the domain, who teaches dairy husbandry. There is also a house-steward, who superintends the scholars both within and without the establishment.

In 1866–67 the number of scholars was, of interns—first year, 12; second year, 8; third year, 1; total, 21; of auditors or externs, 4; or altogether 25.

Theoretical instruction is chiefly given in the winter months, and in summer only on rainy days and at times when no open air work could be undertaken by the scholars.

In order to give an idea of the extent and character of the course of instruction at this class of schools we shall give a synopsis of the principal heads of the subjects taught at that of Schleissheim.

Religion.

Introduction to the Commandments—The first seven Commandments.

Elementary Subjects.

a. Orthography, composition, writing business letters and other similar documents; short essays on agricultural subjects. *b.* Arithmetic: vulgar and decimal fractions, proportion, chain rule, practical application of calculations to sheep-farming, horse-keeping, milling, and meal and flour, baking of bread, price of bread and flour, management of woods, more complex examples from everyday life; special exercises in mental arithmetic, with different measures and weights, home and foreign coinage, reduction of money. *c.* Introduction to book-keeping by single and double entry, closing of accounts and balancing of books.

Natural Sciences.

This subject was only introduced for the first time in the summer of 1867, and was limited, in *physics*, to the general properties of bodies, equilibrium and motion of solid and fluid bodies; heat and its action. In *chemistry*, the function of this science as regards agriculture and the most important laws of the combination of bodies were taught and illustrated by experiment. The more important simple bodies of interest to the farmer were also prepared and exhibited. Owing to want of time, as during the summer months practical operations occupy the first place, as well as the want of a suitable laboratory, this branch of instruction could not as yet be treated in a manner adapted to the present stand-point of agriculture, and as would be desirable for the scholars.

Agriculture.

Climate, the atmosphere, knowledge and estimation of the value of different kinds of soil, their reclamation and cultivation; implements and machines, their manufacture and repair, taking of them asunder, and putting of them together, their use, manipulation, but especially on the manipulation and use of sowing, thrashing, and hoeing machines, in order to learn to avoid the many mishaps which occur with them; the laying out of manure pits, manure making, the use of different kinds of manure; the knowledge of seeds, and the different methods of sowing and planting, putting in the seed, the management of the young plants during their growth; the conversion of fallow cultivation into regular rotation of crops, calculation of the amount of manure required; the different methods of harvesting, thrashing, winnowing, storing, and drying of crops; the valuation of crops; the establishment and carrying out of simple farm accounts; drawing plans and models to scale, &c.

Technical Industries.

The dairy and dairy produce. The erection and management of distilleries, and the materials suitable for the production of spirit.

Meadow and Pasture Cultivation.

a. Preliminary knowledge—1. Levelling; 2. Surveying; 3. Laying out of drains and dams in water meadows, and the necessary measurements and calculations connected therewith; the quantity of water required for irrigation; 4. Implements used in the cultivation of grass lands. *b.* The practical carrying out of irrigation. *c.* Meadows and pastures, meadow and pasture plants, amount of seed required, and time of sowing, gathering the seed of grasses, &c.; irrigation of meadows, top dressing grass-lands with farm-yard dung, composts, liquid and artificial manures; the hay harvest and its produce; brown hay; nursing of meadows; improvement of meadows by other methods than irrigation.

Drainage.

When and how to supply it; preliminary work; the execution of drainage operations.

Breeding, &c., of Animals and Veterinary Medicine.

In treating of the breeding, &c., of animals, the most important points in general anatomy are first taught, and then the special breeding, &c., of each farm animal is taken up in succession, beginning with the horse, then cattle, sheep, and lastly pigs. The special study of each kind of animal commences with the portions of natural history most worthy of being known; the races are then examined, especially those of Bavaria, and their most characteristic qualities pointed out. After an account of the different methods of improving the breed of cattle, especially by the introduction of foreign male and female animals of the best races, by crossing, and by breeding in and in—the advantages and disadvantages of each method being pointed out—then follows the special subject of breeding, rearing, &c., of animals—*e.g.*, 1. Determination of the qualities of the animals best suited for each special use, such as butcher's meat, milch animals, draught animals, &c. 2. Selection of animals for pairing according to age and use, and in the case of horses, information as to the defects to be avoided. 3. Treatment of pregnant animals (signs of pregnancy, food, watching and attention during it). 4. Birth (regular symptoms of it, assistance allowed in difficult and abnormal parturition), treatment of the mother immediately after the birth. 5. Treatment of the calf (methods of rearing), quantity and quality of milk given to the calf, weaning. 6. Feeding, watching, and management of the adult animal (milch, fattening, and draught animals; quantity and quality of the fodder stuffs, folding of sheep, growth of wool, &c., washing of sheep); determination of the live and dead weight of animals. 8. Use of animals for draught (work done, harness, &c.) 9. Precautions to be observed in the purchase of animals, especially of horses, legal defects of warranty, duration of warranty, limit of time within which a plaint must be lodged. 10. The most usually occurring accidents, and the remedies to be adopted in cases of necessity, and in the milder diseases, especially with regard to their treatment by professional veterinary surgeons.

As regards veterinary practice and operations, the scholars attend whenever there is an opportunity, so as to see as much as possible of the practice. Bleeding from different parts in different animals, help in case of wind

in ruminant animals by the trochar, &c., assistance during parturition, treatment of slight wounds, opening of abscesses, shoeing of horses and oxen. The scholars are also in turn employed in the infirmary, in order to learn practically the care of sick animals.

Forestry.

On wood culture, especially on the natural sowing of leafy and coniferous trees; artificial wood culture—by sowing, planting and cuttings, mountain-forest management, plain-forest management, wood nursing and wood protection, injurious actions on woods, precautions against them; on the employment of woods, the circumstances that appertain thereto, and how a wood and its products may be best used in an economic sense. The winning and use of seeds, especially on the time of their ripening, duration of germinating power, gathering, preparation and preservation of seed; quantity of seed and methods of sowing of the different trees; the seedlings and their further treatment; the young plants of the different trees. On the uses of forests, and especially what may be reckoned to belong thereto, how far they may be used for hay and pasture, and under what circumstances these uses would be injurious. Calculation of the cubic contents of trees—standing, lying, felled and unfelled timber; calculation of surface, determination of the quantity of seed to be sown, or of young trees to be planted in a cleared space or waste. Finally, the cultivation of wood outside of forests, and practical instruction and illustrations by excursions in the neighbouring forestry districts or reviers.

Kitchen and Orchard Gardening.

The nutrition of plants and the condition of growth were taken as the basis of all practical operations. The cultivation of vegetables were treated with especial reference to market gardening, and the cultivation of seed. Fruit cultivation so important for farmers, was taught in all its parts—sowing, grafting, rearing in the nursery, planting out, management, diseases. Pruning, &c., of trees, as dwarfs, standards, and espaliers, were taught according to the fundamental principles upon which these operations depend. Finally, the gathering, preservation and use for drying and boiling were taught, and illustrated as far as circumstances permitted.

In the garden there was an assortment of the best fruits, and also of the hardy varieties which thrive on exposed places. By means of names affixed to them, they were kept constantly before the eyes of the scholars. The better kinds of culinary vegetables, as well as other useful or otherwise important plants, were cultivated for the instruction of the scholars, and their attention was directed to their uses.

The agricultural and horticultural scholars were instructed partly in common, and in part separately.

Besides, the foregoing works of various kinds, the scholars were employed in the nursery, the experimental ground, in extensive and continuous exercises in the field, granaries, meadows, woods, garden, turf bog, in the byres and stables, dairy, cheese-house, distillery, and in winter and rainy weather they were employed for instruction at the carpenter's bench, the vice and lathe in wood and metal turning, and at the carving bench, at the making and repairing of agricultural implements, models, &c. While engaged in these various operations, the scholars are always under the immediate direction and instruction of their respective teachers.

The horticultural scholars receive constant instruction in the kitchen and fruit gardens, under the guidance and supervision of the horticultural teacher.

Excursions to farms, forests, factories, &c., form an important means of instruction.

Experiments with new implements and machines, cultivation of peaty land, trials with manures, and experiments on the cultivation of plants, in all of which the school was aided and encouraged by the general and Circle committees of the agricultural society.

Educational appliances.—The school possesses collections of models, rocks, minerals, and soils, models of fruit, a complete skeleton of a horse, and parts of those of other domestic animals, a herbarium, tools for the repair of the smaller agricultural implements, and the construction of models.

Examinations are held at the end of each session, which are attended by the authorities of the district proprietors, farmers, &c.

School of Husbandry of Lurzenhof.

This school which is now at the farm of Lurzenhof, near Schönbrunn, not far from Landshut, was established in 1854. The farm consists of 104 *Tagwerks*, 43 *Dezines* of land under tillage, pasture, wood, garden, and farm steading. It has five teachers, and in 1866–67 ten scholars, of whom two were in the first class, seven in the second, and one in the third.

The Circle School of Pfrentsch for the Cultivation of Meadow and Pasture and Tillage Land—(*Die Kreis-Wiesen und Ackerbauschule*) was first opened in October, 1855, as a school for the culture of meadows and pasture land (*Wiesenbauschule*)—The drained Pfrentsch-Weiher basin, offering an excellent opportunity for instruction in this department of agriculture, which for this district is of vital importance. In 1859–60 it received its present extension. It is situated on a farm belonging to the circle of the Upper Palatinate, containing 108 *Tagwerks*, and a piece of land, rented from the State, containing a little over 98 Tagwerks. The school rents 1,200 Tagwerks of the Pfrentsch-Weiher basin, which is being laid out as artificial meadows. The course of instruction extends over two years. In 1866–67 it had eleven scholars, seven in the first class and four in the second. Paying scholars pay 140 florins, and if they belong to another Circle or are foreigners they pay in addition 25 florins annually, as a fee for teaching. The free scholars, if industrious and well-conducted, receive beside their board and free instruction, a stipend of 30 florins, which the Government may hold over until the end of the course, when it is paid either in money or in a useful instrument, implement, or other object of equivalent value. In 1860–61, besides a stipend of 165 florins, the school received 1,740 florins from the funds of the Circle, to which the sum of 1,500 florins was added from the central or state educational funds.

The Circle School of Husbandry of Upper Franconia,

Was established in the outer Spitalhof at Bayreuth for 1865–66. The course extends over three years. The number of teachers is seven. In 1866–67 the number of scholars was sixteen, of whom nine were in the first class, five in the second, and two in the third. The farm consisting of 140 Tagwerks, and four fish-ponds, belongs to the hospital.

The Circle School of Husbandry of Triesdorf in Middle Franconia.

This school was founded in 1847 as a central institute upon the royal domain of that place, and put under the manager of the estate. In 1852 the whole organization was modified and improved. The whole domain, with the exception of the State forests was let with the consent of the King to the school, to be farmed by it

independently. In 1854 the school became a circle institution. The domain consists of a compact piece of land, containing 578 *Tagwerks*, under tillage, grass, gardens, &c. The tillage land is divided into eight divisions of about thirty to forty Bavarian *Tagwerks*, each which were cultivated according to the system of rotation of crops. Attached to the school farm is the Circle cattle-breeding establishment, which in 1866–67 had seventy-six head, among which were twelve draught oxen. The other animals were seven horses, 150 Franconian sheep, twenty Negretti breeding ewes, and six to eight pigs, to use up the offal of the establishment.

The technological industries attached to the school and farm are a dairy, cheese-house, and distillery.

The fruit tree nursery contains nearly thirty *Tagwerks*, and had yielded in 1866–67 2,628 young trees.

The school possesses a collection of improved agricultural implements, models, diagrams, a natural history collection, a cabinet of seeds and ears of corn, and grasses, a collection of the soils of Middle Franconia, a small library, beehives, and an experimental field.

The following synopsis show the subjects taught during each year of the course :—

First year.—I. Agriculture ; 1, general plant culture—soils ; 2, special plant culture ; 3, pasture and meadow cultivation. II. Fructiculture. III. Veterinary medicine, &c. IV. German language—composition, writing of business letters, &c. V. Arithmetic and geometry. VI. Drawing. VII. Physics and chemistry.

Second year.—I. Agriculture—1, breeding, &c., of animals ; 2, farm management ; 3, book-keeping ; 4, agricultural technology. II. Veterinary instruction—1, exterior of the horse, horse-shoeing, veterinary practice in cases of necessity. III. Fructiculture (including uses of fruit, viticulture, kitchen-gardening). IV. German language—composition. V. Arithmetic and geometry. VI. Drawing in the winter. VII. Physics and chemistry.

The Circle School of Husbandry of Ramhof near Donauwerth in Swabia and Neuburg.

In 1855 a farming school was established upon the estate of Freiherr von Gaisberg, the farm being leased for the purpose for twelve years. The local or Circle funds of this school amounted to 3,555 florins, and the State also contributed. In 1861 or 1862 this school was given up, and has been replaced by one on the farm of Ramhof, for which a capital of 48,000 florins had already been set apart from the funds of the Circle before the former one was given up. In 1866–67 the number of scholars was twelve. The course of instruction is three years. The number of teachers is not given.

III. The Agricultural Middle Schools.

(*Die Landwirthschaftlichen Mittelschulen.*)

These schools, which are generally attended by the sons of large farmers, brewers, land-holding burghers, &c., are attached to several of the technological or trade schools, but as independent departments. They are intended to give instruction to those occupied with mixed agricultural and manufacturing industry in the provincial towns and low lands, and to serve as preparatory institutions for the central agricultural school, and for higher agricultural instruction generally.

The subjects of instruction are :—religion, arithmetic, the German language, history and geography, natural history and geography, agriculture, agricultural chemistry, geometry, mechanics in connexion with agriculture, and agricultural exercises in the experimental field.

Such institutions exist at present at Freising, in Upper Bavaria ; at Straubing, in Lower Bavaria ; at Kaiserslautern, in the Palatinate ; and at Lichtenhof, in Middle Franconia. The regulations for entrance are the same as for the other scholars of the Technological or Trade Schools.

The Agricultural Middle School of Freising.—In 1866–67 this school had twenty-five scholars, of whom eleven were in the first class, ten in the second, and four in the third class. The institution possesses a chemical laboratory, organized also for agricultural chemistry, a collection of models, an experimental field of 7·21 Tagwerks. The neighbourhood of the agricultural central school of Weihenstephan affords great facilities for seeing operations, &c., on a large scale. In the winter of 1866–67 an agricultural winter course was also given in connexion with the institution.

The Agricultural Middle School of Straubing.—The course of instruction at this school extends over three years, but as it was opened in 1865–66 it could have had no third year's scholars in 1866–67. In that year there were six first year scholars, three second year scholars, or a total of nine.

The Agricultural Middle School of Kaiserslautern.—This school had five scholars in 1866–67, of whom three were first year scholars, and two second year. The third year class came first into operation in 1867–68. The school possesses excellent teaching appliances, and is well situated for making excursions. A winter course or school for further improvement has been combined with this institution, which promises to be successful as it had no less than ten scholars in the first year.

The Agricultural Middle School of Lichtenhof near Nürnberg.—This institution consists of three schools :—1, a School of Husbandry or *Ackerbauschule*, chiefly intended for peasants' sons who intend to work small farms, to be foremen, working stewards, &c. ; 2, a preparatory school (*Vorbereitungsschule*) for those who are not sufficiently advanced to join the Middle School, but who might be able to do so after a preparatory course ; and third, the agricultural Middle School for young persons, sons of proprietors, middle and large farmers, who purpose completing their education at the school or proceeding to the higher central agricultural forestry or veterinary schools.

The course of instruction in the School of Husbandry (*Ackerbauschule*) embraces religious instruction, both Catholic and Protestant, given to the scholars of each communion by their respective clergymen (2 hours a week) ; 2, theoretical agriculture (6 hours a week) ; 3, practical agriculture, from 8 o'clock A.M. to 12 o'clock daily ; 4, chemistry (2 hours a week) ; 5, German language (4 hours a week) ; 6, arithmetic (4 hours a week) ; 7, geography (2 hours a week) ; 8, drawing (3 hours a week ; 9, writing and composition (4 hours a week). The course extends over two years. In 1866–67 three scholars attended the first year's course, and three the second ; or together six. Among them were some adults, one over twenty-seven years of age, and another over twenty-two years of age.

The course of instruction in the Preparatory School was :—1, religion (2 hours a week) ; 2, theoretical agriculture (2 hours) ; 3, practical agriculture ; 4, arithmetic (4 hours) ; 5, reading (1 hour) ; 6, writing (4 hours) ; 7, German language (4 hours) ; 8, geography (2 hours) ; 9, elementary science (8 hours) ; 10, drawing (8 hours). Three scholars attended this course in 1866–67.

The course of instruction in the Middle School extends over three years, and embraces :—

I. First year's course—1, religion (2 hours) ; 2, theoretical agriculture (5 hours)—soils, clearing, and reclaiming land, tillage operations ; 3, practical agriculture (according to the season and the work to be done from 12 to 30 hours weekly) ; 4, natural history (5 hours) ; zoology (2 hours) ; general botany (2 hours) ; special botany

(1 hour); 5, arithmetic (4 hours); German language (4 hours); 6, German language (4 hours); 7, geography (2 hours); 8, drawing (6 hours); 9, writing (4 hours).

II. Second year's course—1, religion (2 hours); 2, theoretical agriculture—manures, general plant culture, special plant culture, continuation of special botany (7 hours). Practical agriculture as in the first year; 4, natural science (5 hours); physics (3 hours); chemistry (2 hours); 5, arithmetic (4 hours); 6, geometry (2 hours); 7, German language (4 hours); 8, drawing (4 hours).

III. Third year's course—1, religion (2 hours); 2, theoretical agriculture—general and special production of animals (4 hours); agricultural operations (5 hours); 3, practical agriculture as in the first and second years; 4, chemistry—pure chemistry, agricultural chemistry, chemical principles of agricultural technology, making of wine, beer, spirits, vinegar, starch, bread, sugar, fats and oils, cheese; elements of chemical analysis (4 hours a week); 5, mineralogy (1 hour); 6, anatomy and veterinary medicine (2 hours); 7, geometry (3 hours); 8, German language (3 hours); 9, drawing (4 hours).

The number of students in attendance in 1866-67, was 63, exclusive of 5 who left during the session, and of two who could not attend owing to illness. Of these, 25 were first year's scholars, 20 second year's, and 18 third year's.

The State granted some free places to poor scholars, and abated the fees for others. Stipends for industrious scholars were also given by the General Committee of the Agricultural Society, and by the Agricultural Circle Committees of Ansbach and Augsburg.

IV. The Agricultural Central School at Weihenstephan near Freising.

This institution was transferred, as has already been stated, in the year 1852, from Schleissheim to Weihenstephan, and re-organized. Its object is to educate the students in the theory and practice of agriculture, and the branches of manufacturing industry, combined with or immediately dependent upon the latter, so as to fit them to set up, direct and obtain the best results from the cultivation of large farms, or factories of sugar, beer, vinegar, cheese, and other more or less rural products. The institution may be said to embrace four distinct schools:—1, a preparatory school for such candidates as are found unprepared to attend the regular schools; 2, a fructicultural school intended for the education of gardeners, &c., which has been established for the purpose of utilizing the educational advantages of the fine gardens of the establishment, and of more economically keeping them up; 3, the high school proper; and 4, the technological or industrial school.

The students consist of—the students proper or *Eleves*—who attend all the courses, of the auditors or *Hospitants*, who attend at least three courses, and the technologists or those whose objects are chiefly to acquire a theoretical and practical knowledge of industries directly connected with agriculture. To become an *Eleve* the candidate must have completed his 16th year, and present certificates of having passed through the full course of a complete agricultural and technological school, or attended the two first courses of a *Real*-school, otherwise they must undergo an entrance examination which shall embrace the subjects taught in the institutions just named, and the necessary preliminary knowledge of the Latin language. A certificate of previous good conduct must also be presented.

The scientific instruction in this institution embraces the following subjects divided according to sessions.

In the First Course.

Winter Session.—Physical geography, agricultural chemistry, general morphology of plants, anatomy and physiology of the animal organism, agricultural implements, drawing, applied mathematics, general architecture.

Summer Session.—Œconomical and forestry botany, special structure of plants; description of farm management, special breeding, rearing and management of animals; land surveying; agricultural chemistry.

In the Second Course.

Winter Session.—Special breeding, rearing, and management of animals, veterinary medicine; cultivation of tillage and meadow land, farm arrangement and management; agricultural technology; agricultural architecture; forestry; agricultural law.

Summer Session.—Continuation of breeding, rearing, and management of animals and of veterinary medicine; cultivation of meadows; agricultural technology (continuation, fructiculture, viticulture, and horticulture); agricultural valuation of estates, and book-keeping; continuation of forestry and agricultural law.

Practical instruction is given in all, theoretical and industrial branches admitting of it by means of practical exercises and occasional excursions, and at least one-half of the whole period of instruction is devoted to it, the period of the year and the weather being taken into account. Due care is taken for the religious services and religious lectures of Catholics and Protestants.

The students (*Eleves*) reside in the Institution. Bavarians pay for instruction, lodging, including bed, fire, light and service, breakfast, dinner, and supper, 125 florins. Foreigners 150 florins, and 2 florins for the use of the reading-room.

Such youths as have completed their sixteenth year may be admitted as externs or auditors (*Hospitants*) for not less than three subjects of instruction when they possess the indispensable previous preparation for such studies, engage to attend the lectures regularly, produce certificates of good conduct, submit to the domestic and disciplinary regulations, and undergo the monthly examinations on the subjects of the lectures. The only externs dispensed from these conditions are such as have passed through a university course, or who already occupy a public office or who have passed their 24th year. The externs pay as fee for the first and second sessions 50 florins, for the third and fourth 25 florins, together with a half-yearly contribution of 2 florins for the reading-room.

The royal estate of Weihenstephan near Freising has been rented to this Agricultural Central Institution to be managed as a model farm, and also to afford practical instruction. It embraces a very compact area of about 600 Tagwerks, under tillage and pasture, together with a residence and farm buildings, cow and sheep houses. The Institution has in addition a separate experimental field, a large brewery, a nursery, a hop-garden, a Technologicum, a chemical laboratory, a cheese factory, a cabinet of seeds, a collection of implements and models, a library, a dissecting-room and pharmacy for veterinary medicine. Recently the school has received a further extension by the establishment of a separate brewing school, a special course of instruction for the cultivation of fruit, and a preliminary course for practical exercise.

The number of *Eleves* in 1866-67 was 22, of whom 10 were first year students and 12 second year students—the course of study being only 2 years. The number of *Hospitants* or auditors was 38, of whom 22 were juniors and 16 seniors. The total number of students of both classes was therefore 60, of whom 30

were Bavarians, 22 Germans of other states and 8 foreigners (Hungarians, Bohemians, Moravians, and Russians).

The special subjects of instruction for the newly established course of brewing are: Political economy, book-keeping in reference to brewing, chemistry, brewing in its whole extent,—buildings for breweries, heating and management of steam, calculations, drawing, cultivation of barley and hops. Instruction in the use of the microscope and saccharometer, practical exercises in the State brewery.

The special subjects of instruction in Fructiculture are: 1. Fruit-tree cultivation—laying out of nurseries of fruit-trees according to position, methods of rearing, &c.; 2. Fruit-tree nurseries—selection of the proper site for the different genera, and kinds, transplanting, nursing, diseases and accidents; 3. Utilization of fruit—gathering and preservation of fruit; 4. Carpology—systematic division of the genera of fruits, influence of the knowledge of varieties on the spread of the cultivation of fruit.

An Economic garden has recently been established for the most important cultivated plants and their numerous varieties, especially for such useful plants as have hitherto been but little cultivated on a large scale, or which have been suggested for the first time for cultivation. Typical examples of the cultivation of the most important cultivated plants are also shown in this garden, such for example as flax, hemp, madder, tobacco, sun-flower, &c. The work of the garden is performed by the scholars of the preliminary course which has been established for the purpose of exercising the scholars in practical operations and the use of new implements and machines.

The State forests afford opportunity for the practical study of forestry.

The milch cows are of several races, so as to afford an opportunity of illustrating the influence of breeding on their qualities. There are 480 Merino and South Down sheep.

The students practice in the Technologicum, the laboratory, the experimental field and the gardens. They have the privilege of entering the State brewery, and of taking part in the experimental mashes of the technologists. They also make excursions with the technologists to breweries, the sugar works at Regensburg, &c.

The technologists, besides the theoretical instruction in the laboratory, are specially instructed in the analysis of waters, the determination of the quality of barley, malt, hops, and yeast, as well as in the preparation of starch, dextrin, starch-sugar, and in the use of the microscope.

The fructicultural scholars, besides the theoretical instruction which they receive from the several masters, work in the garden, which has an extent of 18 *Tagwerks*, and which contained, deducting thinnings, 260,000 enobled fruit trees of the several genera, sorts and forms. In 1866–67 4 *Tagwerks* were planted out with 60,000 young trees, in part enobled by grafting, in part wild.

The scholars of the preparatory school, besides working in the economic garden above mentioned, are also occupied in the management of the farm yard, &c.; in keeping accounts of articles delivered, and of the receipts and disbursements of all kinds connected with the farm in the day books.

4.—Agricultural Education in the Austrian Empire.

The following complete summary of information respecting the provisions for agricultural education in the Austrian Empire, existing in February, 1868, is taken from a paper published by the Minister of Agriculture: "*Die landwirthschaftlichen Unterrichts-Anstalten der im Reichsrathe vertretenen Königreiche und Länder der Oesterreichischen Monarchie.*" This document was enclosed in His Excellency Baron von Beust's note of June 28th, 1868, to Lord Bloomfield, Her Majesty's Minister at Vienna, and transmitted by the latter to Lord Stanley, Her Majesty's Secretary of State for Foreign Affairs, for the use of the Commission.

There are six superior and intermediate institutions for instructing landed proprietors and large farmers in agriculture, and eighteen agricultural schools chiefly intended for the education of future small farmers, and also for the instruction of the subordinate officers of large estates. There are four special schools for Forestry (*Forstwirthschaft*), six for Viticulture and Fructiculture (*Weinbau, Obstbau*), three for Sericiculture and Apiculture (*Seidenbau, Bienenzucht*), and lastly three Veterinary and Horseshoeing schools (*Thierarzneikunde, Hufbeschlag*). Chairs af agriculture exist in, or courses of lectures on that subject are given at several of the universities, polytechnic institutes, upper gymnasiums, *Real*-schools, &c. In addition to these there are already several Agricultural Schools "for further improvement" (*Landwirthschaftliche Fortbildungs-Schulen*).

The superior schools, the chairs of agriculture, and the special schools are distributed over the whole empire, but the majority of the schools of Husbandry (*Ackerbau-Schulen*) are in Bohemia and Moravia.

Tyrol, the Vorarlberg, Silesia, Istria, and Dalmatia, possess as yet, unfortunately, no institution for agricultural education.

Steps are being taken in Silesia, Bukowina, and Istria, for the establishment of agricultural schools.

Until the erection of agricultural schools in Tyrol, stipends or scholarships out of the educational fund of the country (*Landescultur-Fonde*) are given to young persons to enable them to visit agricultural schools elsewhere. It is intended to do this also in Carniola and Dalmatia.

Superior and Intermediate Institutions for Agricultural Instructions.

The object, plan of study, and conditions of admission for this catagory of educational institutions, are in general the same as are customary for the similar ones in Germany. The course of instruction is completed in from two to three years. A farm is attached to most institutions of this kind, by which the objective instruction is facilitated, and the students are enabled to learn the practice of agriculture.

The Imperial Royal Agricultural Institute at Ungarish-Altenburg.—This Institution ranks first among the Agricultural Institutions of Austria. In 1818 the then owner of the Altenburg estate, Duke Albert Sachsen Teschen, founded an establishment for agricultural education, which was maintained and fostered by the Archdukes Karl and Albrecht. Up to 1848 about 1,000 youths had been educated at the Institution. After that year, the newly created Minister of Agriculture resolved to establish a superior agricultural college for the whole empire. Ungarish-Altenburg was selected for this purpose, not only on account of its antecedents, its favourable position in the centre of the empire, the neighbourhood of numerous well-managed and well-cultiva-

ted estates, but above all, the munificence of the exalted possessor. The new superior educational establishment was opened in November, 1850, and made rapid progress under the management of the former director of Hohenheim, Ministerial Councillor H. W. von Pabst; since 1863 Dr. A. Masch has been director, and Professor Wilhelm Heske agricultural manager. The attendance of students is always considerable, notwithstanding that here more than elsewhere, candidates for admission are unhesitatingly sent away if their previous preparation be deemed unsatisfactory. Since the foundation of the Institute the number of students has been over 1,300. The educational appliances are excellent, part of them attracted great attention at the Paris Exhibition of 1867. For practical instruction there is a farm of 350 Joch, provided with an experimental field, farm offices, machines, workshops, &c. There is also a botanical garden of 12 Joch. The archducal domains are also open to the students.

In consequence of the altered political circumstances, the remodelling of this state agricultural high school, or its removal to one of the Slavo-Germanic provinces may become necessary.

The course of study occupies two years; the number of teachers is ten, the average number of students 130, and the annual cost of maintenance 54,000 florins. The fees, farm, &c., produce 24,000 florins.

The Agricultural Institute for Galicia at Dublany.—This Institution was founded in 1855 by the Agricultural Society of Galicia. Since 1865 the Provincial Diet of Galicia has given it an annual subvention of 5,000 florins, and 10 stipends or scholarships of 100 florins each. It has a farm of 700 Joch, with extensive offices for cattle, and a breeding establishment for negretti merinos, an agricultural botanical garden, and a chemical laboratory. The language of the Institution is Polish. The course of study occupies three years. The number of teachers is eight. The average number of students in attendance thirty-six; and the annual cost of maintenance 8,000 florins.

The Superior Agricultural and Rural-industrial Provincial Educational Institute of Tetschen-Liebwerd.—(Höhere landw. u. landw.-industrielle Landes-Lehranstalt).—This Institution was first founded as an agricultural school in 1850; in 1856 a superior department was added. It was declared a provincial educational institute in 1865. The superior direction is carried on by a council appointed by the Bohemian Government, a member of which, Agricultural Councillor A. E. Komers, acts as director-in-chief, while the duties of local director are performed by Professor Dr. Theodor von Gohren. The language of the institution is German. The course of study occupies three years, and is adapted especially for rural industries. The number of teachers is sixteen; the average number of students in attendance 110; and the annual cost of maintenance 20,000 florins, of which 10,000 are contributed by the State. Since its foundation the Institute has been attended by about 1,000 students. For the purposes of practical instruction, the institution has the farm of Liebwerd, an experimental field, a botanical garden, a nursery for the cultivation of fruit trees (*Obstbaumschule*), and a brickworks; a chemical laboratory connected with a chemico-agricultural station, a technological workshop, collections of all kinds, &c.; finally, the Count Thun-Hohenstein's domain of Tetschen, with a brewery and spirit and liqueur distilleries.

The Superior Agricultural and Rural-industrial Provincial Educational Institute of Tabor. (Höhere landwirthschaftliche u. landwirth.-industrielle Landes-Lehranstalt).—In this Institution, founded in 1866, which is of equal rank with that of Tetschen-Liebwerd, the language spoken is the Bohemian. The town of Tabor purchased land and farmhouses for this Institution at a cost of 51,500 florins, and granted 28,000 florins for its establishment. The course of instruction occupies three years; the number of teachers is 14; the average number of students in attendance 60; and the annual cost of maintenance 18,145 florins. The State gives an annual grant of 10,000 florins. Over 2,000 florins are annually expended for apparatus and other educational appliances. Besides the farm at Tabor, the Institute has an experimental field, a nursery for fruit trees, a chemical laboratory, a meteorological station. There are also available to the students several mills and a brewery at Tabor, several distilleries in the neighbourhood, and adjoining well-managed estates to which excursions are made. The Institute and farm are managed by a director. The general superintendence is in the hands of a council composed of three officials of the town, three professors of the Institute, a member of the Agricultural Society, and the Mayor of Tabor. There is also an inspecting committee composed of three persons, representing the Government, the Town Council, and the Patriotic Æconomical Society.

The Superior Private Agricultural School of Dr. Franz Čupr at Kolčawka. (Höhere landwirthsch. Privat-Lehranstalt.)—At this School, founded in 1856, the course of instruction occupies two years; the number of teachers is 4; the average number of scholars in attendance 45; and the annual cost of maintenance about 5,000 florins. The Institution is in connexion with the farm of the same name, which is the private property of the director, and serves for giving practical instruction and making experiments. It possesses a library of 16,000 volumes, a rich collection of models, a botanic garden, &c. Instruction is given both in German and Bohemian. The fee is 110 florins annually.

A superior Agricultural School was about to be established in connexion with the Technical Institute of Brünn.

The sixth superior Agricultural School is the Operative Department of the *Lower Austrian Agricultural School of Grossau.* The course of instruction occupies two years; there are 7 teachers, who teach both the superior and lower scholars; the number of the former in 1867 was 30.

Schools of Husbandry.

Ackerbauschulen.

The *Ackerbauschulen* belong to the educational establishments intended to provide the smaller farmers and the agricultural population generally with technical instruction. The value of this class of schools is being more and more appreciated, as is shown by the erection of many of them lately, and by the recent debates of the Provincial Diets. Besides practical exercise in farming, the scholars are suitably instructed in the separate branches of agricultural knowledge, their general improvement being also attended to.

The Styrian School of Husbandry at Grottenhof, near Graz.—This School, founded in 1840, was held in Graz until the year 1867. It was supported by the Agricultural Society, the State also giving an annual grant, and fourteen stipends or scholarships. Since then Grottenhof, in the immediate neighbourhood of Graz, has been rented, and the new School taken up by the State. The course of instruction occupies three years; the number of teachers is 3; the average number of scholars in attendance is 30; and the annual cost of maintenance 7,200 florins. There are also four private stipends or scholarships.

The School of Husbandry of Tetschen Liebwerd.—This School was founded in 1850. The course of study occupies two years; the number of teachers is 11; the average number of students in attendance is 24; and the annual cost of maintenance 3,500 florins, of which the State contributes 1,050 florins.

The School of Husbandry of Lower Austria at Grossau.—This School, which was founded in 1857, consists of two departments; the superior one has already been mentioned. The course of study in the ordinary school

extends over two years; the number of teachers is 7; they are common to both departments; the average number of scholars is 50; the cost of maintenance for both departments is 11,200 florins. The State grants 50 stipends. The establishment is on the estate of Freiherr von Villa-Secca.

The Gallician School of Husbandry at Czernihow.—This School, founded in 1860, is a State School since 1866. The course of study occupies three years; the number of teachers is 6; the average number of scholars in attendance 40; and the annual cost of maintenance 5,000 florins.

The lower division of the Croat-Slovenic Educational Establishment at Kreuz.—This School was established in 1862. The course of study occupies three years; the average number of scholars in attendance is 43. We have no information regarding the superior division of the Institution, although in the document from which our information is derived there is a reference to the section on superior and intermediate education, but the name does not occur in it. The Institution is probably analogous to that of Grossau in Lower Austria.

The School of Husbandry of the Circle of Saaz at Kaaden.—This School, founded in 1863, receives from the Circle a subvention of 1,000 florins out of certain funds (*Contributions-Schüttboden* and *Getreide-Geldfonds*). The instruction, which occupies two years, is given in German; the number of teachers is 4; the average number in attendance 20; and the annual cost of maintenance 3,200 florins. Seven stipends have been founded from contributions received from several local sources and private persons. There are also two prize foundations.

The School of Husbandry of Chrudim.—This school established in 1863, receives a subvention of 4,000 florins from the Town Council. The course of instruction occupies two years, and is given in Bohemian. The number of teachers is eight; the average number of scholars in attendance is thirty-two; and the annual cost of maintenance 7,250 florins. A winter course for small farmers was to have been established in 1868. The teachers are bound to give itinerant lectures at meetings of farmers (*Wander-Vorträge*). The school rents a farm of 29 Joch.

The School of Husbandry at Hracholusk, near Raudnitz.—This school was established in 1864 for the circle of Raudnitz. It is maintained by an annual state subvention of 1,000 florins, and an annual sum of 2,500 florins from the quinquennial proceeds of certain funds of the circle (*Contributions-Schüttboden* and *Getreide-Geldfonds*). The course of study occupies two years; the number of teachers is six; the average number of scholars in attendance is twenty-nine; and the annual cost of maintenance 4,000 florins.

The Upper Austrian School of Husbandry at Irnharding.—This school was founded in 1865. The course of study occupies two years; the number of teachers is two; the average number of scholars in attendance is 13; and the annual cost of maintenance 5,500 florins, inclusive of eight stipends of 140 florins each. The school was to be transferred in the autumn of 1868 to some farm to be rented for the use of the school.

The Moravian School of Husbandry at Prerau.—This school founded in 1869, is maintained by the Agricultural Societies of the Circles of Olmütz and Zahleniz-Kwassiz, and by voluntary contributions. The State granted 2,500 florins to establish it, and gives an annual subvention of 1,500 florins. The Agricultural Society of Moravia and Silesia gives three stipends of 50 florins each. The course of study occupies two years; the number of teachers is four; the average number of scholars in attendance is thirty; and the annual cost of maintenance 4,678 florins.

The Carinthian School of Husbandry at Klagenfurt.—This school was established in 1866 by the Agricultural Society of Carinthia. The school receives a subvention of 2,000 florins from the State funds. It is merely a winter school; during the summer the scholars are distributed on well managed farms. The course of instruction occupies two years; the number of teachers is five; the average number of scholars in attendance is fourteen; and the annual cost of maintenance 2,000 florins.

The School of Husbandry of Lobositz.—This school was founded in 1866 on Prince Schwarzenberg's domain of Lobositz. The work of the scholars who are paid as day-labourers covers the expense of their maintenance. The teacher (there is only one) and the teaching appliances are gratuitously provided by the Prince's principal agent Edmund Osumbor. It is, properly speaking, a school for providing properly trained servants for the estate. The course of study occupies one year; and the number of boys attending the school ten.

The School of Husbandry of Neutitschein.—This school was established in 1866, and is maintained by the Agricultural Society of the Circle of Neutitschein. The State gave 2,500 florins to assist in its foundation, and gives an annual subvention of 1,500 florins, and one stipend of fifty florins. The course of instruction occupies two years; the number of teachers is two; and the average number of scholars in attendance twenty-six.

The School of Husbandry and Flax-preparation of Schönberg.—This school was established in 1867 on the estate of Carl Oberleitner. It is maintained by the Agricultural Society of the Circle. The Provincial Diet granted 2,500 florins to set it up, and gives an annual subvention of 1,500 florins. The course of study occupies two years; the number of teachers is four; the average number of scholars in attendance ten; and the annual cost of maintenance 1,950 florins.

The School of Husbandry of Eibenschütz.—This school was founded in 1867. It is maintained by the Agricultural Association of the Circle out of a State subvention of 1,500 florins, and private contributions. The Provincial Diet voted 2,500 florins to set it up. The Agricultural Society of Moravia and Silesia gives three stipends of fifty florins each; and there is one private one of the same value. The course occupies two years; there are five teachers, and on average ten scholars. The annual cost of maintenance is 2,500 florins.

The School of Husbandry of Gross-Meseritsch-Ossowa.—This school was founded in 1867 on the estate of Count Heinrich Haugwitz, who allows the scholars to be practically instructed on his farm. He has also given an experimental field of five Joch, and the necessary buildings at a rent of fifty florins. It is maintained by the Agricultural Association of the Circle, with the aid of a State subvention of 1,500 florins. The Provincial Diet voted 2,500 florins to set it up. The course of instruction occupies two years; the number of teachers is two; the average number of scholars eight; and the annual cost of maintenance 1,700 florins.

The School of Husbandry of Gorz.—This School was founded in 1867, and is maintained by the Provincial Diet. The teaching appliances are provided by the Agricultural Society, which receives a subvention of 500 florins for the cession of the experimental farm. The course of instruction occupies two years, and is given in parallel classes in Italian and Slovenic. There are three teachers; the number of scholars is not given; the annual cost of maintenance is 2,200 florins.

The Æconomic Educational Institute of Znaim. (*Oekonomische Lehranstalt.*)—This School, founded in 1868, is maintained by the Agricultural Association of the Circle, with the aid of a State grant of 1,500 florins and voluntary contributions. A sum of 2,500 florins for setting up the School was voted by the Provincial Diet. It has two stipends of 50 florins each. The course occupies two years; the instruction is given in German and Bohemian. The number of teachers is 5; the average number of scholars in attendance 16; and the annual cost of maintenance 3,000 florins. The director gives field lectures on Sundays to the peasants.

There were in course of erection at the beginning of 1868 the following schools of this class:—One at Capo d'Istria, which is to be maintained by the State; one for the Circle of Teschner, and another for the Circle of Troppau. The Diet voted in 1855 a joint sum of 4,000 florins for the establishment of the two last. And finally, a school was about being erected at Solko, in Bukowina.

Agricultural Improvement Schools.

(*Landwirthschaftliche Fortbildungsschulen.*)

The first of this class of schools, of which so many exist in Bavaria and Würtemberg, was established in 1866 at Mödling by the Agricultural Society of the Circle of that name. The number of teachers is 5, and of scholars 150. In consequence of the success of this School, similar Schools have been set up at Gaaden, Atzgersdorf, Gumpoldskirchen, Neudorf, and Schwarzau. It is the intention to introduce these Schools into Austria generally.

Agricultural Sunday Schools.

The only one of this class of schools in operation appears to be the one established in 1867 on the estate of Ritter von Dombrowski at Ullic, in Bohemia. The course of instruction occupies one year, and there are two teachers.

Travelling Agricultural Lecturers.

Independent of the field lectures given in Bohemia, a plan of giving lectures at farmers' meetings, as in the Grand Duchy of Baden and in Wurtemberg, has been introduced into Tyrol and Salzburg. Instruction in flax-retting has also been given in Moravia by two travelling instructors.

Forestry Schools.

(*Forstschulen.*)

The Imperial-Royal Forestry Academy of Mariabrunn. (K. k. Forstakademie.)—A Forestry School was established at Mariabrunn in 1813. In 1867 this School was re-organized and raised to the position of an Academy of co-ordinate rank with a University. The pass examination is now a substitute for the State examination for foresters. As a rule, those only who have completed their studies at Mariabrunn are admitted into the service of the Crown forests. The neighbouring Crown forest of Weidlingau, containing 3,000 Joch, has been placed under the management of the Academy. A botanic garden of a special kind, extensive collections to illustrate all the principal and collateral branches of the science of Forestry, and a considerable library are also available to students. A Forestry Experimental Station—the first of its kind—and a Physiological Institute are combined with the chemical laboratory. Special attention is devoted to the science of Forest-Engineering. Practical instruction is assisted by excursions and practice in the Crown forests of the neighbourhood. The library is opened for general use. The course of study extends over three years; there are eight professors, and on average seventy-five students. The annual cost of maintenance is 30,000 florins, which is covered by receipts to the extent of 2,900 florins.

The Moravo-Silesian Forestry School at Eulenberg, near Sternberg.—This School, founded in 1852, and maintained by the Forestry School Association of Moravia and Silesia, has four teachers and forty-one scholars, who go through a two-years' course. The annual cost of maintenance is 8,850 florins. It receives grants from the Diets of Moravia and Silesia amounting to the joint sum of 2,415 florins.

The Bohemian Forestry School at Weisswasser.—This School, which was established in 1855, has also four teachers, and on an average seventy-two scholars, who go through a two-years' course. The annual cost of maintenance is 8,000 florins. This School is maintained by the Forestry School Association of Bohemia.

The Eulenberg and Weisswasser Schools are intended to educate private forest administrators, district foresters, and Jägers. The Eulenberg School was formerly at Märisch-Aussee, and was transferred to the present site in 1867.

The Lower Austrian Forestry School at Hinterbühl.—This School was founded in 1865 by the Imperial Society of Vienna. Its object is the education of useful persons for the protection of forests and the technical employments connected therewith, as well as managers for small, especially Communal, forests. The course occupies one year; there are two teachers and twelve students. The annual cost of maintenance is 3,550 florins. There are six stipends of the value of 200 florins.

Inferior Forestry Schools are about to be established at the expense of the State in Upper and Lower Carniola.

Schools for the Cultivation of the Vine and Fruit.

(*Wein und Obstbauschulen.*)

Instruction in the cultivation of fruit trees has been introduced into a great many of the Primary Schools of the different Austrian provinces. In Bohemia, Moravia, and Silesia there are about 3,000 school-gardens for fruit-tree culture. Besides these, there are the following special schools:—

Horticultural and Fructicultural School at Brünn (*Garten und Obstbauschule*).—This school, established in 1850, is maintained by the section of the Moravo-Silesian Agricultural Society, for fructiculture, viticulture, and horticulture. It has two teachers and thirty students, who pass through a course of one year.

School for the Instruction of Gardeners at Lemberg (*K. k. Gärtnerbildungsanstalt*).—The botanical garden at Lemberg defrays the expense of this school. Part of the stipends attached to it are paid by the city of Lemberg and the State. The course of study extends over four years; the number of teachers is three, that of the scholars nine, and the annual cost of maintenance amounts to 1,300 florins.

Instruction is gratuitously given to garden helpers since 1856, by the Secretary of the Bohemian Horticultural Association. The course occupies one year; the average number of scholars is twenty-four.

Lower Austrian School for Fructiculture and Viticulture at Klosterneuburg.—This school, founded in 1860, has seven teachers, and on an average twenty-four scholars, who pass through a two-years' course. The annual cost of maintenance is 12,000 florins, of which the State contribute 5,500 florins; the rest is made up by the convent and the stipends. This school has, in the extensive vineyards, experimental gardens, nurseries, and cellars of the convent, the amplest field for practical instruction. There is also an annual fourteen day course for teachers of primary schools, for which the Lower Austrian Diet has granted ten stipends of forty florins each.

Course of Instruction for the Improvement of Fruit-tree Gardeners (Baumwärter) at Brünn.—This course, established in 1863, is maintained by the section of the Moravo-Silesian Agricultural Society for fructiculture, viticulture, and horticulture. The course occupies one year, and is attended by two scholars. There is only one teacher.

Viticultural School at Krems.—This school was established in 1864. The course of study occupies one year. There are two teachers, and on an average twenty-five scholars. The annual cost of maintenance is 650 florins, which is borne by the Lower Austrian Chamber of Commerce and Industry, and the Communes of Krems and Stein.

A viticultural school was in course of being established at Marburg, and one for the culture of the vine, fruit, silkworm, and bees at Laibach.

Sericicultural and Apicultural Schools.

(Seidenbau und Bienenzuchtsschulen.)

Sericicultural establishment at Baierdorf, near Graz.—This Institution was established by the Styrian Society for the breeding of the silkworm. It is also an apicultural establishment. The course of instruction occupies one year. It has two teachers, and on an average thirty-two scholars. The annual cost of maintenance is 700 florins. The state gives six annual stipends of forty-two florins each.

Apicultural Instruction of the Lower Austrian Agricultural Association at Vienna.—The course of instruction which is given by one teacher occupies one year. The average number of scholars is forty. The instruction is chiefly intended for candidate teachers. It is maintained by the society above-named with assistance from the authorities of Lower Austria, and the members of the society. Courses of instruction in apiculture were also about to be given in the garden of the Theresianum of Vienna during the summer of 1868, and at Innsbruck.

Veterinary Schools.

The Imperial Royal Veterinary Institution at Vienna (K. k. Thierarznei—Institute).—This establishment, which was founded in 1777, consists of three schools—

1. The Veterinary Surgeons' School.
2. The School of Military Veterinary Smiths.
3. The Horse Shoeing School.

The course of study for the surgeons occupies three years, and for the smiths two years. There are six professors, and five assistant professors—two of the latter having the position of free lecturers, as at the universities. The smiths, so far as their education extends, appear to attend the same lectures as the surgeons. The number of students of the latter class is, on an average, 130, and of the veterinary smith class 100. The course of instruction in horseshoeing occupies six months; so that there are two classes each year, consisting on an averege of sixty. The annual cost of maintenance is 65,000 florins. The income of the establishment, as a hospital and shoeing forge, is 22,000 florins. Military surgeons especially are educated at this Institution, which is placed under the Minister of War. Most of the provinces of the Empire send students who receive stipends. The number of stipends paid from state funds at present is seventeen; besides which there are for Tyrol and Vorarlberg four stipends paid out of the educational fund of the province; one for Istria out of the funds at the disposition of the Minister of Agriculture.

The Styrian Horseshoeing and Veterinary Institute at Graz (Steiermärkische Landschaftliche Hufbeschlags- und Thierheilanstalt).—The course of instruction at this institution, established in 1842, occupies one year. There are three teachers, and on an average twenty scholars. The annual cost of maintenance is 2,970 florins; the receipts amount to 2,772 florins. Lectures are given on epidemic diseases, veterinary police, and on agricultural veterinary medicine. Five stipends of 100 florins each are given by the State.

Horseshoeing School at Laibach.—This School, which was established in 1850, combines instruction in horseshoeing with a hospital for animals and a course of instruction in veterinary medicine. The course of instruction occupies one year; the number of teachers is three; the average number of scholars fifteen; and the annual cost of maintenance 1,600 florins, of which the State contributes 630 florins.

Chairs of Agriculture and Lectures in Universities, Polytechnic Institutes, &c.

The chairs of agriculture in several Universities and Polytechnic Institutes date in part from a time when there existed no special practical Agricultural School. Since the year 1865 and 1866 courses of lectures on agriculture have been added in some of the *Real* Schools of Bohemia and Moravia, the instruction given being adapted to the general educational standard of the schools. The scholars are thus prepared for the more advanced instruction of the higher schools, at the same time that the instruction given afford a fair amount of technical knowledge.

In some training schools for primary school teachers, instruction is also given in different branches of agriculture. This instruction is not however deemed sufficient, and accordingly in Gallicia it has been suggested to combine the seminaries for teachers with the agricultural schools.

Chairs of Agriculture in the University and in the Polytechnic Institute of Vienna.—These two chairs are now filled by a professor of the Polytechnic Institute. The latter institution receives in connexion with the chair an allowance of 400 florins for the museum, and 200 florins for excursions. The course of instruction extends over two years; the average number of students attending the course is fifty; and the cost of maintenance about 3,000 florins.

Chair of Agriculture and Estate Management in the Polytechnic Institute of Prague.—The course of instruction occupies one year. We have no information as to the number of students who attend, or about the annual cost of maintenance. Special lectures are also given on Forestry. The institution possesses a very rich cabinet of models.

Chair of Agriculture at the Technical Institute of Cracow.—This chair was established in 1833. The average number of students attending the lectures is eighteen.

Chair of Agriculture in the Technological Institute of Brünn.—This chair was given over to the Institute by the University of Olmütz, and is maintained by the State. The average number of students is thirty-five.

Chair of Agriculture at the Educational Establishment of the Military Administration for the Government of the Frontier.—This chair was established in 1858. The course of study extends to two years and the lectures are attended by twenty-four students. The annual cost of maintenance is 1,600 florins.

Agricultural and Forestry School of the Technological High School of Graz.—A special chair of agriculture was established in this institution in 1865. The class consists on an average of twelve students. The experimental farm of the Agricultural Society in Graz, and the adjoining woods afford a field for experiment.

Agricultural course at the Upper Gymnasium of Klagenfurt.—A course of instruction in agriculture was commenced as early as the year 1808 at the Upper Gymnasium of Klagenfurt. In 1867 the average number of scholars who attended the course was fifteen. The sum allowed for the course is 150 florins.

Agricultural course at the Upper Gymnasium of Laibach.—This course was commenced in 1817, and is attended by seventeen students on an average. The use of the Botanic Gardens is allowed for this course, which costs about 210 florins.

Real School of Rakonitz.—A course of lectures on agriculture, attended by thirty students on an average is given at the Upper *Real* School of Rakonitz. The cost of this course is 600 florins. The Commune has given an experimental field, and established a school for fruit-culture in connexion with the course.

Agricultural course at the Episcopal Seminary of Linz.—This course was commenced in 1808, and is attended by forty-six students on an average. The annual cost of maintenance is 270 florins.

Agricultural course in the Theological Educational Establishment of the Greek Church at Czernowitz.—This course was commenced in 1865, and is attended by twelve students. The teachers receive for the annual course 200 florins from the church funds.

Agricultural Lectures in Salzburg.—In 1867 a course of lectures was established for candidate teachers (on whom attendance is obligatory), scholars of the Gymnasium, and *Real*-School, &c. These lectures are given gratuitously by Professor Woldrich at the experimental farm at Salzburg. There are also excursions and practical instruction given on surrounding farms.

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ROYAL COMMISSION ON PRIMARY EDUCATION.

MAP OF IRELAND

SHOWING THE POSITIONS OF ALL THE

AGRICULTURAL SCHOOLS

IN EXISTENCE IN THE YEARS 1868 & 1869.

11° 10° 9° 55° 54°

ARAN ISLAND
DUNLEW
KILRUSHEIGHTER
DOONFLIN
CAMPHILL
CEEVACH
CURRY
DOOGASTLE
ROOSKY
BRUSNA
BALLACHADERREEN
LOUGHCLINN
CLOCHANS
CARROWCARVE
POWELLSBOROUCH
PRISON
LEHINCH
CROSS CASTLEHACKET
BALLYMURRAY
CLENDUFF
BALLYFORAN

CLARE
GALWAY
LIMERICK
KERRY
CORK
NORTH SOUND
GALWAY BAY
SOUTH SOUND
MAL BAY
Liscannor Bay
MOUTH OF THE SHANNON
DINGLE BAY
BANTRY BAY
Aran Islands
Inishmore
Inishmaan
Inisheer
Black Head
Hags Head
Loop Head
Kerry Head
Brandon Head
Dingle
Slea Head
Doulus Head
Bray Head
Bolus Head
Lands Head
Cods Head
Dursey Head
Muntervary or Sheeps Head
Three Castle Head
Mizen Head
Cape Clear
Ballyvaghan
Sleive Elva
Killenora
Ennistimon
Corrofin
Milltown Malbay
ENNIS
Doonberg
Doon L.
Moore Bay
Kilkee
Tullig Pt.
Ross Bay
Kilbaha
Kilrush
Knock
Labasheedy
Killadysert
Pallaskenry
Askeaton
Ballylongford
Ballybunion
Newtown Sandes
Listowel
Athea
Abbeyfeale
Glanaruddery Mountains
Stack Mountains
Ballyheige
Causeway
Lixnaw
Kilflyn
Ardfert
Tralee
Tralee Bay
Castleisland
Scartaglin
Castlemaine
Milltown
Killorglin
Caherciveen
Valencia Island
Derrynane Bay
Kenmare
Derreenacrinnig Mountains
Macgillycuddys Reeks
Mangerton Mt.
The Paps
Caterbarnagh
Millstreet
Killarney
Derrynasaggart Mountains
Boggeragh Mountains
Newmarket
Kanturk
Mallow
Fermoy
Charleville
Kilmallock
Bruff
Hospital
Croom
Rathkeale
Adare
Askeaton
Ballingarry
Newcastle
Mahoonagh
Kilmeedy
Dromcollihers
Broadford
Milford
Newtown
Kilfinnane
Ballylanders
Galbally
Ballyhoura Mountains
Glenville
Rathcormack
Watergrasshill
Knocknaha
Middleton
Carrigtwohill
Riverstown
Great Island
Cobh
Whitegate
Carlisle Fort
Camden Fort
Roche Pt.
Carrigaline
Crookhaven
Goleen
Schull
Ballydehob
Skibbereen
Castletownsend
Baltimore
Roaringwater Bay
Toe Head
Galley Head
Seven Heads
Old Head of Kinsale
Kinsale
Ballinadee
Bandon
Dunmanway
Ballyneen
Gougane Barra
Macroom
Inchigeelagh
Shehy Mt.
Bantry
Glengarriff
Glanmore Lake
Mountains
Derrynane Bay
Scarriff
Tuosist
Castlecove
Caherdaniel
Waterville
Ballinskelligs Bay
Valentia Island
Great Blasket I.
Tearaght I.
Inishtooskert
Skellig Rocks
Fastnet Rock
Ballydavid Head
Smerwick Harbour
Sybil Head
Clogher Head
Brandon Mountains
Beenoskee
Caherconree
Stradbally Mountains
Slieve Mish Mountains
Knockmealdown Mountains
Nagles Mountains
Boggeragh Mountains
Shehy Mountains
Derreenacrinnig Mountains
Kilbrittain
Timoleague
Courtmacsherry
Courtmacsherry Bay
Butlerstown
Clonakilty
Clonakilty Bay
Ballinspittle
Kinsale Harbour
Black Head
Roberts Head
Belgooly
Minane
Camden Fort
Carrigaline
Douglas
Passage
Monkstown
Great Island
Cobh
Whitegate
Carlisle Fort
Roche Pt.
Rathcormack
Watergrasshill
Glenville
Knocknaha
Middleton
Carrigtwohill
Riverstown
Cobh
Great Island
Passage
Monkstown
Douglas
Carrigaline
Camden Fort
Carlisle Fort
Whitegate
Roche Pt.
Roberts Head
Belgooly
Minane
Kinsale Harbour
Old Head of Kinsale
Seven Heads
Galley Head
Toe Head
Ballinadee
Bandon
Kinsale
Ballyneen
Dunmanway

7°

6°

55°

Malin Head

Fanad Head

Dunaff Hd

Carndonagh

Inishowen Hd

Bengore Hd

Benmore or Fair Hd

Rathlin Island

Slieve Snaght

Moville

Buncrana

LOUGH FOYLE

CARRADOAN

TIEVEBANE

CREVARY

Coleraine

BALLYMONEY

Ballymoney

Bushmills

Ballycastle

Cushendall

Glenariff

Newtown Limavady

Rathmelton

LONDONDERRY

Garvagh

Kilrea

Dungiven

TEMPLEDOUGLAS

BALLEECHAN

BALLYNEANER

LONDONDERRY

ANTRIM

Broughshane

Portglenone

Ballymena

Ahoghill

Maghera

LARNE

Raphoe

CONVOY

LIFFORD

Strabane

LOUGHASH

Sawel Mt.

Stranorlar

Ballybofey

Castlefinn

DONACHMORE

Draperstown

Tobermore

Castle Dawson

Randalstown

Antrim

BALLYCARRY

Ballycraie

Carrickfergus

Castledere

Newtown Stewart

Mullaghcarn

Moneymore

Cookstown

Omagh

Drumquin

TYRONE

LACK

CUSHEDY

Pettigoe

Ederny

Dromore

Irvinestown

LOUGH ERNE

Fintona

Sixmile Cross

Beragh

Stewartstown

Dungannon

DRUMNAFERN

Trillick

Ballygawley

Moy

Portadown

Derrygonelly

Clogher

Anghaderg

Anghnacloy

Rich Hill

Tandragee

Banbridge

LOUGH NEAGH

BELFAST

Lisburn

Lurgan

Moira

Hillsborough

Drumore

Ballynahinch

Saintfield

Killyleagh

Crossgar

Portaferry

DOWN

Fivemiletown

CREEVEHILL

ENNISKILLEN

FERMANAGH

Brookeborough

Belcoo

Magheres Br.

Lisnaskea

Rosslea

Glaslough

CORNACLEIGH

Caledon

Kilkyles

ARMAGH

TANNYSKY

Markethill

Pointzpass

DRUMBANACHER

Castlewellan

Rathfryland

Hilltown

Newry

DOWNPATRICK

DUNDRUM BAY

Annalong

Dromore Rd.

Kilkeel

Carlingford

Carlingford Lough

Omeath

Cloghfin

Ballyconnell

Belturbet

Rockcorry

Castleblayney

Crossmaglen

Cootehill

Ballyhaise

Ballinamore

Garadice L.

Killashandra

Cavan

Shercock

Carrickmacross

Swanlinbar

CORACLEIGH

CLYCROFTON

UPPER LOUGH ERNE

Clones

Newbliss

Ballybay

MONAGHAN

DRUNC

BROOMFIELD

BATH

ASHBURTON

DUNDALK

DUNDALK BAY

DROMISKIN

Carrigallen

Cloone

Arvagh

Ballinamore

Bellanamagh

Ballieborough

Kingscourt

CAVAN

LOUTH

DRUMADORN

BAILIEBOROUGH

TERMON

Kilnaleck

Virginia

Ardee

Dunany Pt

Drumlish

KILCOCY

Granard

Oldcastle

WOODPOLE

OLDCASTLE

Kells

Slane

DROGHEDA

Clogher Head

Longford

LONGFORD

Edgeworthstown

Castlepollard

RATHCLINE

CLOONTACH

BALLINVALLY

Navan

MEATH

Athboy

Ballivor

Ballybrigan

FARROW

Ballynacarrig

Ballynahalin

WESTMEATH

MULLINGAR

TRIM

RATOATH

Lambay Isl.

Ballymore

Athlone

Kinnegad

Rathcore

KILCLONE

Donboyne

DUBLIN

CLASHEVIN

Kilcock

Johnstown

Maynooth

Summerhill

Dunshaughlin

Ballsbridge

Howth

Malahide

Skerries

Rush

Lusk

Ballyboughal

Ballymadun

Ballyquintin Pt

Killard Pt

Donaghadee

Bangor

Holywood

Newtownards

Cregeland Isl

Grey Abbey

Kircubbin

Portaferry

Strangford

Whitehouse

Carnlough

The Maidens

Ballygalley Hd

Drains Bay

Larne Lough

Black Head

Slate Head

Ballycraie

Ballyclare

Belfast Lough

Whitehead

Greenisland

Carrickfergus

Ballyscullion

Ballyvester

Ballyhalbert

Kirkubbin

Ballyquintin Pt

Killard Pt

John's Point

Dundrum

Castlewellan

Annalong

Dromore Rd.

Kilkeel

Carlingford

Omeath

Cloghfin

Ballyconnell

Belturbet

Rockcorry

Castleblayney

Crossmaglen

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Kilcock

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Maynooth

Summerhill

Dunshaughlin

Ballsbridge

Howth

Malahide

Skerries

Rush

Lusk

Ballyboughal

Ballymadun

Index to the Symbols used in shewing the Agricultural Schools.

Provincial Model Agricultural Schools

D° *D°* *(visited)*

Model Agricultural Schools under exclusive management of Commissioners

D° *D°* *(visited)*

Model Agricultural Schools under Local management

D° *D°* *(visited)*

Ordinary Agricultural School

D° *(visited)*

School Gardens

D° *(visited)*

Private Establishments visited

Major General Sir Henry James R.E. F.R.S. Director of the Ordnance Surveys.

Miles to One Inch

50 40 30 Miles

ROYAL COMMISSION OF INQUIRY

INTO

PRIMARY EDUCATION (IRELAND).

REFORM CLUB
PALL MALL

VOL. II.

CONTAINING

THE REPORTS

OF THE

ASSISTANT COMMISSIONERS.

Presented to both Houses of Parliament by Command of Her Majesty.

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1870.

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ROYAL COMMISSION OF INQUIRY, PRIMARY EDUCATION, IRELAND.

Assistant Commissioners' Reports.

On the 19th March, 1868, the Commissioners, following the precedents of the similar Commissions which had previously reported to the Crown on the state of primary education in Great Britain, resolved to secure the help of certain Assistant Commissioners in order to carry out a more detailed inquiry into the actual condition of the schools, and the state of primary education in selected districts, which might be taken as specimens of the country at large. The Secretaries were on that day directed to "communicate with Her Majesty's Government, expressing the opinion of the Commissioners, that they would require the aid of Assistant Commissioners for the inspection of schools for primary education in selected districts."

On the 22nd March a letter was received from the Earl of Mayo, requesting information as to the number of Assistant Commissioners that will be considered necessary, the rate of remuneration to be recommended, and the length of time for which it is probable their services will be required.

The Commissioners having adjourned, the consideration of this letter had necessarily to be postponed till their re-assembling on 28th April.

On the 29th April the Commissioners adopted the following resolutions :—

I. "That a letter be written to the Chief Secretary, stating that in the opinion of the "Commissioners eight or ten Assistant Commissioners should be appointed for ordinary "schools, and one for agricultural schools; that they should be employed for *three* "months, and that the Commissioners would at the proper time be prepared to submit "names to the Lord Lieutenant."

II. "That it is desirable in selecting Assistant Commissioners, to secure the services "of gentlemen who have had experience in similar work under the Education Commissions "which have recently reported to the Crown."

III. "That the Commissioners accept with thanks the offer of the Rev. B. M. Cowie "and Mr. Stokes (Royal Commissioners), to inspect and report upon the model, training, "and convent schools."

On Thursday, the 30th April, a letter from the Chairman to the Earl of Mayo, Chief Secretary for Ireland, was approved, stating that—

"Two of the Commissioners, Messrs. Cowie and Stokes, had undertaken to examine "and report upon the training, model, and convent schools."

"The Commissioners consider that for the inspection of the ordinary schools in suffi- "cient number of selected districts, eight or ten Assistant Commissioners will be required "for a period of three months."

"One additional Assistant Commissioner, combining a knowledge of agriculture with "literary qualifications, will further be required for the inspection of the agricultural "schools."

"The Commissioners consider that the remuneration of these Assistant Commissioners "should be at the ordinary rate . . . . . ."

"The Commissioners will be prepared at the proper time to submit for the approba- "tion of the Lord Lieutenant the names of gentlemen whom they consider qualified to "undertake these duties."

On Wednesday, 6th May, the Commissioners settled (having had them under consideration since Tuesday, the 28th April) the instructions to be addressed to the proposed Assistant Commissioners.

A list of gentlemen named as qualified to act as Assistant Commissioners having been read, several of the Commissioners undertook to ascertain if any of those gentlemen would be willing to act if called upon.

The following letter was subsequently addressed to the several gentlemen named :—

Sir,

The Royal Commissioners on Primary Education in Ireland, are about to recommend the appointment of certain Assistant Commissioners to aid them in their inquiry.

The duty of an Assistant Commissioner under this Commission will be, in brief, to conduct a thorough investigation into all the circumstances of Primary Education within a fixed boundary, and to report upon them to the Royal Commission. Full instructions will be issued to the gentlemen selected for the employment.

The time for completing these duties will be limited to three months. The Commissioners consider that ten or eleven weeks should be devoted to local examination, and two or three weeks to the preparation of a report. The Assistant Commissioners will be expected to open their inquiry about June 24th, and to present their report in the course of October.

Should you be disposed to offer yourself for this employment, at the time and upon the terms mentioned above, I request you to forward your credentials to me as soon as possible.

On the 7th May the Commissioners appointed a Sub-Committee to arrange ten districts for inspection by the Assistant Commissioners, each district to comprise not more than 100 schools, and to have not more than four sub-divisions.

On the 8th May it was resolved—

"That the Commissioners accept with thanks the offer of Mr. Dease and Professor "Sullivan to inspect and report upon the agricultural schools."

At the meeting of the Commissioners on the 2nd June, the Sub-Committee above referred to, reported that they had conferred with the Resident Commissioner and the Secretaries of the National Board, upon the selection of districts to be assigned to the Assistant Commissioners, and had settled a list of such districts which they submitted to the Commission.

On Friday, 5th June, the Commissioners proceeded to arrange the names of gentlemen to be recommended as Assistant Commissioners.

On 9th June, a letter was received from the Under-Secretary for Ireland, stating that the Treasury had sanctioned the appointment by the Royal Commissioners of ten Assistant Commissioners.

The Secretaries were directed to write, stating that the Royal Commissioners recommend as proper persons to be appointed Assistant Commissioners under this Commission, the ten gentlemen agreed upon on the 5th instant.

On the 10th and 11th June, the Commissioners settled finally the instructions to be issued to the Assistant Commissioners, and the districts within which their inquiries should be conducted, and then allotted those districts among the proposed Assistant Commissioners.

On the 12th June a letter was received from the Under-Secretary for Ireland, signifying the Lords Justices' approval of the gentlemen recommended by the Commissioners as Assistant Commissioners.

The Secretaries were directed to notify to those gentlemen their appointment, and to transmit to them copies of the necessary documents.

The Commissioners also appointed a Sub-Committee to arrange the details of the districts which have been assigned to the Assistant Commissioners. The districts selected, as finally arranged, and the Assistant Commissioners appointed to them, were as follows :—

1. *Dublin*—Including, as partial centres, Drogheda, Celbridge, Naas, and Wicklow, comprising the Metropolitan Police districts of Dublin, and the Constabulary districts of Rathfarnham, Drogheda, Leixlip, Naas, Bray, Wicklow, Arklow, Tinahely, Baltinglass, and Blessinton, being portions of the counties of Dublin, Louth, Meath, Kildare, and Wicklow.—Thomas King, Esq., M.A., Cantab., Fellow of Jesus College, Cambridge.

2. *Cork*—Including, as partial centres, Bandon, Skibbereen, Kinsale, Middleton, Youghal, Fermoy, Mallow, and Mitchelstown, and comprising the Constabulary districts of the same names, being the greater part of the southern portion of the county of Cork.—W. Scott Coward, Esq., one of H.M. Inspectors of Schools in England.

3. *Belfast*—Including, as partial centres, Belfast, Lurgan, Newtownards, Carrickfergus, Armagh, and Portadown; and comprising the four Constabulary districts of Belfast; the Constabulary districts of Lurgan, Newtownards, Carrickfergus, Armagh, Portadown, and Antrim, being portions of the counties of Antrim, Armagh, and Down.—D. C. Richmond, Esq., M.A., Cantab.; Fellow of St. Peter's Coll., Cambridge; Assistant Commissioner under English Schools' Inquiry Commission.

4. *Londonderry*—Including, as partial centres, Coleraine, Strabane, Letterkenny, and Maghera; and comprising the Constabulary districts of Londonderry, Coleraine, Maghera, Raphoe, and Letterkenny, being portions of the counties of Londonderry and Donegal.—Thomas Sidgreaves, Esq., B.A., Lond., Barrister-at-Law.

5. *Limerick*—Including, as partial centres, Ennis, Kilrush, Newcastle, Rathkeale, and Kilmallock, and comprising the Constabulary districts of Limerick City, Ennis, Kilrush, Newcastle, Rathkeale, and Kilfinane, being portions of the counties of Clare and Limerick.—J. S. Laurie, Esq., formerly one of H.M. Inspectors of Schools for England, and now Director of Education in Ceylon.

6. *South-Eastern*—Including, as partial centres, Clonmel, Thurles, Portlaw, Kilkenny, Castlecomer, Wexford, and New Ross, comprising the Constabulary districts of the same names, being portions of the counties of Tipperary, Waterford, Kilkenny, and Wexford.—P. le Page Renouf, Esq., one of H.M. Inspectors of Schools for England.

7. *North-Western*—Including, as partial centres, Carrick-on-Shannon, Sligo, Ardara, the Rosses, and Enniskillen; and comprising the Constabulary districts of Carrick-on-Shannon, Sligo, Killybegs, Glenties, Dungloe, and Enniskillen, being portions of the counties of Leitrim, Sligo, Donegal, and Fermanagh.—Patrick Cumin, Esq., M.A., Oxon., Barrister-at-Law, late Secretary to the Scottish Education Commission.

8. *West Connaught*—Including, as partial centres, Ballina, Westport, Clifden, and the Island of Achill; and comprising the Constabulary districts of Castlebar, Ballina, Westport, Belmullet, Newport, Clifden, and Tuam, being portions of the counties of Mayo and Galway.—William Jack, Esq., M.A., Fellow of St. Peter's College, Cambridge; Professor of Natural Philosophy in Owen's College, Manchester; formerly one of H.M. Inspectors of Schools for Scotland.

9. *Killarney*—Including, as partial centres, Caherciveen, Kenmare, Dingle, Tralee, and Listowel, comprising the Constabulary districts of the same names, all situated in the county of Kerry.—J. Percival Balmer, M.A., Oxon., Barrister-at-Law.

10. *Central*—Including, as partial centres, Roscrea, Tullamore, Portarlington, Mullingar, Athlone, and Maryborough, comprising the Constabulary districts of Parsonstown, Roscrea, Tullamore, Mountmellick, Maryborough, Ferbane, Mullingar, Longford, Athlone, being portions of the counties of King's, Tipperary, Queen's, Westmeath, Longford, and Roscommon.—Thomas Harvey, Esq., M.A., Oxon.; Assistant Commissioner under the Scottish Education Commission.

Besides the letter of instructions, each Assistant Commissioner was furnished with a set of the Ordnance Maps of the localities included within his district, a classified abstract, compiled from the Constabulary returns, of all the schools within the district, and forms upon which to record the results of the examination in those schools of the children who should be individually examined. He was also provided with printed forms of classified and detailed inquiries, to be made of the teachers of the several schools upon the points to which he was instructed to direct his attention, so far as each individual school was concerned. While the substance of examination was the same for all, each Assistant Commissioner used his own judgment and discretion as to the form of inquiries.

In addition to the information collected from the teachers of the several schools, nearly all the Assistant Commissioners addressed a circular letter to the Patrons, Managers, and influential persons within their district, requesting information and an expression of opinion upon the subjects of their inquiry.

The Commissioners had indicated the 24th June as the date upon which they wished the Assistant Commissioners to enter upon their duties. Within the thirteen days following, eight of those gentlemen had commenced their work. Mr. Richmond, being detained by duties connected with the English Endowed Schools Commission, was not able to come over before the 17th July; and Mr. Cumin was similarly detained in the Education Department, Privy Council Office, England, till the 18th August.

Annexed are copies of the letter of instructions and of the form employed to record the results of an examination of the individual pupils in a school. The classified abstract of the schools of each Assistant Commissioner's district, will be found prefixed to his Report.

In the following Volume the several Reports of the Assistant Commissioners are, for facility of reference, distinguished by characteristic letters, D,* E, F, &c., printed at top of the margin of each page, in the following order:—

D.	Report by	Mr. King	on Dublin	District.
E.	„	Mr. Coward	„ Cork	„
F.	„	Mr. Richmond	„ Belfast	„
G.	„	Mr. Sidgreaves	„ Londonderry	„
H.	„	Mr. Laurie	„ Limerick	„
I.	„	Mr. Renouf	„ South-Eastern	„
K.	„	Mr. Cumin	„ North-Western	„
L.	„	Mr. Jack	„ West Connaught	„
M.	„	Mr. Balmer	„ Killarney	„
N.	„	Mr. Harvey	„ Central	„

The Map inserted in this Volume has been prepared under the direction of Captain B. A. Wilkinson, R.E., the officer in charge of the Ordnance Survey of Ireland. It gives the Districts actually visited by the Assistant Commissioners, distinguished by various colours, and by their characteristic letters, as is explained in the margin of the Map itself.

* This series of letters commences with D instead of A, because the first three letters, A, B, C, have been appropriated to distinguish the special Reports of the Royal Commissioners who visited the Model Schools, Central Training Institution, and Agricultural Schools of the National Board. Their Reports will be found in connexion with the General Report of the Commissioners, Vol. I.

1*st January*, 1870.

Instructions to Assistant Commissioners.

Sir,

The Commissioners appointed by Her Majesty to inquire into "the State of Primary Education in Ireland"—"the practical working of the system of National Education"—and the "measures to be adopted for extending more generally to the people the benefits of education"—direct us to recommend the following instructions to your attentive consideration:—

The objects, which you are to keep in view, are detailed above. In the district to which you are sent, you will make inquiry into the existing means of educating the poor, meaning thereby all who have any claim to assistance from public funds for the education of their children; also into the existing means of educating children of the lower middle class.

You may obtain at the office of the Commission copies of the list already received through the Constabulary Force of all school-houses, and their position within your assigned district. You will visit as many schools as the circumstances of your district will permit, selecting such as will illustrate all classes of schools within the district. The Commissioners consider that you should examine at least *One Hundred* schools. You will make a report on all the facts respecting them, which will aid the Commissioners in judging of the practical working of each class of schools. You will collect evidence from all sources which you deem trustworthy, such as patrons and managers of schools, the clergy of different denominations, intelligent laymen, schoolmasters, the parents of the children, and anyone who may be willing to help you in forming conclusions as to the needs of the district, and the ways in which they are or may be supplied.

You will have no power to compel answers to your inquiries; but you may assure all who may be reluctant, that the Commissioners will scrupulously respect all private interests.

The extracts from the Census Returns, which will be supplied to you from this office, will give you full information as to population, and the number and age of children who ought to be at school; and you will, therefore, be able to arrive at definite conclusions on the adequacy of the school accommodation. When you have ascertained with accuracy the amount of accommodation already afforded, the number of scholars in attendance at the time of the inquiry, their ages and the average period of their attendance, you will have to examine carefully the Registers of National schools and other schools, to see whether there are periods of the year when the schools are better filled than at other times, and you will inquire into the local causes for the variation in attendance.

If you find that there is more room for scholars than is filled by scholars, you will inquire whether this is owing to a superabundance of school buildings in the district, or to the indifference or neglect of parents to send their children; in the latter case, you will endeavour to ascertain whether they, being willing, are prevented generally by the influence of others, or whether they are actually themselves unwilling to send their children to the schools which the Government or other bodies maintain. You will then endeavour to ascertain the particular reason of their unwillingness.

Some of these reasons may be—distance of schools from their habitation; the amount of school-fees; want of confidence in the skill of the teacher; religious and conscientious scruples; the necessity of securing all that the children can gain in wages, or the help they give to their parents in their trades or employments.

You will ascertain whether the industrial occupation which prevails in the district is one which causes the attendance of children at school to vary at particular seasons.

If the average period of attendance for each child varies in different schools, you will try to find out the reason of this difference; especially, it will be important to notice the effect of the establishment of large works in the district, in increasing a demand for education, or in reducing the number of scholars, distinguishing between the results due to different kinds of manufacturing industry.

You will notice any plan proposed to you for securing increased or more regular attendance, and invite suggestions on this point. These you should weigh and endeavour to test by inquiry on the spot.

If the school accommodation is insufficient, you should inquire into the cause of this deficiency, and state whether there is any local aid to be expected in providing proper and sufficient schools.

If any statement is made to you of abuse or misapplication of Government aid, you will record it, and inquire into the truth of the alleged misapplication.

You will also make yourself acquainted, as far as you can, with the efficiency of schools unaided by the State, and compare them with the Government schools.

With respect to subjects of instruction, the Commissioners wish that the proficiency of the children in Reading, Writing, and Arithmetic, should be ascertained as closely as possible, that the relative proficiency of children of different ages should be noted, and then that the general intelligence of the children and their power of expressing themselves correctly on the matter within their course of instruction should be tested. You will examine into the proficiency of the children in the other subjects in which they are instructed.

You will report on the size, condition, ventilation, and lighting of the school buildings; the desks and apparatus; the supply of books, &c., and the condition of out-buildings.

You will particularly notice in a crowded school-room whether the cubical contents of the room are sufficient to make it reasonably healthy.*

You will report in every case whether a residence (rent-free or not) is provided for the teacher of the school; if not, the expense incurred by such teacher for residence.

You will report on the method and the hours adopted for Religious Instruction; if the school be a National school, whether the Rules of the National Board are strictly observed or not; whether any statements have been made to you as to these Rules being inapplicable to the circumstances of that particular school.

It is extremely important to verify the statements as to the extent to which mixed education prevails, and report any facts which bear on the question whether the effect of mixed education is beneficial or not.

You will therefore carefully examine in each school you visit, the return as to the number of children of different religious denominations.

You will pay the more careful attention to this point, if you remember that there is great difference of opinion on the degree of success attained by the National Board in their effort to carry out a system in which children of different religious denominations are educated together.

The actual state of things in this respect is to be acertained in your district chiefly by your personal and careful inquiry; and the Commissioners request that you will take no returns for granted which you can personally verify.

Are the teachers' salaries sufficient? Are the National schools too numerous in any part of the district, considering the cost thrown upon the Government? Ascertain the amounts and rate of school-fees, how they are expended, whether any gratuitous education is given; whether the effect of such gratuitous education is beneficial or not; whether the fees are the same for all ages or not, whether any endowment (fixed or removable) exists, and the amount of any local subscriptions.

Is the education given in each school suitable for the class of children for whom the school is intended?

Report on the tenure of the school-houses in connexion with the National Board; whether any change in the tenure has taken place since the school was taken into connexion, and what was the character of the change, if any.

Distinguishing between vested and non-vested schools in connexion with the National Board, report on the state of repair of the premises, giving where needful the full particulars of any recent expenditure on the school-houses under this head.

Ascertain when the Inspecting Officer of the Board of Works last visited the school-buildings, in the case of vested schools.

Report on the general efficiency of school-teachers within the district, distinguishing those who are in the service of the National Board, and their grade (see Rules and Regulations, Part IV., iv., 1); also of monitors and pupil-teachers.

Find out what occupation they followed before they became teachers; whether they follow any occupation besides teaching at the present time; whether the teachers who have been trained are superior to others; whether they teach subjects not generally required, or give too much time or attention to their more advanced pupils.

Is there any difficulty in the district in obtaining monitors and pupil-teachers?

In the case of children of both sexes attending one school, is the popular feeling in favour of the head teacher being a master or a mistress?

If there are evening schools or infant schools, or ragged schools, within your district, you will report on them under separate headings.

You are not expected to visit or report upon Training, Agricultural, or Model schools.

* The minimum allowance of space in the Regulations and Rules in England (Rev. Code, 51 *a*,) is 80 cubic feet for every child in average attendance. The Rules of the National Board II., § ii., 3, only refer to *area*, and not to cubical content, and require eight square feet.

With respect to the appointment or dismissal of teachers (including monitors) in National schools, endeavour to ascertain what has been the practice during the last three years :—

(*a*). As *to appointment.*—Whether the persons appointed have proved competent; whether they have been appointed for their supposed efficiency; whether they have been trained in Dublin.

(*b*). As *to dismissal.*—Report specially on the circumstances in every case that comes within your knowledge; you will inform those who give you the details, that no names will be published, and that if the circumstances require it, the Commissioners will not publish the particulars.

You will avail yourself of all assistance which the National Board Inspectors can give you, but you will, at the same time, remember that as your duty, in a great degree, requires you to form an independent opinion on the efficiency of the National system, you must not allow yourself to be influenced by their opinions, or guided by their advice in those matters in which the Commissioners look for the result of your own judgment.

These Instructions are to help, not to limit your inquiries. Any special facts which may come under your cognizance, and which you may think material for the purposes of the Royal Commission, should be reported by you, especially if they bear on some of the questions referred by Her Majesty to the Commissioners, although such questions may not have been specifically referred to in these Instructions.

By order of the Royal Commissioners,

GEORGE A. C. MAY,
D. B. DUNNE,

Secretaries.

N.B.—In another paper you have pointed out to you the principal stations within your district where inquiry should be made. You will have to inspect schools of all classes, country and town schools, and schools under various management; and you must endeavour in your final report to give a fair and accurate account of the general state of the education in your district, viewed in all its aspects.

ROYAL COMMISSION ON PRIMARY EDUCATION (IRELAND).

———— School.

Visited on ———— day of ———— 1868.

By ———— { Assistant Commissioner.

Name and Classification of Teacher of this Room.

———— ————

Number of Children actually present in this Room—Boys, ————, Girls, ————.

No.	Class of School.	Age next Birthday.	Examined and passed in—				No.
			Reading.	Writing.	Arithmetic.	Higher Subjects.	
1							1
2							2
3							3
&c.							&c.

N.B.—Take a separate Sheet for each School-room. Begin with the Lowest Class in the Room. Examine individually. Ask each Child his Age, and enter accordingly. When Examination of whole School is complete, file together all the Sheets, No. II.

The Reading Book used by Class 1 was——
" " 2 " ——
" " 3 " ——
" " 4 " ——
" " higher,——

Writing from Dictation, by Class 1,——
(Give reference to Passage.)
" " " 2,——
" " " 3,——
" " " 4,——
" " " higher,——

Arithmetic—Rules worked by Class 1,——
" " " 2,——
" " " 3,——
" " " 4,——
" " " higher,——

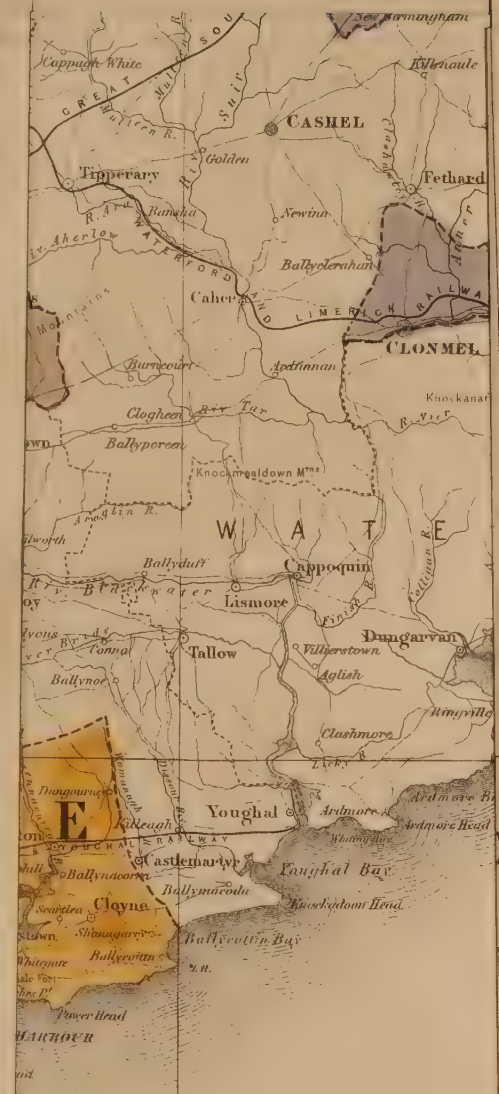
Higher Subjects examined,
(Specify Subjects and Quality.)

Per-centages calculated on the whole Number of Children actually present at Examination:—

Per-centage above Class 3,——
" passed in Reading,——
" " Writing,——
" " Arithmetic,——
" above 12 years of Age,——

General Remarks (if any).

(Signed),————



REFORM CLUB
PALL MALL

Districts

d by Thos. King Esq.

W.S.Coward Esq.

D.C.Richmond Esq.

Thos. Sidgreaves Esq.

J.S.Laurie Esq.

P. le P. Renouf Esq.

Patrick Cumin Esq.

William Jack Esq.

J.P.Balmer Esq.

Thos. Harvey Esq.

onel Sir Henry James R.E.F.R.S. Director of the Ordnance Surveys.

Ten Statute Miles to One Inch

20 30 40

ROYAL COMMISSION OF INQUIRY INTO PRIMARY EDUCATION (IRELAND).

REPORTS OF ASSISTANT COMMISSIONERS.

D.

REPORT

UPON THE STATE OF

PRIMARY EDUCATION

IN THE

DUBLIN DISTRICT,

BY

THOMAS KING, ESQ.,

ASSISTANT COMMISSIONER.

CLASSIFIED ABSTRACT OF THE SCHOOLS

IN THE

DUBLIN DISTRICT,

COMPILED FROM THE RETURNS FURNISHED BY THE CONSTABULARY AND THE DUBLIN METROPOLITAN POLICE.

Whole Number of Schools in the Constabulary Districts, 196.

Constabulary Districts.	No. of Schools.	National.	Church Education.	Monks'.	Nuns'.	Private.	Established Church.	Wesleyan.	Erasmus Smith's.	Endowed.
Drogheda, . . .	15	4	2	2	2	4	1	–	–	–
Leixlip, . . .	17	11	1	–	–	3	1	–	–	1
Naas, . . .	17	12	1	–	–	3	–	–	1	–
Wicklow, . . .	26	16	5	–	–	4	–	–	1	–
Arklow, . . .	26	12	5	–	1	6	–	–	1	1
Bray, . . .	34	13	8	–	–	11	1	–	1	–
Tinahely, . . .	33	19	9	–	–	2	–	1	2	–
Baltinglass, . .	13	8	3	–	–	1	–	–	1	–
Blessington, . .	15	7	–	–	–	7	1	–	–	–
Total, . .	196	102	34	2	3	41	4	1	7	2

Whole Number of Schools within the Dublin Metropolitan Police District, 397.

Dublin Metropolitan Police Divisions.	No. of Schools.	National.	Church Education.	Monks'.	Nuns'.	Private.	Protestant.	Government Schools.	Wesleyan.	Presbyterian.	R. Catholic Orphanages.	Erasmus Smith's.	Endowed.	Ragged.
A Division, . .	81	27	11	5	1	18	11	1	–	–	1	–	2	4
B „ . .	60	14	9	1	2	21	10	–	1	–	–	1	–	1
C „ . .	43	23	6	2	5	3	2	–	1	1	–	–	–	–
D „ . .	70	34	3	3	3	11	5	7	–	–	1	–	2	1
E „ . .	90	27	7	1	5	37	6	4	–	–	1	2	–	–
F „ . .	53	14	14	1	3	14	4	–	2	–	1	–	–	–
Total, . .	397	139	50	13	19	104	38	12	4	1	4	3	4	6

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REPORT of THOMAS KING, Esq., Assistant Commissioner.

---

1. MY LORDS AND GENTLEMEN,—I have the honour to submit to you my report on the state of primary education in those districts in which, by your direction, I have made an inquiry during the past summer.

2. These districts are—Dublin and the portions of its suburbs contained in the Metropolitan Police district, and the Constabulary districts of Drogheda, Naas, Leixlip, and Wicklow.

Districts originally selected for examination,

3. The Metropolitan Police district of Dublin extends very little beyond the city on the north and west, Glasnevin, Castleknock, and Inchicore being the extreme points in these directions; on the south, however, the district includes Kingstown, Dalkey, and the suburban villages between these places and Dublin.

4. The district of Drogheda includes the town only and none of the adjacent country. The town is a thriving sea-port with considerable trade, and possesses some manufactories in which large numbers of boys and girls are employed. The districts of Naas and Leixlip are chiefly agricultural. The former contains the town of Naas with 3,000 inhabitants and the large village of Ballymore-Eustace, in which there is a factory. The district of Leixlip contains the large village of the same name, and the small towns of Maynooth and Celbridge. Many of the inhabitants at Maynooth gain their livelihood by supplying the wants of the students in the college, and the children are very early apprenticed to their parents' trades. At Celbridge and Leixlip there are factories in which children are employed. These districts include some of the most fertile parts of the county of Kildare. The land is chiefly pasture, and, I believe, divided into large farms; at least it is significant that many of the children in the schools described their parents as farm labourers. The district of Wicklow is also chiefly agricultural. In the town of Wicklow and its immediate neighbourhood, many of the inhabitants are engaged in the fishery. In the neighbourhood of the sea the land is flat and is well cultivated, but on the hills there is a good deal of waste land, and the population is very thin and scattered. Besides the town of Wicklow, the only considerable collections of houses are the villages of Rathnew and Ashford in its immediate neighbourhood, and Roundwood which is situated at some miles distance on the hills. The condition of the population in this county seemed on the whole much the same as in the county of Kildare, though not quite so prosperous perhaps in the hilly part of the country.

to which a part of the county of Wicklow was afterwards added.

5. These were the districts assigned to me when I was appointed to conduct the inquiry for the Royal Commissioners. When I had nearly completed my examination of them, I was requested to extend my observations over a considerable portion of the county of Wicklow which had not been included in the district originally selected. The places to which my attention was especially directed were, Rathdrum, Glendalough, and Shillelagh. The peculiar feature of this district which distinguishes it from the part of the county which I had already examined, is the tract of land in the neighbourhood of Glendalough where the large works of the Mining Company of Ireland give employment to many of the inhabitants. I was so fortunate as to obtain assistance which enabled me to undertake this additional labour.

PART I.—METHOD OF INQUIRY AND GENERAL RESULT.

Subjects of inquiry.

6. The principal subjects of inquiry mentioned in the instructions I received were (1) the sufficiency of the existing means of educating the children of the poor; (2) the extent to which the means were supplied by the State schools; (3) the actual working of the schools, whether supported by the State or by private persons.

7. On the third point it was comparatively easy for me to satisfy myself by personal observation. I examined a considerable number of schools, and attempted, with more or less success, to discover the estimation in which the schools were held by persons who took an interest in the education of the poor.

Method adopted in rural districts

8. The want of information as to population, and the number of children of school age in the different parts of the district, rendered the investigation of the other two points more difficult.

9. The method of proceeding which I adopted was this:—I visited a large number of schools in all parts of the districts, including representatives of every kind of primary school. I observed whether the accommodation afforded was properly used; I endeavoured to ascertain what proportion of children in the neighbourhood of each school was habitually in attendance, and the causes of absence or infrequent attendance. In the country districts the schools are numerous, small, and at no great distance from each other; and generally each school was attended by those children only who lived in its vicinity. The local managers of schools and other persons who gave me information were so intimately acquainted with the circumstances of their neighbourhood as to make their statements most valuable. Besides, in those places which I visited I had abundant opportunity of observing whether many children were working in the fields or straggling about the roads and villages during school hours. Thus by comparing the results of my own observation with the answers to my inquiries given by persons who were able to give trustworthy information, I formed a definite opinion as to the adequacy of the school accommodation and the use which the inhabitants made of the schools within their reach. For Dublin, however, I was obliged to adopt another plan of investigation. The number and variety of schools rendered it impossible to assign districts to each, and I soon discovered that the children in attendance at the different schools were not necessarily inhabitants of the immediate neighbourhood. The managers of schools, clergymen, and other persons whom I consulted, did not venture to make any but the most general statements as to the condition and occupation of the population, the number of children of school age, and the number of scholars in these districts with which in the discharge of their duties they had become well acquainted. Had I obtained full and precise information on all these points, it would still have been necessary to visit all the schools

not applicable in Dublin.

in order to estimate the amount of accommodation that was provided. I concluded that the only facts which I could ascertain by personal inquiry or observation were the number of children in attendance or on the rolls of schools which I visited, the accommodation afforded by the school buildings, the sufficiency of the teaching staff. By visiting a large number of schools I endeavoured to obtain a sufficient experience to enable me to judge whether the existing means of education are suited and adequate to the requirements of the scholars in attendance, and whether they are used to the fullest extent possible. One most important fact remained to be investigated: the proportion of children of school-going age who were nominally or actually in attendance at school. From the census returns an approximation of the number of children of school age can be made, and the returns sent by the police and constabulary of the number of children actually in attendance at school on the day of their inquiry may be supposed to give a fair estimate of the number of scholars. A comparison of these returns renders it possible to form an opinion as to the number of children who are not at present receiving instruction.

General summary of the results of my inquiry.

10. Before I proceed to describe in detail the results of my investigation it may be desirable to give a summary of the conclusions at which I have arrived:—

(*a.*) In the country the schools are quite sufficient for the actual and possible wants of the population, but are not too numerous. In Dublin and in some of the towns an improvement in the regularity with which most of the scholars attend school would render necessary an increase in the school accommodation at present provided.

(*b.*) In the country the National schools are attended by the great majority of the scholars, and other schools are comparatively unimportant, but in Dublin the independent schools take as large a share of the work of educating the poor as the National schools: the latter are, however, especially frequented by children of the poorer class.

(*c.*) The attendance in the country schools, except at certain seasons, is as regular and as large as can fairly be expected: in the towns and in Dublin the irregularity with which many of the children attend school is very great, and this obstacle to education is especially felt in the poorer districts.

(*d.*) The National schools alone are professedly undenominational, but the simultaneous presence in them of children of both religions, Protestant and Roman Catholic, is very rare.

(*e.*) The course of secular instruction given in all schools is much the same, and includes little beyond the most necessary elements of knowledge. In the National schools a better use might, perhaps, be made of the time spent in teaching grammar.

(*f.*) The teachers of National schools are, as a rule efficient, and their efforts are much aided by the excellent and cheap series of school-books provided by the National Board, and the supervision of the Inspectors. In many of the private schools the teachers are inferior, and in very few is the work of instruction so systematically and thoroughly performed as in the National schools.

(*g.*) The National school buildings are generally very bad, in some cases quite unfit for the purpose of a school; the private schools are, in this respect, superior.

(*h.*) Little or no interest is taken by any persons, except the clergy, in the work of education; and very little local aid can be expected for schools which do not appeal to the religious prejudices of the population for their support. The consequences are seen in the wretched buildings of National schools, and the very low salaries of the teachers who, for the most part, receive little beyond the stipend paid by the National Board.

Schools which come within the scope of the inquiry,

11. Lists of schools situated within the district were supplied to me on commencing my inquiry. The Dublin list included every school in the city and suburbs, but the country lists contained those schools only which could be fairly considered to come within the scope of the present inquiry. From the Dublin schools I found that it was only necessary to select those which were returned as being maintained by external aid in addition to the payments of the scholars.

either aided by the State or independent.

12. The schools can be divided into two classes—those which receive aid from the State, and those which are supported by private liberality. The first class includes all schools commonly called National schools; schools in the second class have no general name, but may be called "private schools."

13. The National schools are comprised under the following classes:—

Various classes of National schools.

(1.) The model schools.

(2.) Convent schools, properly so called, in which the instruction is given by members of a religious order, with the assistance of monitresses only. There are ordinary National schools attached to convents, in which the religious instruction is given by the nuns, but the secular instruction is given by a mistress classed and paid according to the regulations of the National Board.

(3.) Workhouse and prison schools.

(4.) The schools commonly called National schools.

Vested and non-vested schools,

14. The National schools are either vested or non-vested. Vested schools have been conveyed to the Commissioners of National Education or to trustees, and are subject to a nominal rent. The necessary repairs of the buildings are undertaken by the Commissioners or the trustees, and in the case of new schools the Commissioners contribute to the erection of the building. The local manager of the school is appointed by the Commissioners or trustees, and they have the right of a veto on the appointment of the teachers, and of dismissing teachers whose conduct they may consider unsatisfactory. In non-vested schools the buildings are maintained by the local manager without assistance from the Commissioners. The aid is limited to the salary of the teachers and monitors, and the supply of books at a cheap rate. The Commissioners do not interfere in the appointment or dismissal of the teachers, which are in the power of the local manager, except that they reserve the right of withdrawing their contribution towards the salary of a teacher whom they consider unfit for the post.

all distinguished by the regulations with regard to religious instruction.

15. The distinguishing feature of the schools aided by the State is their government by rules framed by the Commissioners, with the object of rendering it possible to give united secular instruction to children of all religions, whilst due provision is made for the religious instruction of children whose parents desire it. In private schools no attempt is made to separate the religious and secular

instruction; on the contrary, in the great majority of those schools all the scholars, no matter what their creed or their parents' creed may be, are compelled to receive the religious instruction given at the school.

16. In the State schools religious instruction can be given during one intermediate period of the school-day only, though prayers are permitted at the commencement and close of the day; but at any other time all allusion to religious subjects or exhibition of religious emblems is strictly forbidden. The observance of this rule is compulsory in all schools, whether attended by children of different religions or of the same. At the time of religious instruction and during prayers a notice to the effect that religious instruction is in progress must be exhibited in the room, and, by the Rules of the National Board, no child is allowed to be present unless the parents have given permission when they first entered the child's name on the school rolls. The instruction is in accordance with the creed of that communion which the local manager may choose; but in vested schools ministers of religion or other fit persons approved by the parents are to be allowed at convenient times to visit the school, and give instruction to those children who are members of some other religious body. In non-vested schools no provision is made for giving religious instruction to children who do not receive that given in the school.

Opinion of Roman Catholic school managers as to the effect of this regulation.

17. I never heard any complaint made of the non-observance of this rule, but I found that very few persons were satisfied with it. The parish priests and other Roman Catholic clergy who form the great majority of the local managers of the State schools, almost without exception objected to the universal application of the rule. The general state of opinion among them may, I think, be fairly stated as follows :—The rule restricting all religious instruction to one period of the day only, and forbidding any allusion to the subject at other times except the commencement or the close of the day, is very prejudicial to the religious training of the school children. The effect of its observance is to create an impression in their minds that except on certain occasions religion itself may with advantage be forgotten altogether, and that its outward expression should be as much as possible avoided in order not to shock persons of a different creed. The object of the regulation is to protect children of various creeds from any attempt at interference with their belief, and in schools attended by Protestants as well as by Roman Catholics, some provision of the kind may be required. The experience of many years, however, has shown that in the towns and in country places where denominational schools are established, most of the National schools are attended by Roman Catholics exclusively. If the regulation were suspended in such schools no one would suffer. Of course if this were done the difficulty of again enforcing such a rule would render the admission of Protestant children to these schools for the future impossible; but, as hitherto they have never wished to attend, it is not unreasonable to suppose that regulations enforced for their benefit are superfluous.—The practical change which I believe it is wished to introduce in the National schools, and which the existing regulation prevents is the decoration of the schoolrooms with statues or pictures of sacred subjects, and the occasional interruption of the secular work for a short devotion. The few Protestant managers of National schools said that they were quite satisfied with the working of the present rule. By persons who were opposed to the National system of education and supported or managed private schools I heard other objections urged against the regulation which appeared to be the cause of their dislike and opposition to the National system. The supporters of the parochial schools said with almost perfect unanimity that no system of education could be tolerated that was not founded on a Scriptural basis. The meaning of this phrase I gathered to be, that all children should be forced to read Scripture daily in the schools. They thought that it was wrong to forbid allusions to religion during the course of the secular instruction, and that the clergyman ought to be allowed to visit the school for the purpose of giving religious instruction at all times.

Of opponents of the National system.

Various kinds of schools unaided by the State.

18. In the private schools, therefore, as may be inferred from what has been said, there is no restriction on religious instruction. These schools are of three kinds:—

(*a.*) The Christian Brothers' schools, which are conducted by the members of a Roman Catholic religious community.

(*b.*) The parochial schools, all of which are in connexion with the parish and district churches of the Established Church and are managed by the clergy.

(*c.*) Endowed schools, most of which are on the foundation of Erasmus Smith. Besides these there are a few in Dublin, such as Ralph Macklin's school, Knight's Endowed school, St. Patrick's Deanery school, and others, and one in Drogheda—the Blue school—now united with the parochial school. All these are Protestant schools under management of Boards of Trustees, who are exclusively Protestants.

Practice with regard to religious instruction.

19. In the Christian Brothers' schools the time actually devoted to religious instruction is not longer than in the National schools, but at certain hours of the day the secular work is suspended for a few moments and a short prayer is said. The school-rooms also contain statues or pictures of a sacred character. At the schools which I visited I was told by the Brothers that if a Protestant child came to the school they would not refuse him admittance nor compel him to be present at religious instruction, or to take part in their devotions, but that they should not alter their own practice on his account.

20. In the parochial and foundation schools all scholars must read the Scriptures daily. In most schools the Church Catechism is taught, but only to children who are members of the Established Church, or whose parents have no objection. The teachers may introduce remarks of a religious nature at any opportunity during the secular work, and the clergyman can come at any time to give instruction. I did not find that this liberty was used by either. There was generally one day during the week on which the clergyman gave instruction, but on other days he did not interfere with the working of the school.

Course of secular instruction

21. The course of secular instruction is much the same in all schools. Reading, writing, and arithmetic are the chief subjects; to these in the National schools are added English grammar and geography; in the private schools history is also taught. Plain and fancy work is taught in the girls' schools, and in the convent schools singing. Drawing is taught in some National schools, but not during the regular school-hours. Vocal music is taught in all the Christian Brothers' schools which I visited. Latin, French, Euclid, and Algebra were taught in a few of the more pretentious schools.

in National schools regulated by the Commissioners.

22. The Commissioners of National Education have drawn up a programme of instruction for National schools, by which the division of the school into classes, and the degree of proficiency to be expected from each class is regulated. The programme states the minimum degree of proficiency to be required from scholars in each class. I found that the schools followed the programme exactly, with this exception, that the scholars in the lowest division of each class did not come up to the standard required, and that this failure was especially remarkable in arithmetic. The books used are published by the Commissioners at very low prices, and the supply was generally sufficient. Reading is learnt and practised in the books of reading lessons, of which there is a graduated series, each class having its own book of reading lessons.

Books used.

23. The First Book is most elementary; beginning with the alphabet, it contains very few words of more than one syllable. The most difficult lesson in the Second Book is a selection from Robinson Crusoe, in which the original text has been altered by simplifying the words. The lessons are said to be arranged in order of difficulty; but the arrangement has been so much changed, in successive editions of the book, as to cause considerable confusion in schools when the children's books were not all of the same edition. I found that the book was not generally read through; the majority of the children in the second class could only read the first few lessons, and the highest division of the class had seldom read much more than half the book. Reading in this class was nothing more than a puzzling out of the words, or a repetition from memory, except in the case of the scholars in the highest division who could generally read a sentence without stopping at every word of any length or difficulty. The Third Book contains a selection of passages which bear some marks of adaptation for inexperienced readers, but their language is not very different from that in common use. I found that this book also was not usually read through. But whereas, in the second class I not unfrequently noticed that the child instead of reading, was repeating the sentence; the portions of the Third Book which had been used had not been read over so frequently as to enable the scholars to know the passages by heart. The use of a portion only of these books is due to the very general practice of making the scholars in the higher classes return to the beginning of the book, or to that part of it which the new members have read, whenever a promotion is made. The Fourth Book contains passages from well-known authors, interspersed with scraps of science, history, and geography, such as might have been selected from any popular treatise. Scholars in this class could read any portion of the book with ease and fluency, though without much expression or intelligence. I found, however, that they understood what they read much better than their manner of reading seemed to indicate.

24. The scholars were always well supplied with books even in the poorer schools. It was very seldom that the teacher was obliged to lend copies of the lesson book when a class came up to read to me. The books were the property of the children, and might be taken away from the school.

Handwriting good, spelling indifferent.

25. Writing in copy-books is practised by all classes except the first; the third and fourth classes in all cases, and sometimes the higher division of the second, are in the habit of writing from dictation on slates. Where the second class children did not write from dictation they were accustomed to copy a few sentences from their book of reading lessons. The handwriting on the copy-books was very good, and the dictation exercises were in nearly all cases well written, but the spelling was generally deplorable. The dictation exercise which I frequently gave to the third class was this—"No animals are more common than spiders, we find them everywhere. Some have their dwelling in our houses, some in the fields, some in the crevices of an old wall, some float on their web in the air." I generally gave out the passage myself, but occasionally I asked the teacher to do it, thinking that my English pronunciation might be the source of the errors in spelling. The result, however, was the same; many children could not write the sentence without making at least four mistakes. The word crevices they could hardly be expected to know, but the other words are tolerably familiar. The children in the second class also, in copying words from their lesson-book were very inaccurate. The scholars in the fourth class generally wrote from dictation on paper, but in a few cases they gave in their own words the substance of a lesson they had lately learned.

Imperfect method of teaching arithmetic.

26. Arithmetic is the subject taught with the least success. Numeration seems to have been forgotten; the simple rules, except long division, are tolerably well known; the compound rules are supposed to relate to money only, and are practised before reduction has been learned. The rule of three is called proportion, but is taught in the vicious way indicated by the former name; a question that would have been called formerly in England an example of the rule of three inverse was very seldom worked correctly by the scholars, because they had never understood the principles of the rule. Practice, both simple and compound, is learned by scholars in the fourth class, but compound practice is limited to questions involving the price of quantities expressed in avoirdupois weight. These sums were worked by a method which I had never seen before, and which no one was able to explain satisfactorily. In a few schools the most advanced scholars could work sums in simple interest. I found that it was useless to ask any of the scholars to try to work a sum that was not a direct example of a rule he had learned. Indeed, the conclusion that I have arrived at with regard to the teaching of arithmetic is, that no attempt is made to show the children the reason of the different rules, or to give them anything more valuable than a power of manipulating figures in accordance with certain directions. For young children who are learning the first four rules, perhaps it would be useless to try to do this; but I am sure that boys should know something more of the principle of proportion than is shown in the old rule—"Put the single denomination in the third place, &c.;" and that a knowledge of compound practice which enables them to work sums of one kind only by a method they do not understand is worthless.

Grammar and geography.

27. English grammar is taught in all classes except the lowest; some of the scholars could repeat the definitions of grammatical terms given in the text-book, and the more advanced were able to parse a sentence in their book of reading lessons; but the greater number could not do more than assign the proper parts of speech to words taken at random from the book. Geography is learned by all the classes except the lowest. The proficiency in this subject was generally very creditable. The children repeated the explanations of geographical terms very much in the words of their text-books, but they could generally give examples which showed that they understood what they had learned.

Without looking at the map they could mention the names and describe the positions of the countries in Europe, and their capitals; they could generally mention the divisions into provinces, the counties and chief towns of Ireland, and occasionally possessed a similar acquaintance with the chief geographical facts relating to England. The quickness and intelligence shown in the answers to questions on this subject was remarkable. In the National schools I did not find any boys learning mathematics or languages, either ancient or modern. In the girls' schools both plain and fancy work is learned by most of the girls. The proficiency of the children in the convent schools and in the ordinary National schools was much the same. The best National school which I visited was quite equal to the best convent school in this respect, and there are convent schools below the general average of National schools.

Christian Brothers teach the younger children elementary subjects only.

28. The subjects taught in the Christian Brothers' schools differ slightly from those taught in the National schools; grammar and geography are not learned by the lower classes, but only reading, writing, and arithmetic. The division of these schools into classes is also nearly the same. Each class has a book of reading lessons corresponding to the book used in the class of the same rank in the National school. The books in the Christian Brothers' school, however, are rather more difficult; the lowest class is expected to be able to read, and their book is intermediate between the First and Second Books in the National schools. The passages selected are many of them of a religious nature, and would probably be considered unsuitable for use in a school attended by children of various creeds. Writing is taught in the same way as in the National schools, with much the same result; the handwriting is excellent, the spelling indifferent. In the highest class the boys are taught to write original composition. At the school which I examined this exercise took the form of a letter, and I have specimens which were written for me on the spot without previous notice, and under my inspection. These would do credit to boys of the same age who had received the best education.

Books used.

Arithmetic as in the National schools; mental arithmetic much practised.

29. Arithmetic is taught in the same way as in the National schools, and I could not discover that the boys had any better hold of the principles than the boys in the National schools. Mental arithmetic was taught with great success in the school which I visited. The boys in the highest class were arranged in two lines facing each other and challenges were exchanged from side to side: the rapidity with which the answers were given was such that I could keep up with the boys with great difficulty, although I had the advantage of a pencil and paper. Whether the accomplishment is worth the labour and time which must have been spent in acquiring it is doubtful. Geography and grammar are, as I have said, taught in the higher part of the school only. Although the boys had been learning these subjects for a shorter time than the boys in the corresponding classes in the National school their knowledge was not at all inferior; but the class which I examined was the highest in the school. The History of England and Ireland is taught, and the boys exhibited the amount of knowledge that might be expected after a study of any school manual of English History. The eagerness with which some of my questions were answered showed that certain parts of the history of their country excited the boys' interest keenly. Mensuration, Euclid, and algebra are taught when there are boys who have made sufficient progress to allow them to begin these subjects. In one school some of the boys were learning Latin, in order to qualify themselves for admission to the College at Maynooth.

Higher subjects.

Parochial schools.

30. The subjects taught in the parochial and other Protestant schools unaided by the State are of course in the main identical with those taught in the National schools. The chief points in which the two classes of schools differ are these—in the parochial schools writing from dictation is not practised so universally as in the National schools, and the history of England is learnt. Many of the parochial schools are in connexion with the Church Education Society, which issues a programme of instruction and recommends the books to be used. The books are altogether inferior to those published by the National board and the supply was very scanty in most schools. The books of reading lessons were these—the Dublin Spelling Book, which takes the place of the First Book published by the National Board, a book of reading lessons, published by the Society for Promoting Christian Knowledge, adapted to the third standard under the English Revised Code, and a History of England published by the same Society. The two latter books were apparently used indiscriminately by all the children who could read. The books were not in all cases the property of the children and frequently appeared to have been but little used. In some schools I received a strong impression that reading was not practised by using these books, but that the daily reading of Scripture was considered to be sufficient. There is a rule of the Church Education Society that Scripture is not to be used except for the purpose of religious instruction, but that rule can hardly be supposed to exclude the practise of the art of reading. Arithmetic is, on the whole, less efficiently taught in these schools than in any others; but indeed the same remark may be extended to secular instruction in general. There is an entire want of system in most of these schools. The programme of the Church Education Society may be professedly adopted as a guide, but its regulations are not universally obeyed. The principle on which the children were divided into classes I frequently failed to discover. In each class of one school I have found children, of whom scarcely two reached a similar degree of proficiency in the three subjects, reading, writing, and arithmetic. More frequently the reading and writing of a class was fairly equal throughout, but in arithmetic all was confusion—some scholars able to work sums in the rule of three, others unable to work examples of the simple rules.

Scanty supply of books, and these inferior.

Great importance attached to religious instruction.

31. The extreme importance attached to religious instruction in these schools probably explains the inferiority of the scholars in secular knowledge and their apparently anomalous classification. One hour daily out of the six, during which the children are supposed to attend, is given to the reading of Scripture, and, besides this, portions of Scripture are learnt by heart by all the children. Those whose parents do not object are taught the Church Catechism. An hour and a half daily will therefore be a moderate estimate of the time devoted to religious instruction.

32. At almost every parochial school, which I visited, disappointment was expressed at my refusal to examine the children in religious knowledge. I can understand the reason, because I had the advantage of attending the examination of a parochial school held by the Inspector of the Church Education Society. The fluency with which the children repeated the portion of Scripture that had been learnt by heart, and their intelligent answers on other portions of Scripture, were very

remarkable, and must have been the result of very considerable care and attention. This school, however, was much above the average of parochial schools in most respects.

Endowed schools.

33. The schools under the Board of Erasmus Smith are very similar to the parochial schools, and, except in Dublin, they take the place of parochial schools, and are under the control of the Incumbent of the parish.

34. The Dublin school can no longer be called a primary school, the boys learn Latin, Greek, mathematics, and modern languages. The master has raised the school to its present condition; when he was appointed the school was attended by children of the same class as the scholars in the parochial schools, and had no extraordinary reputation, but he raised the character of the instruction with such success that the school is now crowded with boys whose object is to get an education that will enable them to pass the Civil Service Examinations, or to enter Trinity College.

35. The other endowed schools, not parochial schools, which I visited, were not distinguishable from the parochial schools in respect of the subjects taught. I saw three of these schools, Ralph Macklin's, and Knight's Endowed schools in Dublin, and the Blue school at Drogheda. The last is a charity school in which twelve boys are fed, clothed, and educated. The master of the charity school is also master of the parochial school, and the charity boys attend the parochial school. Ralph Macklin's school is more pretentious than a parochial school, the boys in the highest class were learning Latin, French, Euclid, and Algebra; two or three possessed a smattering of Latin, some more were able with the master's assistance to conjugate the verb *parler*, but their knowledge of French was limited to the earlier portions of the grammar which they used. Of Euclid and algebra they knew nothing. I afterwards examined in the less ambitious subjects of arithmetic and writing from dictation—the results were most unsatisfactory. Knight's Endowed school is a charity school which supplies the place of a parochial school in the precinct of the Cathedral of St. Patrick; the number of boys admitted is twenty, and the education is similar to that given in parochial schools.

Schools supported by the Society for Promoting Irish Church Missions.

36. Besides these schools in which secular instruction is professedly the chief object for which the schools are intended, I visited two schools supported by the Irish Church Missions Society. One, a boys' school, was called a ragged school, though the boys were much better clothed than the generality of those who attend the National schools, but I was told that their clothes was the reward of their regular attendance. The religious instruction was the predominant feature of the education given in the school, the secular instruction being considered quite subordinate. A school for girls belonging to the same society was similar in its aim. Here the girls were boarded and lodged as well as clothed. In both schools the course of instruction was the same for children of all religions; indeed, I was told that "controversy" was taught in order to instruct those who were not yet Protestants, and to strengthen the principles of those who were.

Want of system in the parochial schools as compared with the National schools.

37. The universal adoption of the same system of education in the national schools renders it possible to make a general description of the education given in them tolerably fair. The parochial school in which the common feature is the compulsory religious instruction, cannot be so well included in one account. Some parochial schools were systematically conducted and the scholars in them as proficient in secular knowledge as the scholars in the national schools; but on the other hand, there were parochial schools which were in every point much inferior to any national school, and this inferiority seemed to me to be mainly due to the irregular way in which the school was conducted. It is this want of system and method which makes a general account of them so difficult and unsatisfactory.

National teachers all of tried efficiency.

38. By the regulations of the National Board all teachers of national schools must be either "classed," or "probationers." A classed teacher has passed an official examination, on the result of which, and on his proved efficiency as a teacher his class depends. A probationer has not been examined, but in order to be retained in a school must appear at the examination, should a summons be sent. Of eighty-nine principal teachers of schools which I visited four only were probationers. Two had been just appointed to schools, and expected to be summoned to the examination; the other two were teachers of schools which had been in operation for some years before they were placed under the superintendence of the National Board. The original teachers had been retained in their places, without being compelled to pass the official examination. There are three classes of teachers, and three divisions in each class. The examination of a teacher for classification generally precedes, or immediately follows the first appointment to a national school, but a teacher who wishes to improve his class may be again admitted to the examination, if the Inspector makes a favourable report of the state of his school, and a teacher may be depressed if the Inspector considers that his school is not properly conducted. This being the extent to which the efficiency of the teacher affects his classification, the examination is clearly the more important influence. A comparison of the state of schools under teachers of various classes was the only available means of estimating the value of the classification as an indication of the efficiency of teachers. The test is not very accurate since many local circumstances beyond the teacher's control may assist or hinder his efforts. However, the schools which appeared to be especially well managed, and in which the scholars had made the greatest progress, were under the care of teachers who had obtained a high class, and the inferior schools were generally conducted by teachers with a low class.

Many of them have been trained in Dublin.

39. Most of the schoolmasters and a large proportion of the mistresses had passed through a course of training at the normal school in Dublin. The masters of twenty-four out of twenty-seven schools which I visited in Dublin, and the mistresses of twenty-five out of thirty-five schools had been trained. The masters of thirteen out of seventeen National schools in the country, and the mistresses of three out of ten schools had been trained. The untrained teachers were generally much younger than the rest, and only recently appointed to their schools. With four exceptions, all National teachers had been educated in National schools, and had been monitors and assistant teachers before their appointment as principal teachers. Thus any teacher, trained or untrained, must have become thoroughly acquainted with the nature of his work before he is appointed to take charge of a school. I could not observe that the untrained teachers were at all inferior to trained teachers of the same grade, and in similar situations. The larger proportion of untrained teachers is composed of females who had in many cases been monitresses in one of the large convent schools in Dublin.

40. The teachers of schools attended by boys only were men in all cases except one. The exception was the lower school for boys in the St. Patrick's National Schools in Dublin, in which all the teachers were women. Judging from the excellence of this school I should think that in all similar schools female teachers would be preferable. All girls' schools and infant schools were under female teachers. In the country where there are schools attended both by boys and girls, the teacher is sometimes male and sometimes female. These schools are generally so small that there is no assistant teacher, but in one of them the master's wife acted and was paid as an assistant teacher. The popular feeling, I was told, was in favour of male teachers in mixed schools, but the managers of schools said that they preferred a female. Female teachers appeared to maintain order in these schools, and to teach the children quite as well as male teachers. In most schools there are monitors, and in the larger schools assistant teachers. The monitors did not attempt to teach the higher classes, but the assistant teachers were not confined to any particular part of the school. I did not observe any case of neglect of the lower classes by the teachers. In Dublin, where most of the larger schools are situated such neglect is rendered impossible by dividing the schools into two independent parts, each of which is considered as a separate school. The upper school contains the higher classes, the fourth, third, and part of the second, in most cases; the lower school the rest of the children who are too old to remain in the infant school. The teachers of the schools were, as a rule, quite independent; though in one school which I visited the two departments were nominally under the control of the head of the higher school. I have noticed jealousy between the teachers of such schools; in one instance the teacher in the higher school complained to me that the children were not sent up as soon as they were ready for promotion. Where the school-fees are paid to the teachers there is doubtless a temptation to detain children as long as possible in the lower school. In the case I have mentioned, however, that temptation did not exist, because the manager received the school-fees, and paid the teachers a fixed stipend.

The sex of teachers and scholars generally the same.

In mixed schools a female teacher preferred by school managers.

Younger children not neglected.

41. The appointment and dismissal of teachers is in the power of the managers of schools, but the Commissioners reserve the right of withdrawing their contribution towards the salary of any teacher whom they consider incompetent, and of absolutely dismissing the teachers of vested schools. Both teachers and managers were satisfied with this arrangement as far as I could ascertain; at least no complaint was ever made to me on the subject. No case of dismissal had occurred recently in any school which I visited. The relations between managers and teachers, as a rule, appear to be very friendly. At the worst, the manager never troubled himself about the school, and left the teacher to do what he could for himself. When, as is generally the case, no residence for the teacher is attached to the school, I found that the teachers did not wish for it, but would prefer an increase of salary; it was stated to me as a reason, that if the teachers lived close to the school or church, the manager might have an opportunity of compelling them to undertake additional labour. The teachers had, with very few exceptions, adopted and pursued their calling from the time that they were scholars in National schools, and they have no other occupation now. One National school teacher kept a newspaper shop; and I heard that another gave private lessons out of school-hours. In a country school, the master told me that he wanted to go away immediately after the ordinary time of closing the school, in order to survey a field for a farmer in the neighbourhood. In another school there was a residence, with three acres of ground rent-free for the use of the master; the ground he cultivated. These were the only instances which came to my knowledge of teachers having any employment which had no connexion with the school. The teachers of many schools hold evening schools in winter, for which they receive £5 from the National Board, in addition to their class salary, and in a Dublin school the master was paid by the parish priest for teaching a Sunday-school. I was surprised to find that so few of the teachers endeavoured to obtain employment for the hours during which they were not engaged in the school, for, by nearly all, the amount of salary they received was declared to be insufficient. The salary is derived from three sources—the National Board, school-fees, and the manager or local subscriptions.

Appointment of teachers.

Teachers have no employment except in their schools.

42. The Commissioners, in their regulations, state that, before a National school can be established, satisfactory assurance must be made to them that some provision will be made from local sources to increase the teacher's salary in addition to the school-fees, thus clearly enunciating the opinion that the amount of salary derived from their payment, and the school-fees, is not sufficient remuneration. In the Dublin schools, the managers generally make some addition to the teachers' salaries, and the principal teachers receive considerably more than the masters of country schools, who have in general nothing except the salary paid by the National Board and the school-fees. The average income of the masters of schools in Dublin, which I visited, is not less than £60 per annum. Some of them receive considerably more; the highest master's salary was £102 (with a residence), the lowest £33, without a residence. In country schools, the average salary of a master is not more than £40; but there are many schools which are under a mistress, who receives very much less. The schoolmistresses' salaries in Dublin are much lower than the masters'. The average salary is about £35—in the country, about £25. The salaries of assistant teachers are much smaller. Residences are very seldom provided for the teachers, and therefore all their expenses must be covered by their salaries.

Salaries only the amount of the stipend paid by the National Board and the school-fees.

43. The remarkable difference in the salaries paid in Dublin and in the country schools is due to two causes. The teachers in Dublin are generally of a higher grade than those in the country, and therefore receive a larger stipend from the National Board; the amount derived from school-fees, and from other local sources, is also much larger. Of course the expense of living in Dublin is greater than in the country, but the difference is not nearly equal to the excess of the average Dublin salary above the average country salary.

44. The teachers, almost without exception, complained of the insufficiency of their salaries. They are unable, if married, to save anything, and yet the only support which they can expect in old age or bad health, must be the provision they make for themselves. The teachers of schools where the amount of the school-fees was small, and no assistance was given by the manager, told me that their income was barely sufficient to supply their own wants. The teachers of country schools are in still worse circumstances, and the result is, that in the mixed schools female

Teachers dissatisfied.

teachers are gradually taking the place of male teachers. In the country also, there is great difficulty in obtaining monitors, and in keeping monitors who have been appointed and are in receipt of salary from the National Board. Promising boys prefer to adopt any other occupation that offers itself. I was told of one or two monitors who had given up their posts in order to become railway porters. The difficulty in getting properly qualified boys to become monitors is not so much felt in Dublin, because many boys are glad to take the opportunity of continuing their education, and at the same time earning a little money. They hope to qualify themselves for situations, which could only be obtained by persons who had received a fair education, and they have no intention of adopting teaching as the means of gaining their livelihood. I noticed that some of the teachers were physically incapable of any hard work, either on account of ill health or deformity; and a person whose experience renders his opinion very valuable, told me that it was a fact that the teacher's life was thought to be a resource for those who were unable to get their living by manual labour. I think that there can be no doubt that the teachers have good reason for their complaint; and that their salaries are too low. It may be useful to compare their salaries with those of the parochial teachers, and of another body of men who may be considered to occupy a similar station—the constables.

Unwillingness to become teachers.

Comparison between the salaries of National teachers and of parochial teachers.

45. The parochial teachers have as a rule rather larger salaries than the National teachers, a residence rent-free, and in addition they hold the office of parish clerk. From this office they cannot be removed without compensation, and thus they have some small provision for old age. Besides, the private liberality which provides their salaries, would probably continue to help them when they were obliged to retire from active work. The constables of the lowest rank are paid from £36 to £44 per annum, according to the length of their service, they live in the barrack, their uniform is provided for them, and they have the prospect of a pension on retiring from service. Thus the parochial teachers and the constables are in better circumstances than the National teachers, both with regard to their present income and expectation of pension. The constable's pension was very frequently mentioned to me by the National teachers as the great object of their wishes. The most injurious effect of the lowness of the salaries, and the want of pension, is the tendency of teachers to continue at their posts, when from age and health they are unable to do their duty as vigorously as is desirable. Then the children suffer, unless the manager either with or without the recommendation of the Inspector discharges the teacher. It is not difficult to understand that most managers would think such a measure too harsh, unless they could see that some provision would be made for the retiring teacher. It is true that the National Board is willing to grant a sum of money to teachers who retire after a certain period of service, but the amount is not sufficient to maintain them for more than one or two years, and does not succeed in inducing superannuated teachers to give up their posts. The female teachers who receive a much smaller salary than the masters, were more desirous of an increase of their income than of a pension. They were as a body much younger than the masters, and probably looked forward to marriage as the close of their work in schools. The difference in the amount of salary paid to schoolmistresses in National and parochial schools is not very great; but in the parochial schools the mistress was frequently the wife of the schoolmaster, and her salary was considered as an addition to his, and therefore in reality the parochial teacher was much better paid than the National teacher.

Pension the chief desideratum of National teachers.

Efficiency of National and parochial teachers contrasted.

46. The work done by the National teachers, estimated by the number of children they teach, is of course much greater than that the parochial teachers have to do. Of the efficiency of the two classes of teachers it is hardly fair to judge from results only. The National teachers have many advantages—the systematic course of instruction prescribed by the Commissioners, the rules for the conduct of the school business, and frequent inspection, combine to render the teacher's work in a measure mechanical, and this effect is increased by the thorough knowledge of the system which the teachers have acquired as scholars, monitors, or assistant teachers. Inferior teachers may go through their work in a perfunctory manner, but the system directs their efforts so that the scholars receive more benefit than they could from the capricious zeal of more energetic persons, who were allowed to adopt any method of teaching that seemed good to them. The parochial teachers may conduct their schools as they please, subject only to the interference of the parish clergyman. They have had no training for their work, except such as may be given in the central school in Kildare-street, and whatever this may be, it is no substitute for the long and thorough preparation received by the national teachers. The consequence is that their school business is conducted in the most unmethodical way—the classification of the children, the time-table, the manner in which the school rolls are kept, even the arrangement of the rooms—in all these points the parochial schools contrast very unfavourably with the National schools. But after making allowance for defective machinery, it appeared to me that the parochial teachers as a body are not equal to the National teachers; yet in Dublin schools their salaries are not less, and in the country considerably higher than the salaries of the national teachers, and in addition they have in nearly all cases a residence provided for them. Their work is not so heavy because the number of children in the parochial schools is much smaller than the number in the National schools. The schoolmaster is very commonly the parish clerk, and derives a small increase to his salary from his office. This arrangement has been supposed to interfere with the power of the clergyman to dismiss a teacher at pleasure, because the clerk's office cannot be taken away from the holder. Practically no difficulty is found to occur, because the stipend of the parish clerk is not sufficient to support a man who has nothing else to depend upon. Assistant teachers and monitors are unknown in parochial schools. The number of scholars in any school that I saw was not large enough to require another teacher, but a properly qualified monitor would have been very useful in many of the schools. It seemed as if the disorder and confusion that exists in some of these schools was caused by the attempt of the master to teach all the scholars at the same time. This inconvenience might be avoided by the employment of a monitor, who would thus receive an early training in the work of teaching, of the greatest value to him if he intended to make that his occupation in life. The expense was occasionally mentioned as a difficulty which prevented the appointment of monitors, but in most of these schools this method of assisting the teacher had never been thought of. At present there are very few schools in which a boy could be found of any use for such a purpose. In Dublin, and occasionally in the country, the parochial teachers are assisted

by the frequent visits of the clergy and other persons, principally ladies, who interest themselves in the education of the poor. This sort of encouragement is scarcely ever given to the National teachers —an indication among many others, that all local interest and care is devoted to denominational education.

Class of children in attendance at primary schools.

47. The class of children in attendance at primary schools, the regularity of their attendance, the period during which they remain under instruction, and the proficiency they attain, vary considerably in different places and in different kinds of schools. The poorest children, it is scarcely necessary to state, are the least regular and the most ignorant. The schools frequented by them are the ordinary national schools, even where, as in Dublin, convent schools or schools of the Christian Brothers are also in operation. The children who form the great majority of the scholars in parochial schools are, as a rule, far removed from destitution and want; in the poorest districts of Dublin the difference between them and the national scholars was very evident. In these places the effect on the national schools of the poverty which prevails among the adjacent population was strongly forced upon my notice. The children looked half starved, and were clothed in rags which seemed scarcely to hold together. They were exceedingly irregular in their attendance, being often absent for many days in succession; sometimes because an opportunity of earning a few pence had been offered them, sometimes because their parents would not send them without decent clothing and without food, but more frequently because no one cared whether they went to school or not. In some of the parochial schools food and clothing are given to the children who come regularly to school, and in consequence the schools are better attended. The amount of relief given is, however, but small, and the true reason for the better attendance of the children is to be sought in the greater care which their parents take for their children's education. When the children who attend the National schools are not so exclusively of the poorest class the attendance is more regular, though there is still room for improvement when population is so numerous that it is impossible to urge individuals to do their duty in this matter, and amongst the people considerable indifference prevails.

National schools frequented by the very poor, who are very irregular in their attendance.

Period of attendance short, and amount of knowledge gained very small in poor districts,

48. In the very poor districts most children cease to attend national schools altogether after they have reached the age of eleven years; in parochial schools generally, and in national schools which are more favourably situated, the period of attendance is prolonged until the scholars reach thirteen or even fourteen years. The degree of proficiency attained by the children in the worst schools is very low. Most of them leave school before they have passed through the second class; they cannot read a sentence of ordinary difficulty; they may be able to write their own name legibly, and in very favourable cases to copy a few words from a book; at the best they have learnt the four simple rules of arithmetic, but are more commonly ignorant of anything beyond multiplication. It is not difficult to imagine how soon they relapse into a state of perfect ignorance. Whether a greater amount of knowledge might not have been expected from children of their age is a question to which the extreme irregularity of their attendance during that period when they were supposed to be under instruction, gives an answer. In parochial schools and national schools elsewhere most of the scholars reach the third class, and some even the fourth, before they leave school altogether. They can read a newspaper with difficulty, but sufficiently well to induce them to keep up their power of reading or even to improve it; they can write tolerably, and know the four simple rules, sometimes also the four compound rules and proportion. When so much knowledge has been acquired there is some hope that it may be, if not increased, at least not entirely lost during the active life of the scholars. In the country I found no schools in which the scholars were so unpromising as in the very poor Dublin schools: the attendance also, except at those seasons when there is a great demand for labour in the fields, is fairly regular. The children remain at school until the age of twelve or even thirteen years, and not unfrequently return when they are out of work, or when they have left one place and have not found another. The proportion of scholars who reach the third class is considerably larger than in the poor town schools, but is not so large as in the best. On the whole, however, the state of education is more satisfactory in the country than in Dublin. There are several causes which tend to produce this state of things; the population of each district is much smaller, and is amenable to the influence of the clergy and teachers, which in the densely populated town districts is unavailable; the condition of the people is better, there is little or no positive destitution, and there is not much opportunity for getting work for children of tender age. At the same time the parents are not much more anxious about the progress which their children make than the inhabitants of the town, and are not so careful in sending them regularly to school as they ought to be.

elsewhere more satisfactory,

and in the country as compared with Dublin.

Suggestions for improvement.

49. In order to improve the state of education in the town several suggestions have been made. They may be classed under three heads—gratuitous instruction, rewards for regular attendance, legal compulsion. The first method has long been tried with most unsatisfactory results. In many parochial schools no fees are ever asked for, and the attendance is not at all more regular than in other schools in which the scholars are drawn from the same class. In the national schools the payment of fees is never required as a condition of admission, and I was assured wherever I went that the free children were the most irregular in every way. The common tendency to value cheaply that which costs nothing is productive of great mischief in this respect, though the other causes which I have already mentioned, the poverty of the parents, and the use they make of their children's labour are quite as effectual. No doubt instruction must be given gratuitously to a large class of children, but there is danger of the privilege being greatly abused. As a means of attracting the poor to school it cannot be very effective, as far as past experience justifies an opinion on the subject. Rewards, or rather bribes for attendance, have also been tried, though not very generally, and with very undesirable results. The so-called ragged schools are intended for children whose poverty forbids their attendance elsewhere. To those who attend regularly clothes and food are given, and in consequence the appearance of the scholars is not such as might be expected from the name of the schools. The effect of these schools is said to be very pernicious in some respects, they tempt parents to neglect their duties to their children because other persons will undertake them, and it cannot be concealed that they are used as organs for the spread of peculiar religious opinions. I visited two schools of the kind, and in both the chief object of the schools was to train the scholars in the Protestant religion, whether their parents belonged to that creed or not. There was no deception in the matter, it was openly

Gratuitous instruction.

Rewards to the children for regular attendance.

avowed that all scholars who attended would receive religious instruction of the kind. Of course a general application of this principle is impossible, and it is not difficult to understand that much mischief is caused by its adoption to its present limited extent. At the same time the fact cannot be evaded that there is a great number of children outside the workhouses, whose destitution renders school attendance impossible. In many of the parochial schools a slice of bread is given daily to all the younger children, some of them are clothed; and the ladies who visit some of these schools relieve any urgent case of necessity. No objection can be made to such a proceeding. The most pressing case is not, however, reached by this means. Most of the destitute children are Roman Catholics, and attend national schools if they go to school at all. It has been suggested that if the managers of such schools had the means at their disposal, they might be able to render the regular attendance of many children possible who are now frequently absent from these causes. The Government grant or the school fees could not be applied to such a purpose, but it would not be difficult to induce charitable persons to give their assistance to a scheme of the sort. It would still, of course, be necessary to avoid carefully any injudicious distribution of relief to undeserving persons, and any attempt to bribe the parents to send their children to school. Neither of the plans hitherto mentioned would produce any effect on the large class of parents in better circumstances who are not careful in sending their children to school. The only means stronger than the appeals of the clergy or the teachers that anyone mentioned to me was legal compulsion. It is unnecessary to enter upon the arguments for and against this method; it is sufficient to state that the feeling against is less strong than it may be supposed to be. I would especially refer to some remarks of the Rev. Dr. Spratt on this subject, which will be found in the Appendix, and which, I believe, may be taken as representative of the opinions of many of the Roman Catholic clergy, who are the chief promoters of popular education in Dublin.

Legal compulsion.

Religion of scholars.

50. With regard to the religion of the children in the different kinds of schools, the general result is this:—in the national schools, both in town and country, the scholars are chiefly Roman Catholics; in the parochial schools Protestants; and in the Christian Brothers' schools Roman Catholics. In Dublin, wherever there is a national school a parochial school is always to be found at no great distance; the national schools are generally under the management of the Roman Catholic clergy, and no Protestant children are to be found in them. In the parochial schools, especially the infant schools, a few Roman Catholic children attend. It is impossible to give an exact estimate of the number, because in these schools no distinction is made between the children of different religions. In some schools I was told that the children of mixed marriages were considered to be Protestants, in others Roman Catholics; but, including all such doubtful cases, I think the number of Roman Catholic children to be found in parochial schools is very small. In national schools under Protestant managers there are very few or no Roman Catholics, except in the case of one school of which the circumstances are peculiar, and in which nearly all the scholars are Roman Catholics. In the country the parochial schools are very nearly as numerous as the national schools and succeed in attracting nearly all the Protestant children. I found very few parishes without a school, and in these the whole number of Protestants is exceedingly small, and quite insufficient to make it worth while to keep up a school for them. In such places I found a few Protestant children in the National school. In another place where the parochial school was considerably below the average of such schools, and the national school was exceedingly good, two or three Presbyterian children attended the National schools. In general the children of different religions will not mix in schools. It cannot be expected that the Roman Catholic clergy should cease to hinder as much as they can the attendance of Roman Catholic children in parochial schools, where it is openly professed as the principle on which the schools are conducted, that all children are to receive instruction in Scripture from Protestant teachers. However, in the National schools, the protection afforded to the religion of the children does not succeed in attracting Protestants to schools under Roman Catholic managers or Roman Catholics to schools under Protestant managers. No one complained to me of any violation of the rule of the National Board, though I endeavoured to make every possible inquiry on this point. Even the parochial clergy, who were most opposed to the system, did not complain that its rules were broken.

Practically no mixed education.

51. On both sides the clergy seem to have sufficient influence with the parents to prevent the attendance of children at schools of which they disapprove, and on that account their opinions are especially valuable. Some of the Protestant clergy profess themselves supporters of mixed education, understanding by the term common instruction of all children both in religious and secular knowledge, and think it reasonable to complain that the Roman Catholic children are restrained from attending their schools. Others, who have the management of national schools, told me that mixed education was most desirable; but I did not find one of them who would approve of a Protestant child attending a Roman Catholic national school, if there were no other national school within reach. Another significant indication of their real feelings is the establishment of national schools by the clergy of various Protestant persuasions, because they think it better that the children of parents who profess a particular form of Protestantism should not be sent to a school where the manager and teacher profess another. In fact, the conclusion to which I came was this, that the professed supporters of mixed education desired to establish schools which they should manage and which children of other denominations should attend, but were by no means willing to send children of their own creed to schools conducted by persons of a different creed. I need only repeat that no one ever hinted at any effort on the part of the Roman Catholic clergy to discourage the attendance of Protestant children, or, on the other hand, to interfere with their religion in the national schools. The danger that Protestant children were said to incur was the injury their faith would receive if they learned to imitate the practices of Roman Catholic children by associating with them—an objection which cuts at the root of the principle of mixed education. The opinion of the Roman Catholic clergy is well known. On the whole, my impression is, that the dislike of mixed education, in any real sense of the term, is universal among persons who now control the education of the poor.

Protestant clergy nominally in favour of mixed education, but in reality opposed to it.

Popular feeling.

52. What the opinion of the parents themselves is it is impossible to say; as a fact, they follow the wishes of their clergy, and have done so for such a length of time as to make it probable that as far as they have any feeling in the matter they agree with their clergy. The Protestant children, or at least the children of members of the Established Church, are sent to the

parochial schools, even where there are national schools of great excellence under Protestant, but not Episcopalian management, within reach. On the other side the Roman Catholics prefer the Christian Brothers' schools, where they have the choice between these and the National schools. The Christian Brothers have a reputation for giving a better education than can be obtained in the National schools; and, certainly, the higher classes in their schools are remarkably well taught. But with the younger children their system is not at all more successful than the national system. These facts seem to indicate a preference for denominational education on the part of the persons who are most directly concerned.

School buildings,

53. The school buildings, in general, whether belonging to National schools or to private schools, are not at all what they ought to be. The rooms are badly constructed and without any provision for ventilation, the windows too small or too few and badly placed, and the situation of the town schools is frequently most unsuitable. The parochial and other private schools are superior to the national schools in this respect. On some buildings belonging to these schools which have been lately erected money had been freely spent, and the result would have been excellent if the builder had considered that light and air were necessary in a school-room. Those school-rooms belonging to the Christian Brothers, which had been built by them, were very good in all respects, and form the most remarkable exception to the general character of school-rooms.

in the case of Dublin National schools very bad.

54. The national schools, with the exception of those vested in the Commissioners or trustees have been built, and are kept in repair by means of local contributions. Two-thirds of the expenses of the erection of vested schools is contributed by the Commissioners, and the whole expense of maintaining in proper repair schools vested in them. The vested schools are very few in comparison with the non-vested. The buildings of those which I saw were, on the whole, superior to the buildings of non-vested schools, and the schools vested in the Commissioners were in much better repair than others. The Dublin schools are decidedly worse than the country schools, and thoroughly deserve the condemnation passed on the schools in his district by the Inspector of National schools in South Dublin. Apparently the only test of a building's fitness for its purpose that is required is that its area should be sufficient to allow eight square feet, at least, for every child in attendance. It is stated in the Regulations that the Commissioners will withdraw their aid from schools which are not kept in proper repair, *i.e.* will take away the teacher's salary, in order to make local managers or trustees do their duty. No instance of such a measure being adopted had ever occurred, though several school-houses were so bad that it is impossible to understand why the Commissioners sanction their use. The school Inspector is the only person whose duty it is to report on the state of the buildings, except in the case of schools vested in the Commissioners, and these are visited from time to time by the officer of the Board of Works, who orders all necessary repairs to be executed. There were only three schools vested in the Commissioners within the district assigned to me. I saw them all; they were in good repair, having been inspected by the officer of the Board of Works within the year.

Apparently no means of compelling proper provision in non-vested schools.

Inferiority of school buildings due to the failure of local efforts.

55. The state of most of the non-vested schools, or schools vested in trustees, was such as to prove that local contributions cannot be depended upon, either for the construction or maintenance of proper buildings. There are some managers of schools who do provide good school buildings, so that it is clearly possible to obtain the necessary funds from local sources, but whilst the extraction of subscriptions from (possibly) unwilling contributors is left to the tact or goodwill of the local manager, it is probable that the present unsatisfactory state of things will continue. Wherever I went, I always endeavoured to find out what local support was given to schools, and I sent a circular to school-managers, asking for an account of the money received for the support of their schools. I found that whilst the parochial and other private schools are almost entirely supported by local subscriptions, the national schools generally have no local support except from the children's pence. In some of the Dublin schools the parish priest has a charity sermon for the school, and the few national schools under Protestant management both in Dublin and in the country have considerable support from endowments and subscriptions. In the country I found only six national schools, for which there was any local contribution. At Maynooth, the Duke of Leinster subscribes £20 annually to the national school. At Celbridge, Mr. Langdale, who was the manager of the school, subscribes to the school. The Countess of Mayo gives the master of the national school at Kill £3 every winter for a night school, and pays all the expenses incurred for light, fuel, books, &c. Lord Powerscourt gave the school-house and the teacher's residence at Enniskerry, besides a large addition to the teacher's salary. Lord Fitzwilliam gives £6 annually towards the salary of the national school at Rathdrum; and the Mining Company of Ireland almost entirely supports the school at Glendalough. A small national school at Halverstown, in the county of Kildare, was held in a house which had been given to the school by Mrs. Purcell, who lives there. Mrs. Purcell was the local patron, and made a considerable addition to the teacher's salary, besides providing him with a residence close to the school. These solitary instances of liberality on the part of a few persons of rank and influence are no substitute for the general local support which is required, in order to provide and maintain proper buildings for non-vested schools. There are persons who are willing to assist in providing the means of education for the poor, but they prefer to support denominational schools, such as the parochial schools.

Instances of private munificence.

56. Whilst some of the supporters of parochial schools are conscientious opponents of the national system, it seemed to me that others had no strong bias in favour of or against the national system, and would subscribe to the national school just as willingly as to the parochial, if they were asked to do so. It might have been expected that Roman Catholic landed proprietors would have supported the national schools just as the Protestants support the parochial schools, but I was told that as a rule they do not take the slightest interest in the matter. An idea seemed to exist almost universally, that it was the duty of the Government to undertake the whole expense of the schools, and indeed not of elementary schools only; persons who could afford to send their children to boarding schools, complained because the State had not established schools in their neighbourhood, at which their children could be educated in a manner suited to their rank in life, as cheaply as the poorer children in the National schools. It was never alleged as a reason for not supporting the National school that the priest was the manager; but in two only out of the few cases which I have mentioned of schools

The management of schools by the clergy

not alleged as a reason for refusing to support the schools.

in the country receiving any local assistance, was the management of the school in the hands of the priest. The general feeling on the subject of National education seemed to be either indifference, or the actual hostility of the supporters of other systems. Indeed the zeal of school managers even seem to be exhausted when schools have been once established.

57. In Dublin there is more attempt to obtain support for the schools. Many local patrons have a charity sermon for their schools which produce from £70 to £100, and some collect subscriptions in addition.

No accounts of any expenditure on fabric, &c.

58. In the appendix to the Report of the Commissioners of National Education a table is drawn up showing the amount raised locally in aid of the teachers' salaries. From a comparison of these sums with returns which were made to me from most of the schools which I visited, I found that the sums mentioned in the tables generally represented the school-fees and the additions made to salaries by the managers. No account seems to be kept of the money (if any) which is expended on the school buildings, or which is collected to support them. In the country schools, as I have said, such an account is unnecessary; but in two or three of the Dublin schools considerable sums must have been quite lately spent in providing new buildings; I was unable to obtain any estimate of the amount. The maintenance of old school buildings in Dublin is another expense of which I can give no authentic estimate; from the state of the buildings, however, I am sure that the sum must be very small. For most of the parochial schools, which depend on local subscriptions entirely, annual reports of the receipts and expenditure are published. From these it would be possible to calculate the average expense of educating a child; and could the same data be obtained for the National schools an instructive comparison might be made. But the only returns of the expenditure on the National school is the amount granted by the State in aid of the teachers' salaries, and the sums raised in the locality for the same purpose. An estimate of the comparative expense of the two systems can be made if no account is taken of the sums spent, the repairs of buildings, or any other purpose, except the payment of the teachers. Such an estimate will be found in the appendices to my report.

PART II.—DETAILS OF INQUIRY.

Section I.—Drogheda.

Order in which the districts were visited.

59. I now proceed to give a detailed account of my inspection of schools in the different districts, taking the districts in the order in which I visited them. I began with Drogheda. I then went to Naas and Celbridge, and completed my examination of those districts before the end of July, just as all the schools were closing for vacation. It is important that the time of my visit should be noticed, because I was given to understand that the attendance in the schools was below the average in consequence of the approach of the vacation and the demand for labour in the fields at that season. Towards the end of July, the schools in Dublin re-opened after the summer vacation, and I was engaged in visiting them until the beginning of September, when I went to the Wicklow district, to which I had made one visit previously. Here I found two schools closed for the vacation, but the schools were generally in full operation, and no excuses were made for the want of a larger attendance, or for the state of the schools. At many of the schools in Dublin, I was told that the children had forgotten so much during the vacation, that they would give a very unfair impression of the efficiency of the school—an excuse which, whatever may be its value, I think right to state here.

Drogheda.

60. Drogheda is a very busy seaport, with considerable trade, and contains several manufactories—one of which is a cotton-mill belonging to Mr. Whitworth. At all of these—but especially at the last—I was told that large numbers of boys and girls were employed. The town is divided into unequal portions by the river Boyne, the northern portion being considerably the larger. The two parts of the town are very distinct; and I was told the children who lived in one part of the town seldom went to school in the other.

Population.

61. The population of the town of Drogheda in 1861 amounted to 14,740 persons, of whom 1,031 were members of the Established Church, 13,342 were Roman Catholics, and 367 Presbyterians, or members of some other Protestant religious body. If, therefore, the whole number of children of school-going age be divided into three portions in the ratio of the numbers—10, 133, and 4—the result may be taken as a fair approximation to the numbers of children of each religious persuasion who ought to be at school.

Period of school age. Method of calculating the number of children of various religions who ought to be in attendance at school.

62. The school age may be supposed to extend, in towns at least where there are infant schools, from three to thirteen years. The children between three and five years should be assigned to infant schools; those above five and under thirteen to ordinary schools. I did find children less than three years old, and more than thirteen, in the schools, but the exceptions are few; indeed, twelve years might be taken as the higher limit of school age with nearly as much reason as thirteen years.

63. The census tables give the number of persons whose ages fall within the limits of successive periods of five years. The numbers corresponding to the periods from five to ten years, and from ten to fifteen years are nearly equal. The number of any particular year may therefore be supposed nearly equal to one-fifth of the whole number corresponding to the period. Thus the number of children between the ages of five and fifteen years is found to be the sum of the number given in the tables for the period from five to ten years, and of three-fifths of the number corresponding to the period from ten to fifteen years. For children under the age of five years a variation in the method of calculation is necessary, as the number of children under the age of one year is disproportionately large. This number is given in the tables, as well as the number between the ages of two and five years; half the latter I take as an approximation to the number of children who might attend infant schools. In this way I have calculated the number of children of both sexes who were of school age in 1861, and assuming that the proportions of the children belonging to each of the three principal religious bodies are the same as those of the general population, I have obtained an approximate representation of the numbers of children arranged according to their religion. These results are exhibited in the following tables. The numbers refer to the whole town of Drogheda; if it is wished to discover the members which belong to the northern or southern division of the town, that is, to the parishes of St. Peter or St. Mary, it can be done without difficulty, as the population of the latter is one-third of the population of the former, and therefore one-fourth of the whole.

TABLE A.—Showing the Estimated Number of Children of School Age in Drogheda.

TABLE A.—Estimated number of children of school-age in Drogheda.

—	Above 3 years and under 5.	Above 5 years and under 10.	Above 10 years and under 13.	Total above 5 years and under 13.	Total above 3 years and under 13.
Males, . .	336	799	449	1,248	1,584
Females, . .	316	789	445	1,234	1,550
Total, .	–	–	–	2,482	3,134
Members of the Established Church, . .				168	213
Roman Catholics, ...				2,249	2,836
Presbyterians, &c., ...				65	85

64. According to the census returns 1,836 children—of whom 154 were Protestants, and 1,682 Roman Catholics—were in attendance at primary schools on May 17, 1861; 205—of whom 129 were Roman Catholics, and 76 Protestants—at superior schools. Assuming that these figures indicate the proportions in which the children can be divided into classes which attend superior schools or primary schools, and the numbers of the two religions in each class, I conclude that one-ninth of the children should be in attendance at superior schools, eight-ninths at primary schools, and that two-fifths of the number who ought to be in attendance at superior schools are Protestants, but only one eleventh of those in attendance at primary schools. The number assigned to superior schools is probably excessive, because the proportion of non-attendants in the class of children who go to superior schools is much smaller than the proportion in the lower class. If, therefore, eight-ninths of the whole number of children be taken as the number who ought to be in attendance at primary schools, and for whom provision should be made, the estimate will be too low rather than too high. The number of Protestants in the lower class will be very nearly one-third of the whole number of Protestants, the number of Roman Catholics nine-tenths of the whole number of Roman Catholics.

Proportion in attendance at primary and superior schools respectively.

65. The following table shows the number of each religion actually present at every kind of primary school on June 25, 1868, and the number of children who should have been in attendance, calculated in the manner described:—

TABLE B.—Showing the Number of Children actually present in Primary Schools in Drogheda, on 25th June, 1868.

TABLE B.—Number actually present in primary schools in Drogheda, on 25th June, 1868.

Name of School.	Roman Catholics.			Protestants.		
	M.	F.	I.	M.	F.	I.
National Schools, . . .	124	–	–	33	9	–
Convent Schools (National), .	–	403	322	–	–	–
Christian Brothers' Schools, .	492	–	–	–	–	–
Church Education Society's, .	–	–	–	11	20	28
Blue School, ...	–	–	–	11	–	–
Convent Schools (Private), .	–	159	20	–	–	–
Private Schools, . . .	36	26	10	–	–	–
Total, . .	652	588	352	55	29	28
Number of School age, &c., .	1,018	1,006	528	36	35	20

66. This table has been compiled from the returns of the school attendance made by the Constabulary. The most remarkable result is the very large proportion of Protestant scholars, especially of boys, the number in this instance being actually in excess of the estimated population. Several circumstances afford a partial explanation of this apparent paradox. At the Protestant National school many of the children came from the neighbourhood, and formed no part of the population of the town. Twenty-three of these boys were Presbyterians, but according to the census of 1861, only eight Presbyterians were in attendance at primary schools; and therefore the increase in the attendance may be partly due to a change in the character of the population. The National school in question was not in existence in 1861, and the fact of its establishment adds to the probability of this explanation. There is also another cause for an increased attendance of Protestants at primary schools. In 1861, fifty boys were returned as present at the Drogheda grammar school, which has since fallen into decay, and at the time of my visit could not be said to be in operation. Some of the boys, I was told, had come to the Protestant national school because there was no better place of education within reach.

Possible error in the return made by the Constabulary.

Large proportion of Protestant scholars.

67. At all events it is clear that the national school is sufficient to afford instruction to all the Protestant boys living in the town who ought to attend primary schools. There is no female national school except the convent schools, but a few girls attend the Protestant school with the boys. With the Roman Catholic population the case is quite different. There is a fair proportion of the estimated number of children actually present at school; but the State provides schools for a very small part of the whole number of boys, and for a part only—though a much larger part—of the girls. It is remarkable also that the female National schools are convent schools, and that the great majority of the boys attend the Christian Brothers' schools, which hold a similar position in popular estimation to the convent schools.

Extent to which the State provides the means of education.

68. A feature peculiar to Drogheda is the large number of private schools, or as they were termed in

Hedge schools.

the list of schools sent to me, hedge schools; judging from the only school of the kind which I saw, I should think that parents who cared at all about the education of their children would not send them to such schools as these, if any other of the same class as a National school were available. These private schools according to the report of the constabulary were attended by Roman Catholics only, and therefore depend for their support on the class of children who might be expected to attend the national schools if they could. The parents, therefore, must either have some prejudice against the national and the Christian Brothers' schools, or must be unable to obtain admission for their children to these schools.

School accommodation provided in the southern part of Drogheda

69. Only one of these private schools had a large number of boys in attendance, and this school was situated in the smaller portion of the town, on the south side of the Boyne. The only other schools in the same part of the town were a convent school, under the National Board, and a National school for boys. The convent school was a very superior building to the national school, and was attended by a much larger number of children, of whom two-thirds were infants of both sexes, the rest girls, though the number of girls was less than the number of boys in the national school; still as no girls attend any school in this part of the town except the convent school, it is plain that the parents are quite satisfied with the existing school, and do not wish for any further provision to be made for the education of their female children. The employment of girls in the factories, and at their own homes when their parents are at work all day, causes the number of girls at school to be smaller than the number of boys. On the day on which the number of children at all the schools was counted, 124 boys were present in the national school and twenty-three in the private school which I have mentioned. The average number in attendance at the national school is 157, and slightly in excess of the number for which accommodation is provided. As there is no other school except the private school in this part of Drogheda, the parents of those children who do not attend the national school have no choice except to send them to the schools in the northern part of the town, at some distance from their homes, or to this private school. In either case they would receive no benefit from the aid given to education by the State, and it may be safely concluded that additional accommodation ought to be provided in the national school. The number of children of school age, excluding infants, living in the district, and who may be expected to attend primary schools, is about 250, and the number for whom there is accommodation in the National school is 140, so that an addition to the existing school is needed rather than the establishment of another.

for girls,

for boys.

Some increase desirable.

The circumstances of northern district very similar.

70. On the northern side of the Boyne, where the larger part of the town is situated, almost all Roman Catholic boys who go to school attend either the infant school at the convent, which is under the National Board, or the Christian Brothers' schools. The girls attend this convent school, or two other convents, which maintain schools not dependent on the National Board. There are three small private schools in this part of the town, one of which I visited. At the school there were six boys, apparently about six or seven years of age, and six girls who seemed to be rather older. The children were of exactly the same class as those who attend the national schools; the boys were learning to read in preparation for the Christian Brothers' school; the girls, the person who kept the school told me she could educate entirely, but she expected that before long they would go to the nuns. She said that her school used to be much more flourishing, before the establishment of the convent schools had ruined it; and she could now collect a few children only whom she taught to read. Even in this she had to suffer from severe competition; a few days before, a disabled cobbler had begun to keep a school, and some of her children had been taken away by their parents who wished to give the cobbler some help in his troubles. Why any parents could choose to send their children to such a place as this when schools like the convent schools were available, I cannot imagine. The room apparently served the mistress for every purpose; the heat and the atmosphere were intolerable; and the mistress possessed no extraordinary power of giving instruction, which might attract children to her school. There is a reason which accounts for the presence of the boys in this and similar schools situated in this part of Drogheda. The only boys' school is conducted by the Christian Brothers, who expect the children to be able to read a little when they first come to school. The greater number of the children have learnt so much in the infant school attached to the convents, but boys too old for the infant school and perfectly ignorant have no resource except such schools as that which I have described. This reason cannot be adduced in order to explain the existence of the private school on the south side of the Boyne, because in that part of the town there is a national school at which children would be received, however ignorant they might be. The want of a national school in the northern part of the town, which the existence of private schools seems to indicate, is so much felt that, as I was told by one of the Roman Catholic clergy, they were considering a scheme for the establishment of such a school.

Wretched private school.

St. Peter's National convent school.

71. Of the girls' schools in this part of the town, I was only able to visit one besides this wretched private school—the national convent school. There are two other convent schools—one maintained by nuns of the Dominican order, which was closed for vacation when I wished to see it, the other, an evening school for the girls who work in the mills. At the national convent school, 269 girls were present on the day of my visit. The number on the day of the constable's visit was 309. I did not count the children in the infant school; but the number returned by the constable was 193. The infant school is held in one large room—the girls' schools in two smaller rooms. One of the rooms contained 129 children in the first and second classes; the other room contained 140 children, of whom 12 were in the fourth class, 51 in the third class, and the rest in the second class and a class intermediate between the second and third. The rooms were exceedingly good—large, lofty, and in perfect order. They were deficient in one point only—there was no ventilation except by the windows. These were all open, and the rooms were not at all crowded, so that the want of ventilation was not perceptible; but in the winter, or in weather which does not permit the windows to be opened, the rooms cannot be healthy.

Number of scholars in attendance.

School-buildings.

72. The unsatisfactory construction of school-rooms like these, when there has been no want of funds, and the promoters of the school have had the best intentions, show how necessary it is that the erection of school buildings should not be left to local effort alone. The central authority should at

any rate give sufficient aid to acquire the right of insisting that the plans should receive its approval previously to their final adoption, and thus prevent errors in the construction, which are due to the want of knowledge on the part of the builder of the requirements of a school-room.

Proficiency of scholars.

73. I examined the children in reading, writing, and arithmetic. The reading was remarkably good throughout the school; the girls in the third class wrote fairly from dictation on their slates, but their spelling was not good; the girls in the fourth class wrote from dictation on paper, and were remarkably correct in their spelling. The arithmetical work of all the girls was inferior. Twenty-seven out of forty-six girls in the lower division of the second class failed in working a sum of simple addition; in the higher division of the same class, thirty-five out of seventy were unable to work sums in the first three rules. In the third class, none of the girls tried sums beyond compound multiplication, and nearly half of them failed in the sums I gave them. In the fourth class the result was rather more satisfactory; eight out of twelve girls succeeded in working correctly sums in proportion. The numbers in the different classes were these:—in the fourth class 12 girls, in the third 51, in the second and the Sequel 117, and in the first class 70. Forty-eight girls were more than eleven years old, 15 more than twelve, and 6 more than thirteen. The children were generally sent up from the infant school when they were more than six years old; but only twenty girls in the school said that they were less than seven years old, though a much larger number was said to be under eight years. The period between the ages of seven and twelve appears to be that during which the girls attend school, and the majority reach the third class before they leave school. I was told, however, by the nuns that the recent increase in the manufactures carried on at Drogheda had caused a demand for the children's labour, and that the number who remained at school after they were eleven years old was decreasing. All the children were Roman Catholics, and no application is ever made for the admission of a Protestant child.

74. The time-table by which the day's work was regulated, showed that only one interval was devoted to religious instruction, and though the rooms were decorated much more than is usual in the ordinary national schools, there was nothing to be seen that could be considered to be a religious emblem; in fact, the rules of the National Board appeared to be most carefully observed, yet they fail in their object of attracting children of all religions to the same school. In 1866 the average daily attendance at this school was 418, and the amount contributed by the State to the support of the school was £199 13*s.* 9*d.* or very nearly 9*s.* 7*d.* per head. This payment was on account of the salaries of monitresses, and therefore represents only a part of the expense of the school. It is impossible to give an account of the whole expense of such a school, because it is included in the general expenses of the convent. More than three-fifths of the whole number of Roman Catholic girls who were present at schools in this part of Drogheda on the 25th June were attending this school, the rest were in the other convent schools or the private schools. They could not have been received at this school, had they wished to be admitted, because the buildings are only sufficient to accommodate the children at present in attendance.

Expense of conducting the school.

Christian Brothers' school.

75. The boys in the same district attend the schools of the Christian Brothers. The number of Roman Catholic boys at school was 505, and 492 were present in the Christian Brothers' schools. There are two sets of schools, both conducted by the same community. The larger school is situated close to the house in which the Brothers live, and was built by them; the other is at a considerable distance, and is held in buildings that were formerly occupied, I believe, by a National school. At the larger school 294 boys were in attendance on the 25th June; on the day of my visit not quite so many. The school building contained four rooms of exactly the same size and shape—two on the ground floor, and two over these. One of the lower rooms was given up to boys in the first and lowest class, the other to the second and part of the third class; the rest of the third class and the fourth occupied one of the higher rooms, the other was occasionally used as a class room. The rooms were large enough to allow room at the desks for 100 boys if they were closely packed. I examined the boys in two of the rooms, in both of which it appeared to me that there could be very little vacant space, yet the numbers were only eighty-three in one room and ninety in the other.

Excellent building.

76. The arrangement of the rooms, the furniture, and above all the ventilation, were remarkably good. At one end of each room there was a large statue of St. Mary, but that was the only distinctive emblem, which would not have been allowed to remain in a National school. One brother presided in every room, and unassisted maintained order and gave instruction. It may be thought that for such a number of boys, a much larger staff of teachers would have been necessary; but results did not justify such anticipations. The quietness and order of the schools were most extraordinary, no one spoke above a whisper, at a sign from the teacher the boys took their places in class, or at the desks, without the least disturbance or confusion; yet attention to details of this sort had not interfered with the real efficiency of the school, for the success of the brothers in teaching was nearly as great as in maintaining order among their pupils. The boys in the highest class were well acquainted with all the rules of arithmetic, though in this subject their proficiency was least satisfactory, because they were unable to do more than apply mechanically the rules they had learnt. Their writing was excellent, and spelling very fairly correct. They were practised in original composition, and with considerable success, to judge from the specimens done under my inspection. Some of these were exceedingly good and would contrast favourably with the productions of much more ambitious schools. They knew the main facts of the history of England and Ireland, and answered every question on this subject, and on geography, with wonderful vivacity and intelligence. This class of boys was far superior to any other that I saw in the whole course of my inspection; they were, however, much older than the boys who generally attend primary schools; several of them were more than fifteen years of age, and one more than sixteen.

Proficiency of scholars in the highest class;

77. It would not be fair to estimate the goodness of a school by the proficiency of a class of boys like these, whose parents could afford to let them continue their education for so long a time. The real usefulness of the school is to be judged by the amount of instruction that has been given to the great mass of children, whose attendance at school ceases soon after they reach

in the lower classes not so satisfactory.

the age of twelve, if not before. The boys of this class read remarkably well, and wrote well; but their spelling was not satisfactory, and their knowledge of arithmetic still less so. At the same time their proficiency is wonderful when the smallness of the teaching staff is considered. The boys did not fall below the average proficiency attained by boys in the same classes in National schools, but they did not reach the standard of excellence attained in the higher department of this school. In the highest school, where the boys are much older, and more likely to be attentive, the instruction given by the single teacher may be carefully followed; but in the lower schools it must be very difficult for one person to teach a subject like arithmetic to so large a number of boys as seventy or eighty. Individual teaching is almost impossible in such a case, and is not, I believe, attempted. In other subjects the need of such teaching is not so great, and the Brothers are able to use the assistance of *quasi* monitors. On my first visit to the school, I found a number of the boys in one of the rooms arranged in small classes of five or six, and reading a lesson from their class-book to one of the boys in the class. The work proceeded with the most decorous gravity, each class obeyed the directions of its teacher as implicitly as if he had been the Brother in charge of the school, and the teacher stopped a boy reading incorrectly, or helped him in difficulties, in the most business-like manner. The same boys were not always chosen for this office, but every boy took his turn. I thought this plan appeared to answer very well as far as it was adopted. I cannot but think that the teaching in this part of the school would have been more effective if a larger regular staff was employed. I did not examine any of the boys in the lowest part of the school. I understood that all of them could read a little, as no boy in a state of perfect ignorance was admitted to the school.

Employment of monitors.

Class of children in attendance.

78. The class of boys who attend these schools is more extensive than that which fills the national schools. Many persons who belong to what may be considered the middle-class send their children to these schools on account of the excellent education that is given in them. This is a very strong testimony to the efficiency of the school, because persons of this class generally will not allow their children to be brought in contact with those whom they consider to be their inferiors; and in the Christian Brothers' schools no distinction of rank is ever made.

Practice with regard to religious instruction.

79. The Christian Brothers are supposed to present a marked contrast to the national schools with regard to the amount of religious instruction that is given. The difference is, I think, very much exaggerated. In this school—and I believe that all such schools are regulated in the same way—there are prayers at the beginning and end of the day. At certain of the hours a short prayer is said, which does not occupy more than two or three minutes. Half an hour daily is given to religious instruction; so that, with a trifling exception, the time devoted to religious instruction or observances is the same as that which is generally set apart for the same purpose in the national schools. The religious emblems I have mentioned are always exposed to view, whereas in the national schools precisely the same emblems are used during the time of religious instruction, but must be put out of sight during the rest of the day. The Christian Brothers do not shrink from making allusions to religion as occasions may arise during the progress of the secular work, but they told me that though they attributed the order which distinguished their schools even more than the proficiency of the boys to the religious and moral influence which they exercised, yet, that it was not their custom to introduce the subject of religion, except at the appointed time for religious instruction. Besides giving instruction in the school, they endeavoured to take care that the boys performed all their religious duties, and in this way, and by their own character as members of a religious community, they were able to acquire a strong influence over their pupils. They told me that one or two Protestant boys had at different times come to their school, and that others would be freely admitted if they wished to come without being required to attend during the time of religious instruction, or to join in the devotions of the rest of the school.

Second establishment of the same community.

80. I have hitherto confined my remarks to one of the two sets of schools which, as I have already said, were conducted by this community. The other schools are smaller than these, and the buildings are very inferior. The furniture and decorations of the rooms are almost exactly like those of the larger schools; and there was no difference that I could observe in the degrees of proficiency attained by the boys in these schools, and by boys of the same standing in the other. I thought that the boys belonged more exclusively to the poorer class, and certainly the proportion of boys of advanced age was much smaller.

Peculiar situation of these schools.

81. These schools are especially remarkable because, unlike most of the establishments of the community, they do not compete with the national schools for the attendance of pupils, but are the only schools available for the Roman Catholic population of the district in which they are situated. It is true that in the same part of Drogheda there is a national school, but it is far too small to accommodate one-tenth part of the number of boys attending the Christian schools, even if they were willing to attend a school of which the manager and teachers were Protestants. The Christian Brothers' school may, therefore, be fairly compared with a National school in a similar situation, undisturbed by competition, and giving education to all the boys in the district who go to school. I saw many national schools in such circumstances, and of all degrees of efficiency, and I think that, on the whole, they are decidedly inferior to this Christian Brothers' school. At some national schools the children, especially the younger children, are taught quite as efficiently as the children here; but the order and quietness with which this school was conducted, the wonderful command the brothers seemed to exercise over the boys, and the excellence of the school buildings and arrangements, are quite unapproached by any national or other school that I have seen.

Comparison with National schools.

Schools established and maintained by private liberality, but not by local effort exclusively.

82. It is difficult to give an estimate of the expense of this school, and if it were possible no comparison could fairly be made with the cost of other schools. In these the teachers give their lives to the work, which is with them a devotion, and not a means of earning a livelihood. The education is entirely gratuitous; but the parents—or those at least who are not very poor—generally contribute towards the expenses of the school. A great deal of support is obtained, however, from the liberality of persons who have no local interest whatever in the schools. The director told me that the new convent which he had just finished had been erected from funds which he had collected from all over

the world; that many Protestants in England had subscribed to the building. The local subscriptions are insufficient to meet the annual expenses of the school, but the deficiency has hitherto been always made up from other sources.

Other schools for Roman Catholics in the southern district.

83. In the part of Drogheda situated on the southern bank of the Boyne, there are three schools, all attended by Roman Catholics exclusively. One of these is a private school; the others are the National school for boys and the Convent school, also under the National Board, both situated in St. Mary's parish.

St. Mary's national school.

84. St. Mary's National school is held in a building that had been originally the residence of the parish priest. On his removal to another house this had been altered, in order to make it suitable for its present purpose. The Commissioners of National Education had contributed towards the expense of the alterations, and had received a bond, by the terms of which the building was appropriated to the purpose of National Education. The school-room occupied the upper part of the house and part of another; it was very long and very low, without any attempt at ventilation, and very deficient in air and light. The state of repair was by no means satisfactory, and the situation of the building, hemmed in on all sides by wretched houses, was very bad. The number for which accommodation was provided was 140. The manager, who is the parish priest, said that he should like to build a new school, but could not raise the necessary funds in the neighbourhood. Apparently nothing is collected or given for the maintenance of the school, which depends entirely on the aid given by the State and the payments of the children. The number present on the day of my visit was 102, of whom forty-two were in the first class, thirty-four in the second, and twenty-six in the third and higher classes. Fourteen boys were above twelve years of age, of whom one was above sixteen years, and two others above fifteen; thirteen boys were less than seven years old, of whom three were less than six years old. The ages at which the greater number of boys first come to school and leave school were, I was told, seven years and twelve years; and most of the boys reach the third class before they leave school finally. My information with regard to the ages I obtained from the boys themselves; but I do not think it very trustworthy, because only a few of them were able to say in what month their birthday was. This uncertainty about their age was universal among school children, and therefore, all statements which are made on this point must not be considered very accurate. One or two of the boys in this school were very much older than the rest; but they had not been at school continuously, and their proficiency was by no means as great as might have been expected from boys of their age.

Unsatisfactory state of the buildings.

Number and age of scholars.

Proficiency of scholars.

85. I examined the whole school in reading, writing, and arithmetic. Thirty-eight out of forty-two children in the first class could read words of one syllable from their lesson book, thirty of them could copy words or letters in the same book on their slates, and all, except four, could do a very easy sum of simple addition. The experience I gained from the examination of this class taught me that it was not worth while to examine such small children, and afterwards I never examined any class below the second. In the second class were thirty-five boys, most of whom were between the ages of eight and ten years, though three of them were above eleven and two others above ten years. Only twenty of them could read a lesson from their class-book with ease. Eight absolutely stopped at every word of two syllables, and seven others could not read such words without making mistakes. I read to them a very easy line from the lesson book, which they all wrote on their slates. The result was not in every case an exact copy of the sentence I gave, but it was always composed of letters, so that all the children had some notion of writing. Four of them who wrote the sentence correctly, worked a sum in simple division; fifteen others managed to get through a sum of simple multiplication without assistance. In the third class were twenty-one boys, all of whom could read fairly and write well, but their spelling was bad. Half of them were unable to work sums beyond simple long division; the rest knew the four rules, simple and compound, fairly, and could do easy sums in proportion without understanding the process in the least. The highest class was the fourth, containing boys, of whom three were more than fifteen years old. They all read well, but could not write correctly from dictation; they could work examples of any rule in arithmetic up to simple interest, but were quite unable to make anything of a question which required some original thought. Besides the boys in this room, there were twelve younger children in a room on the ground floor, under the care of a monitor, who were learning to read, and knew little beyond their letters.

Infant school.

Teacher's salary.

86. The average attendance at the school, according to the report book, was 157; on the day of my visit the number was 114, including the infants, and the number returned by the Constabulary was 124. The master had two assistants and one monitor. He was in the first division of the second class, and received £32 annually from the National Board, and the school-fees, which amounted last year to £22. No residence was provided for the teacher, and he paid on this account £16 10*s.* for rent and taxes; but this expense is probably rather large because he kept a newspaper shop. Until last year he had added to his income by conducting an evening school in the winter, at which the pupils were prepared for the examinations of the Science and Art Department, but the school had been given up in consequence of the falling-off of the attendance.

Expense of conducting the school.

87. In 1866 the Commissioners contributed £94 11*s.* 8*d.* towards the salaries of the teachers, and the amount raised from school-fees, which were the only local support, was £30. The average attendance during the year was 132. Thus the cost of the school, excluding repairs to the building and furniture, amount to 18*s.* 11*d.* per head, towards which the average contribution of each child was 4*s.* 6*d.*, or as nearly as possible 1*d.* per week. A few of the children paid more than 1*d.* per week, and some were free, as the payment was not required from children whose parents were very poor. The school is at present unfit to accommodate the number of scholars in attendance. The dimensions of the room, 60 feet by 14 feet, show that the number ought not to exceed 140, and with this number the lowness of the room, and the absence of ventilation, would cause the atmosphere to be almost intolerable. It cannot be doubted, therefore, that the school accommodation is insufficient, since, as has already been shown, this school is the only provision, except a small private school, for 250 boys, who ought to be under instruction.

Great alterations necessary.

St. Mary's convent school.

88. St. Mary's convent school is conducted by Sisters of Mercy, and like all schools of the kind, possesses excellent buildings, which are kept in good repair, and in perfect order. On the day of my visit the school could hardly be said to be in operation; in the girls' school only 38 girls were present, the average attendance being 100. The rest were absent, because the races which were being held in the neighbourhood proved too strong an attraction. None of the children present were below the second class, 12 were in the third class, and 4 in the fourth. In reading and writing the proficiency of the children was up to the average; in arithmetic they were backward; the girls in the fourth class knew nothing beyond the four rules, simple and compound; but it is hardly fair to judge of the school from so small a selection. In the infant school there were 62 children; this was much below the usual number. The numbers returned by the constabulary were, 94 in the girls' school, and 129 in the infant school. In 1866 the average attendance in both schools was 194, and in an evening school which was not in operation at the time of my visit, 96. The contribution of the Commissioners towards the expenses of all the schools was £130 14*s.* 2*d.*, and the amount raised by school-fees was £4 8*s.* 9*d.* The expenditure amounts to 9*s.* 4*d.* per head, but is of course only a part of the whole expense of the school. I was told by the nuns that a considerable part of the cost of the National school was met by the proceeds of a superior school which they maintained. The nuns were assisted by six paid monitresses, and had no difficulty in getting candidates for vacancies when they occurred, but the candidates in general were not all qualified for the place. The school could not accommodate a much larger number than the average attendance, which does not amount to much more than two-fifths of the whole number of girls of school age living in the district.

Schools attended by Protestants.

89. All the schools which Protestants attend are on the northern side of the Boyne; these are the national school, of which the manager is the Presbyterian minister, the parochial school, and the Blue school.

National school. Peculiar situation.

90. At my visit the national school was not in full operation; the vacation began on the next day and a public examination of the children was being held. The school-room occupies the whole space beneath the chapel; at the door of the chapel some steps on the outside of the building lead down to the door of the school-room, and thus the regulation of the Commissioners, "that there shall be no direct internal communication with any place of religious worship," is obeyed. The room is, from its situation, not so airy or light as is desirable; it is only possible to place windows at each end, as the chapel stands in a street with houses touching it on both sides. The room and furniture were in excellent order when I saw them. I listened for some time to the examination of the children, and looked over the dictation exercises and sums that they worked; their answers were very intelligent and their work was very good. There were several persons present during the examination who appeared to interest themselves in the school, and I was told by the manager that he had no difficulty in raising funds for the necessary expenses of the school. The teacher was in the first division of the second class, and received £32 from the Commissioners and £50 10*s.* from school-fees; he had no residence provided for him and incurred an annual expense of £16 for house-rent. There is a female assistant who had not as yet received anything from the National Board, because the number of children in attendance was not sufficient to entitle the school to an assistant. The number present on the 25th June was 42; 33 boys and 9 girls. Fourteen were members of the Established Church, 23 Presbyterians, and 5 members of other Protestant denominations. Many of the boys, I was told, came from a considerable distance to attend the school; some came daily by rail from Balbriggan. It may be supposed, therefore, that the children were not of the same class as the scholars in most National schools; every child paid 5*s.* a quarter for the school-fees, all of which were paid to the teachers. The expenditure on account of salaries in the year 1866 was £65 10*s.*; the sum paid by the Commissioners was £22 8*s.* 4*d.*, the school-fees in the same year amounted to £46 2*s.* 10*d.*; no account appears to have been kept of any other sums which have been spent upon the school. The average attendance during that year was 41. The expense per head, as far as can be calculated from the returns, was nearly £1 8*s.* 6*d.*, of which the sum of £1 2*s.* 6*d.* was derived from school-fees. This does not represent the whole expense of the school, because the state of the buildings showed that something must have been spent in keeping them in such excellent repair and order; whatever the expenditure on this account may be, it is provided for from local sources, as the school is not vested in the Commissioners.

Number of scholars.

High school fees.

Expense of school.

91. The school buildings could not accommodate a larger number of scholars than that which is now in attendance; but I was told by the manager that there was no probability of any increase in the attendance as all the Protestant children attended this school or the parochial school, and no Roman Catholics would be likely to come. If this is the case it must be concluded that there are no poor Protestants in Drogheda, or very few.

Different class of children in the parochial school.

92. At the parochial school, where no fees are required, and none higher than one penny per week paid, there were only eight boys besides the boarders from the Blue school. In the girls' school there were twenty-one girls, and twenty-four children in the infant school. The children were all members of the Established Church, and seemed to belong to the same class as the children who are generally found in these schools; not so ragged as the children in the National schools, but by no means equal to the children in the Protestant National school which I have just described. If their parents had been willing to send them to the National school, they would not have paid the high school-fees. I have no reason, however, for supposing that the children had been kept away from the National school by the fees. Still it is a fact that the fees usually paid in the National schools are very high, and that no poor children attend, although some are to be found in the parochial school. The girls' and infants' schools are held in a house near the parish church; the rooms are quite large enough for the purpose, and tolerably airy and light. As usual in these schools, the furniture is not good, the desks are insufficient for the number of children, and badly arranged.

Parochal school.

Girls' school.

93. I examined all the girls except those in the lowest class in reading, writing, and arithmetic, and the result was unusually satisfactory. The four girls in the highest class wrote from dictation on paper, two of them without making any mistakes, and the other two fairly. Their arithmetic was not so good, two of them knew the four rules, simple and compound, and a little of proportion; but the

other two failed in long division. In the lower class, the girls could read and write fairly, but their spelling was bad, and they were very backward in arithmetic. The ages of the girls in the classes examined varied between seven and thirteen years; in the infant school the children remained till they could read, but very few of them were more than six years old. The teachers of both schools had residences and fuel provided for them; the teacher of the girls' school received £30 per annum, the teacher of the infant school £25.

Boys' school.

94. The boys' parochial school and the Blue school are united and placed in a new building erected expressly for the purpose. It was very good in every respect, in an open situation, with a proper supply of school furniture. The eight boys who belonged to the parochial school were very inferior to the boys from the Blue school, of whom there are eleven. The highest class contained 7 boys from the Blue school, and 2 from the parochial. The boys, with one exception, from the Blue school wrote from dictation correctly, and they were all successful in working the sums in arithmetic which I gave them. The boys in the parochial school did not write well, and their spelling was bad. In arithmetic they were more nearly equal to the others. All the rest of the boys in the parochial school were in the lowest class; and though only two of them were less than ten years of age, yet no more than four could read fairly, and all wrote badly. There was an intermediate class, which was composed of boys from the Blue school only. They wrote well, and were able to spell with tolerable correctness; but were not able to work sums in the first four rules of arithmetic, simple and compound, without assistance. The youngest boys in the parochial school were nine years old, the eldest thirteen, and there were two of this age. The master of the Blue school receives £10 per annum for teaching the boys in the parochial school. This arrangement was made two years ago, when the former master of the parochial school gave up his post. The sum raised in 1866 from all sources for the support of the three schools—boys, girls, and infants—is £58 8*s.* 4*d.*, of which £26 13*s.* was derived from private subscriptions, £20 from a charity sermon, and £10 10*s.* from an endowment. Taking the average attendance in all three schools at 60, the expense per head appears to be not quite 19*s.* 6*d.*; but it should be observed that the funds raised are insufficient to provide for the salaries of the teachers, which amount to £65. How this difficulty is surmounted I did not discover.

Expense of conducting the school.

Blue school.

95. The Blue school is a foundation for the maintenance and education of poor Protestant children, principally supported by annual subscriptions and a grant from the town corporation. The number of boys at present in the school is 11, but 12 is the largest number which the funds will support. A full account of the school will be found in the Report of the Endowed Schools Commission. At that time the state of the school was most unsatisfactory, but it is now much improved. The boys have been removed to another house, which has a large piece of open ground attached to it, and with plenty of room for the number at present in the school. The arrangements of the house are, however, still capable of great improvement. The master and matron receive £60 salary, and everything is provided for them free of expense. The master has, in addition to this, £10 annually for teaching the boys in the parochial school, as I have already mentioned. The whole expense of the school in 1866 was £221 16*s.* 4*d.*, of which the sum of £120 5*s.* 8*d.* was due to the clothing and maintenance of the boys. Rather more than half the sum was raised by annual subscriptions; the rest was derived from the corporation grant and interest on stock invested for the benefit of the school. The school is managed by a board of trustees, of which the parochial clergy of St. Peter's and St. Mary's parishes are *ex officio* members, and the institution is essentially Protestant, and is not intended for the benefit of the population generally.

96. In describing these schools I have entered into details more than I have judged to be necessary in the accounts which follow. A reference to what has been said here will, however, enable the reader to expand for himself the abbreviated remarks which will be found with less trouble than the labour of reading a continual repetition of slightly varying phrases would cause. These schools may also be taken as standards by which the efficiency of others can be measured; the Christian Brothers' school was superior to most schools which I saw; St. Mary's National school attained, or perhaps slightly exceeded, the average efficiency, and the parochial school was a fair representative of schools of that kind.

PART II.

Section II.—Districts of Naas and Leixlip.

Districts selected in the county of Kildare.

97. The districts in the county of Kildare which I was directed to examine extend in a direction nearly north and south from Maynooth to the borders of the county Wicklow at Ballymore-Eustace, and from Celbridge in the east to the neighbourhood of Kildare. The county appears to be in the most prosperous state; the cottages have an appearance of decency and comfort which indicates the absence of poverty and distress, and there are many resident proprietors. It might be expected that schools would be numerous and well supported; they are certainly frequent enough, but the local support given to them is, as will appear in the following pages, very small. In every Roman Catholic parish which I entered there is at least one National school, and the distance from one school to another seldom exceeds four miles. I was almost universally assured that the number of schools was quite sufficient for the wants of the population, and no great complaints were made of any difficulty in procuring the attendance of children, except at certain seasons when their labour was required in the fields. It may be assumed, therefore, that no great increase in the number of children attending school is at all likely to be made, and this being the case the present buildings, &c., are sufficient for the wants of the people. The condition and suitability of the buildings will be mentioned in the description I give of the schools which I visited.

Sufficiently provided with school.

98. Besides the National schools there are many parishes in which there is a parochial school, not always needed, because of the small size of the National school or of its distance; for it is not unusual that these schools should be quite close to each other, and that the whole number of scholars in both might find room in one of them, or at least in the National school.

99. In the district of Naas I visited the town of Naas and the country in the neighbourhood as far

as the borders of the county of Wicklow on the south, the village of Kill, which is about three miles to the east, and the neighbourhood of the Curragh on the west. In the Leixlip district I visited Celbridge, Leixlip, and Maynooth, in which nearly all the schools were situated. At my visits to these places I found that all the schools were on the point of closing for the summer holidays.

Naas population and number of scholars.

100. The population of Naas town in 1861 was 2,966 persons; of the whole parish, including a part of the hamlet of Sallins, 4,383, or if the rest of Sallins which is situated in another parish be included, the population is 4,667. Of these, 384 or one in twelve nearly are Protestants, the rest Roman Catholics. The following table, C, shows the estimated numbers of children of school-age in the parish, both Protestant and Roman Catholic; and the table, D, shows the number actually present at school on June 25. The numbers in C have been calculated in a manner similar to that which has been already described, (par. 63), with this exception—the number of children of school-age includes all classes of children, those who attend superior schools as well as others.

Table C.—Estimated number of children of school-age in Naas District.

TABLE C.—Showing Estimated Number of Children of School Age in the Naas District.

Infants above 3 years and under 5.		Above 5 years and under 13.				Total, excluding Infants.		Total.
Protestant.	Roman Catholic.	Protestant.		Roman Catholic.				
		M.	F.	M.	F.	M.	F.	
13	133	28	26	333	321	361	347	854

Table D.—Number of children at school in Naas District, on 25th June, 1868.

TABLE D.—Showing the Number of Children actually present at Schools in Naas District, on 25th June, 1868.

——	Protestant.	Roman Catholic.	Protestant.		Roman Catholic.		Total, excluding Infants.		Total.
	I.	I.	M.	F.	M.	F.	M.	F.	
Naas National School, . .	–	–	3	–	151	–	154	–	154
Naas Convent National,* . .	–	43	–	–	7	113	7	113	163
Sallins National, . . .	–	3	–	–	39	16	39	16	58
Naas Parochial,† . . .	–	–	9	11	–	–	9	11	20
Private Schools (2), . . .	2	–	5	11	5	11	10	22	34
Total, . . .	2	46	17	22	202	140	219	162	429

* On the day of my visit (July 13) 129 girls and 74 infants were present in this school.
† On the same day 18 boys and 21 girls were present in this school.

Comparatively small proportion of female scholars.

101. It appears that more than half the estimated number of Protestant boys and nearly all the girls were actually in attendance at school on the day of the constable's visit; a reference to the number of scholars which I found in attendance shows a larger proportion still. Nearly all, however, avoid the national schools. The proportion of Roman Catholic boys in attendance is tolerably large, and contrasts remarkably with the proportion of girls, which is unusually small. There are several reasons to account for this apparent inferiority of attendance on the part of the girls. The attendance for the day in the convent school was considerably below the average, and though this and the Sallins national school are the only schools in the parish, yet many of the girls who live in the northern part of it go to the convent school at Clane, which is more conveniently situated for them than the Naas school, and enjoys a higher reputation than the Sallins national school. The number of scholars represented in the table is, therefore, below the actual number, and the estimated number of school-age should, I believe, be reduced. The girls seldom remain at school after they reach the age of twelve years, and the tables are calculated on the supposition that they remain till they are thirteen years old. If the estimate be reduced it becomes 280, and the proportion of scholars is no longer so small.

102. I visited the national, convent, and parochial schools; the private schools I was given to understand were of a class that did not come within the scope of my inquiry.

Naas national school.

103. The national school at Naas is held in an excellent building, erected by the present parish priest without any aid from the Commissioners, as the school is not vested. The building consists of two stories; the lower story, which is occupied by one large room, is the school; the other story is kept by the manager for other purposes, and is not part of the school. A room on this floor is however occasionally used as a class-room, but only with the manager's permission, and under a distinct understanding that its occasional loan for school purposes does not cause it to be bound by the restrictions imposed by the Commissioners on the uses which may be made of National school-rooms out of school-hours. Some additional provision of this sort is necessary, as the dimensions of the school-room are such as to afford accommodation for 142 scholars only, and the average attendance is slightly in excess of that number.

School buildings.

The unusual height of the room (15 feet) causes the atmosphere to be purer than in many less crowded schools, but here the want of ventilation must be felt when the weather does not allow the windows to be opened. The desks and other furniture were sufficient, in good condition and well arranged, and as far as I could observe the boys were well provided with books, slates, &c.

Number of scholars present.

104. The number of boys on the roll on the day of my visit was 279, of whom three were Protestants; the number present was 123, considerably lower than the number returned by the constables. The cause of the decrease in the attendance I was told was the hay harvest, which gave employment to many of the children. Of the scholars present eighty-six were in the third and higher classes, and seven of these in the fifth class. This was the only instance in which I found a school with a fifth class; but the boys in this class were not distinctly superior to those in the fourth class with whom I

examined them. The proficiency of all the boys whom I examined was decidedly above the average. In the highest class the boys wrote out from memory the description of Ireland given in their text-book of geography. Of course they tried to give the words of the book as far as they could remember, and therefore the result of this work is no test of their power of composition in their own language; the spelling of most of them was fairly correct, and the handwriting of all was good. They worked examples of rules in arithmetic as far as simple interest with unusual accuracy, but, like all other scholars in this class of schools, they had no grasp of the principles of the subject. They answered my questions in geography most intelligently, and parsed a sentence which I selected from their lesson book with great success. Those boys in second and third class whom I examined fairly satisfied the requirements of the programme issued by the Commissioners. The age of the boys in the highest class was remarkable; four of them were above fourteen years, and one above fifteen years. All of them, except one, were, however, the children of parents who belonged to what may be called the lower middle class; one boy said that his father was a labourer. The general period of attendance, the schoolmaster told me, was between seven and eight years, extending from the age of five or six years to thirteen; and most of the boys reached the third class before they left school finally. Proficiency.

105. The teaching staff consisted of the master, one assistant teacher, and three paid monitors. The master was in the first division of the first class, and both he and the assistant had been trained in Dublin. The salary of the master in the year 1867 was £93 12*s.* 6*d.*, of which the Commissioners paid £65, being £52 "class salary" and £13 for good service; the rest was derived from school-fees. There was no residence, and the rent of his house was £16, but the manager bore all the expenses of keeping the school-room in repair, cleaning, &c. He was appointed to this school in 1850, but had already served under the National Board. A part of his salary, amounting at present to £13, was derived from the good-service pay given by the Board, and this he had not, of course, received until he had served for many years. He told me that his salary was sufficient for his present wants, but that he could not look forward to a time when he should be able to give up his school, because he was unable to make any provision for old age, by saving, and he had no pension to expect. Teaching staff. Salary of teacher.

106. If a teacher who receives so large a salary as this finds it impossible to save, the case of the great majority of national teachers must be very hard, for, as will be seen, a salary of this amount is unusual. It must be said also that a school so efficiently conducted is not often to be met with.

107. The national school at Sallins was a copy on a reduced scale of the school at Naas. The village of Sallins is distant about two miles from the town of Naas, and is partly in the parish. The school had been built by the parish priest of Naas, and hence its similarity to the Naas school. Here the ground floor was occupied by the boys' school-room; the upper story, which was approached by a staircase on the outside of the building, by the girls' school. The number present in the boys' school was thirty-eight, of whom seven were in the third class, and four in the fourth. I examined the third and fourth, and part of the second class. The boys in the fourth class wrote from dictation remarkably well, three of them made no mistakes in spelling, and the other made one mistake only in a piece which occupied five or six lines of their lesson book. In arithmetic they fell below the standard required by the programme; the boys in the fourth class did not go beyond rule of three, and in the third class beyond the first four rules, simple and compound; in their favour, however, it must be said that their work was singularly correct. The boys in the third class wrote fairly from dictation, though none of them escaped one error in spelling, and three out of the seven in the class made three mistakes, the handwriting was, as usual, good. These boys and the boys in the second class read with fluency, but were evidently well acquainted with the part of their lesson-book which I selected. One boy in the school was more than fourteen years old, and one more than thirteen, but no others were above twelve years, and here, as in the Naas school, I was told that the boys generally left school when they reached the age of twelve years. The children were almost, without exception, of the labouring class; the parents of the four boys in the highest class were a railway porter, a ploughman, and a railway overseer. Sallins national school.

108. The amount of school-fees for the year 1866 was £5 19*s.* 4*d.*, and the average attendance thirty-eight, thus, the payment per head was rather more than 3*s.* 1*d.*; at Naas the amount paid was £26 1*s.* 3*d.*, and the average attendance 139, and the payment per head was 3*s.* 9*d.*, but there was a larger proportion of free boys at Naas than here; so that the difference in the average amount of fees is due to the higher fees paid by those boys in the Naas school whose parents were in better circumstances. The teaching staff of this school consisted of the master and one paid monitor. The master had been appointed to the school in 1867, he was in the third division of the first class, and had been trained in Dublin. His salary in 1868 amounted to £50 11*s.* 8*d.*, of which the Commissioners paid £38, the manager £6, and the rest was derived from school-fees. The manager paid all the necessary expenses for keeping up the buildings, &c., but did not provide a residence for the master, who paid £6 10*s.* annual rent for his house. The master was of a higher class and certainly more efficient than the masters of such small schools as these generally appeared to be. The school buildings also were very good, in fact the manager had done all in his power to make his schools really useful. Amount of school fees at this school, and at the Naas school. Teacher's salary.

109. The expenditure for teachers' salaries at the Naas school in 1866 amounted to £144 9*s.* 7*d.*, or £1 0*s.* 9*d.* per head nearly, of which the sum of 3*s.* 9*d.* per head was the local contribution, and was entirely derived from school-fees. At Sallins the whole expenditure was £53 7*s.* 8*d.*, and the local contribution £11 19*s.* 4*d.*, of which the manager gave £6, and the rest was derived from school-fees. The expenditure per head was £1 8*s.* 1*d.*, and the share of the local contributions rather more than 6*s.* 3*d.* Expenses of conducting the school.

110. The arrangement of the Naas convent school was unique in my experience. The number of school-rooms was three, and in each of these rooms was a complete school, beginning with the first class and going up to the fourth. I was given to understand that this division of the school into three smaller schools, each complete in itself, was made in order to separate girls of different ranks in society. Naas convent school.

111. The largest room contained the poor children, in another room were girls whose parents were in rather better circumstances, and in the third room were girls of a higher class still. The girls of each school were as much as possible prevented from mixing with each other, because the richer Irregular arrangement of the school.

according to the social condition of the scholars.

parents would not send their children if there was any danger of their associating with the poor children. Notwithstanding this arrangement the whole establishment was considered as forming one school only, and was subsidized by the Commissioners accordingly, every child in attendance counting towards the number which regulated the amount of the grant.

School buildings.

112. The rooms were excellent, as is usual in such schools, and the furniture left nothing to be desired. No distinction could be observed in the manner in which the different rooms were fitted up, and the monitresses assisted the nuns in all the schools indiscriminately. In the highest school forty-nine girls were present—eleven in the first class, nine in the second, nineteen in the third, and ten in the fourth. In the middle school, forty-six girls were present, of whom seven were in the first class, eighteen in the second, eleven in the third, and eleven in the fourth. In the poor school there were seventy-four infants and girls in the first class, twenty-six in the second, eleven in the third, and five in the fourth.

Number and proficiency of scholars present.

Thus the proportion of children in the higher classes was smaller in the poor school than in the others, and the girls were not so proficient. In the higher and middle school, the third and fourth class girls wrote well from dictation, and were fairly correct in their spelling. In Arithmetic they failed almost universally. The fourth class girls professed to know practice and the rule of three, but two-thirds of them were unable to work sums correctly. The girls in the third book were not much more successful with the four simple rules and compound addition and subtraction. In the poor school the girls were unable to spell, and though professing that they were not so far advanced in arithmetic as the girls in the same class of the higher school, their limited knowledge was equally unsatisfactory. In all the schools the girls read well, and in the poor school great pains had been taken to teach the children singing, with excellent results. In the more useful branches of instruction it cannot be disguised that this school was inferior, and so far failed in attaining the object for which it receives aid from the State.

Expense of conducting the schools.

113. In 1866, the expenditure on this school was £122 14*s.* 1*d.*, of which sum the Commissioners contributed £97 8*s.* 4*d.*, the rest being the amount of school-fees for the year. The average attendance was 173; thus the expenditure per head was 14*s.* 2*d.* nearly, and the amount of the school-fees per head was 2*s.* 11*d.* The chief item of the expenditure was the salaries of the monitresses, of whom seven at the time of my visit were actually in receipt of salary, and one more was waiting for the Inspector's approval. It is scarcely necessary to say that all the children were Roman Catholics.

Naas parochial school.

114. The schools which have been described provide the means of education for the Roman Catholics in the town and parish of Naas. The Protestants of the same class, with the exception of the three who were on the rolls of the national school, attended the parochial school. The school buildings were small, but quite sufficient for the number of children in attendance. The boys and girls use separate school-rooms, but for my convenience when I examined the school they were collected in the same generally, without unduly crowding the room.

115. The number of boys present was eighteen, and of girls twenty-one; the youngest child was only three years old, the eldest boy fourteen, the eldest girl fifteen, and several boys and girls were more than thirteen years old. Both boys and girls, but especially the girls, seemed to have been carefully taught; the girls in the higher class wrote from dictation without making as many mistakes in spelling as usual, and without one exception succeeded in working sums correctly in those rules which they professed to know. The boys were not quite equal to the girls, but their knowledge, as far as it went, was very sound. Both boys and girls were a little backward in arithmetic, but the accuracy of their work compensated for their limited knowledge. The book from which they read was a small history of England, published by the Christian Knowledge Society. I did not discover that anything more than the most vague notions of the subject matter had been acquired. The master and mistress received £50, joint salary, and a house rent free; besides this, the master was paid £10 as parish clerk.

The school supported by endowment and local contributions.

116. The school was maintained partly by an endowment of £30, and partly by subscriptions of persons living in the neighbourhood. In the year 1866, the sum was insufficient to cover the expenses: it amounted to £39 18*s.* 11*d.* from these sources, and £5 from school-fees. The average daily attendance during the year, according to the report of the Church Education Society, with which this school is in union, was forty. The expenditure per head on account of teachers' salaries was therefore £1 5*s.* 6*d.*, without taking into account the £10 paid to the master in his capacity as parish clerk, or the value of the residence which was given to him. If this clerkship be included, and the residence be considered to be worth £5 annually (a very moderate estimate, to judge from the returns made by the national schoolmasters of the rent they pay for their houses), the total expenditure on account of teachers' salaries would be £65, and the expense per head, £1 12*s.* 6*d.* The school is under the control of the rector of the parish, who told me that he should have no objection to place the school under the National Board; but that the terms in which the legacy was made, which forms the chief support of the school, order Scriptural instruction to be given daily to every child who attends the school. The rules of the National Board with regard to religious instruction, would, if observed in the school, violate the conditions of the legacy.

Naas district.

Lady Mayo's school, Johnstown.

117. About two miles from Naas, in the parish of Johnstown, is a small school, maintained by Lady Mayo. On the day of my visit twelve children—five boys and seven girls—were present. They were all very young, the eldest being only nine years old, and very few of them could read at all, and these could only read very easy words; in fact, the school was little better than an infant school. The children, except two, were Protestants; the two Roman Catholic children were sisters, who had been attending the convent school at Naas, and had only just come to this school. The school-room was exceedingly neat and well arranged, and the children appeared to be very well looked after. The schoolmistress was a Protestant, and had been trained at the Church Education Society's school in Kildare-place.

Kill.

Population, number of scholars and schools.

118. At a distance of rather more than a mile from Johnstown is the village of Kill, in which there are two schools, a national school and an English school on the foundation of Erasmus Smith. The population of the whole parish of Kill is 792, and of the parish of Johnstown, 219. In the parish of Kill the Protestants are not quite one-tenth of the whole population; but in the parish of Johnstown

they are almost exactly one-half. In the year 1861, the number of children of school-age (omitting infants) in the two parishes was 172, of whom eighty-one were boys and 91 girls. Of the boys seventeen may be taken as the number of Protestants, and sixty-four the number of Roman Catholics. Of the girls, the corresponding numbers are eighteen and seventy-three. The number of children at school, excluding infants, at Johnstown and in the two schools at Kill was ninety-four on the day of my visit.

119. There is another National school, about three miles distant from Kill, situated in the district which is designated the parish of Lyons according to the Ordnance Survey, but which is within the boundaries of the parish of Kill according to the Roman Catholic ecclesiastical arrangements. Seventy-three children were in attendance at it on the day of the constables' visit. I was told by the parish priest of Kill that many of the children in his parish attended this school, as it was nearer than the school at Kill. He mentioned that the distance of the other school from Kill was about three miles, so that in this neighbourhood the number of schools is certainly not insufficient.

Kill parochial school.

120. The parochial school at Kill is held in a room in the house which is the master's residence. The school-room is quite large enough for the number of scholars generally in attendance, or even for the number on the roll, and is well supplied with desks and other furniture. No provision had been made for ventilation except by the windows and chimney; but the size of the room caused this defect to be less sensible.

Number and proficiency of scholars.

121. The number of scholars present was twenty-six—nineteen boys and seven girls—all of whom were Protestants, and the number on the roll was twenty-eight. The proportion of the scholars on the roll actually present, though unusually large, was not so great as it seems, because two or three children under six years of age were in the school-room, but were not entered on the rolls, because one of the rules of the Governors of Erasmus Smith's foundation forbids the admission of children on the rolls of the schools until they have reached the age of six years. The oldest pupil in the school was eighteen years of age, but he was a son of the master, and was much older than any of the rest, of whom only two were more than thirteen years old. The average period of attendance was seven or eight years between the ages of six and thirteen or fourteen. In the highest class were five boys and two girls. They all practised letter-writing, and wrote one composition for me. The spelling was correct, and the handwriting exceedingly good; the grammar not so faultless, but the productions were most creditable, considering the age of the scholars. Their knowledge of arithmetic was more satisfactory than usual. They knew the ordinary rules as far as simple interest; but they had also learnt something about vulgar fractions, and some of them seemed to understand the reason of the various processes. There was a great difference between this class and the next. In the lower class the scholars wrote very fairly from dictation on their slates, but were very backward in arithmetic, as they did not know anything of the subject beyond compound multiplication. Their work was, however, tolerably correct as far as it went. The scholars did not seem to be well supplied with books. When they read to me, copies of the Book of Reading Lessons, which appeared to be perfectly new, were given out to most of them; and I understood that no books were taken away from the school-room. All the scholars read Scripture daily, in compliance with the rule of the foundation, and no Roman Catholics ever apply for admission to the school. Twenty of the scholars are free; the rest pay £1 or £1 10*s.* annually. The teacher, who has no assistants or monitors, is paid £37 annually, and has a residence rent-free. The Board of Erasmus Smith pays £25 to the teacher, private subscriptions amount to £9, and the school-fees to £3. If the average attendance be estimated at 25, the cost of the school per head will be £1 9*s.* 7*d.*, without taking into account the value of the teacher's residence.

School fees.

Expense of conducting the school.

Kill national school.

122. The Kill national school is under the management of the parish priest, and contains separate departments for boys and girls. The school is not vested, but the Commissioners advanced money for the erection of the buildings, and received a bond, by the terms of which the buildings must be always used for the purpose of National education. The rooms were quite large enough to accommodate many more children than were present when I visited the school, and were in excellent repair, but wanted more light and ventilation. The furniture was good and sufficient, and the children appeared to be well supplied with books. In one school twenty-nine boys were present, of whom only four were above the second class. They wrote from dictation on paper, and worked sums in proportion and practice. The dictation exercise was singularly bad, but the arithmetic was good. The boys in the second class read fairly, could transcribe from their lesson book with difficulty, and could work sums in simple addition and subtraction. Three boys were above twelve years of age, and one of these was only in the second class, and by no means the best boy in the class. The schoolmaster was unassisted. He was in the second division of the second class, and had been trained in Dublin. He was appointed to the school in 1839, and has been there ever since, except during the year 1843, when he went to Dublin to be trained. His salary, in the year 1868, was £31 6*s.* 5*d.*, of which the Commissioners paid £28, and the rest was derived from school-fees. There is no residence, and the annual expense incurred on this account by the teacher is £8. Lady Mayo pays him £1 10*s.* quarterly for a night school in the winter, all the expenses of which she provides for. The Commissioners also contribute £5 to the expenses of this department of the school, and this sum makes an addition to the master's income in consequence of Lady Mayo's liberality. The night school has, however, been in operation for a year or two only, so that for nearly thirty years the master had been working at the school for a salary of £30, out of which he had to provide everything for himself and his family. With such an income any saving was impossible, and the master has no prospect for his declining years except to continue at his work in school until the manager dismisses him, in order to appoint a younger and more efficient successor, or the workhouse.

Proficiency of scholars in the boys' school.

Teacher's salary.

123. In the other school-room were twenty-nine girls, of whom five were in the third class, the rest in the first or second class. The children in the third class, of whom the eldest was not more than twelve years of age, wrote from dictation on paper very fairly, and were able to work sums in the first four rules of arithmetic, simple and compound. The children in the second class read very fairly, transcribed a sentence from their lesson book, and could work sums in simple multiplication. I was shown some plain-work done by the children in the school, which I believe was very good.

Girls' school.

The children were exceedingly neat, and very quiet and orderly. The room and furniture were kept in excellent order. The mistress appeared to be thoroughly efficient in all respects. She was in the first division of the third class, but had not been trained in Dublin. Her salary in 1868 was £18 10*s.* 4*d.*, of which the Commissioners paid £14, the sum paid to probationers; the average attendance in the school falling below the number which the Commissioners require before they pay the teacher the full class salary. There is no residence, and the teacher pays £2 12*s.* annually on this account.

Teacher's salary.

Expense of conducting the schools.

124. The expenditure for teachers' salaries in both schools in 1866 was £61 13*s.* 9*d.*, of which the local contribution was £9 8*s.* 9*d.*, derived from school-fees. The average daily attendance was sixty-two, and the cost of the school per head was 19*s.* 10*d.* nearly, and the part due to the school-fees was very nearly 3*s.*

Tipperkevin and Ballymore-Eustace.

125. About three miles to the south of Naas is the little village of Tipperkevin, which in 1861 contained 105 inhabitants, and which is situated in the parish of the same name, the population of the rest of the parish being 356. In the village is a small National school, and at a distance of two miles further south is the town of Ballymore-Eustace, where there is a National school, with three departments for boys, girls, and infants. The population of Ballymore-Eustace including the rural portion of the parish was 1,527. There are no parochial schools in these parishes, but the whole number of Protestants was only seventy-five, and the number of children of school-age probably about twelve, and quite insufficient to support a separate school.

Tipperkevin national school.

126. The school at Tipperkevin was a mixed school for boys and girls under a female teacher. The building was very unpretentious, but was fairly provided with furniture, and sufficient for the number of scholars in attendance. On the day of my visit there were thirteen boys and twenty-four girls present, of whom one was in the third class and five in the fourth. Except the scholars in the fourth class, none were above ten years of age, and most of them were under nine; but I was told by the teacher that many parents in the neighbourhood sent their children, especially boys, to the school at Ballymore-Eustace when they were old enough to be able to walk such a distance. The inefficiency of this school could not be the reason of their preference, for it was exceedingly well conducted. The children in the fourth class, whose parents were all of the labouring class, wrote as far as they could from memory, an account of Ireland given in the text-book of geography; the handwriting and spelling were excellent, the latter most unusually free from errors. They were not so successful in arithmetic, but were not much below the average proficiency in this subject. The younger children who were in the second class read fairly, and copied a sentence from their lesson books correctly; half of them succeeded in working easy sums in simple multiplication and division. The children were all Roman Catholics, and the schoolmistress also. She was in the first division of the third class, but had not been trained in Dublin. Her salary last year amounted to £24 17*s.* 11*d.*, of which the Commissioners paid £20, and the rest was derived from school-fees. She had no residence provided for her, but paid £5 4*s.* annually on this account; another deduction from her salary is the expense of cleaning the school-room, which amounts to 6*s.* annually. The sum paid for teachers' salaries in 1866 was £52 0*s.* 6*d.*; £21 by the Commissioners, the rest by school-fees. The average daily attendance was thirty, and the expense per head 16*s.* 8*d.*, the average amount of school fees per head was 2*s.* 8*d.* No scholar paid more than 1*d.* per week, and estimating the school year at forty-eight weeks, it appears that two-thirds of the children pay fees regularly.

Teacher's salary subject to certain deductions.

Ballymore-Eustace national school.

127. The school-house at Ballymore-Eustace was a large well constructed building, in every way suited to its purpose. It was vested in trustees, and had therefore been built with considerable assistance from the Commissioners. There was a large play-ground attached to the school, a most unusual feature as far as my experience goes. The boys' school was a long, airy, well lighted room, forty-six feet by twenty, well furnished, and in excellent order and repair. The number of boys present was fifty-four, of whom one was a Protestant; three more Protestants were on the rolls. The third class contained twelve boys, and the fourth class seven, three more than one-third of the whole number present had reached the higher classes. The boys in the fourth class, as far as I examined them, quite reached the standard required by the programme, but the third class was backward in arithmetic; the second class was fairly satisfactory in all respects. Three boys in the fourth class were more than fourteen years old, but most boys, I was told, leave school before they are thirteen. The teaching staff consisted of the schoolmaster and two monitors, an arrangement that was peculiarly unsatisfactory, because the monitors were constantly giving up their places in order to take some other employment. The master was in the first division of the third class, but had not been trained in Dublin. His salary last year amounted to £31 19*s.* 1*d.*, of which sum the school-fees produced £7 19*s.* 1*d.* He paid £4 rent for his house, but incurred no expense on account of the school, though the manager was the person who allowed the mistress of the school at Tipperkevin to pay for the cleaning of her school-room.

Teacher's salary.

128. The girls' school was held in a room above the boys' school, which was of the same shape, and was also remarkably well suited to its purpose. Fifty-four girls were present, one of whom was a Protestant. The girls in all the classes which I examined were equal or superior to the boys in the corresponding classes; the ages of the children, and the regularity of attendance in the two schools were much the same; but in this school the mistress had an assistant teacher and two monitresess, thus making the teaching staff exactly twice as strong, though the number of girls in attendance was less than the number of boys. The schoolmistress and the assistant teacher were sisters, and lived together in a residence attached to the school. The salary of the principal teacher in 1866 was £57 15*s.*—£24 from the National Board, the rest from school-fees—and she had the residence mentioned above rent-free. The infant school had been opened two years, and was the only school of the kind in this district, as the infant school at Naas was for girls only. There were seventy-two children in the school on the day of my visit, but the constables found thirty-seven only on the day on which they counted the attendance. The room had been added to the other school buildings when the department was opened, and was excellent in every respect.

Expense of conducting the school.

129. The expenditure for teachers' salaries in the boys' and girls' schools during the year 1866, was £100

12*s.* 7*d.*, and the contribution of the National Board was £84 3*s.* 4*d.*; the rest being derived from school-fees. The expense, and the amount of school-fees, per head were respectively 18*s.* 1*d.* and 2*s.* 11*d.*

130. There is a factory in the town which takes away the girls from school, but not until they reach the age of twelve or thirteen. However, the curate told me that many of the factory girls were in a state of great ignorance, and that he had thought of establishing an evening school, but feared that it would not succeed, because a lending-library and reading-room, which he had already in operation, were very little used. He said that there was a hamlet in the parish, but at a distance of five miles to the south, and in the county of Wicklow, where a school was needed. The population was not very large, but the distance from Ballymore-Eustace was too great, and the road which passed over the hills so bad as to prevent the children coming to school in the winter or in bad weather. This was the only case which occurred during the whole course of my examination of this district, of any complaint being made of the insufficiency of the number of schools.

Kilcullen; decadence of parochial school.

131. The rest of the schools in the district of Naas which I saw, were situate in the parish of Kilcullen, on the border of the Curragh, and nearer to the town of Kildare. In the town of Kilcullen there are two schools—a National school, which has not been established many years, and a small parochial school, which the rector told me would probably soon be discontinued. He said that before the establishment of the National school, his school had been attended by many of the Roman Catholic children, who now, of course, went elsewhere. There are only five or six children in attendance at the parochial school, and I did not think it necessary to visit the school after I had received such a report of it from the rector.

National school.

132. The National school is not vested, and the buildings, which were large and well appointed seemed rather dilapidated. The boys' school was closed for the holidays, but the girls' school was in operation, and contained fifty-one scholars on the day of my visit; all, except one, Roman Catholics. In the third class were thirteen girls, and in the fourth five, thus the usual proportion of the whole number of children had reached the higher classes. Their proficiency was, however, not so satisfactory as usual. They failed in arithmetic especially, and their writing from dictation was bad. The schoolmistress was assisted by one classed teacher and two monitresses; she had been trained in Dublin, and was in the second division of the second class; her salary in 1866 was £32 11*s.*, of which the sum of £7 11*s.* was derived from school-fees. The average attendance during that year was fifty, and the total expenditure on teachers' salaries was £70 9*s.* 10*d.*, making the average expenditure per head, £1 8*s.* 2*d.* nearly, the local contribution being 3*s.* per head. The average attendance at the boys' school in 1866 was fifty-four, but the number returned by the constables as present on June 25, 1868, was seventy-two, all Roman Catholics; the number of girls on the same day was fifty-four.

Population and number of scholars in the parish of Kilcullen.

133. The population of the parish was 2,458 in 1868, of whom 965 lived in the town of Kilcullen. Thus taking one-sixth as the proportion of persons who should be at school, the number of school age is about 400 in the whole parish, and 150 in the town. The whole number of children at school in the parish, as reported by the constables, was 183, of whom fifteen were Protestants; but I was told that many children went to schools in other parishes which were more conveniently situated, so that the proportion of children actually at school is not so small as it appears to be. The other schools in this parish are a small National school at Halverstown, rather more than two miles from Kilcullen, in the direction of Kildare, and a school on the foundation of Erasmus Smith, at Calverstown, at no great distance from the last mentioned school.

Halverstown national school.

134. The National school at Halverstown was situated on the ground attached to the residence of Mrs. Purcell, who was the patron of the school, and who built the school-house and a residence for the master. The school had formerly contained separate departments for boys and girls, but the opening of other schools in the neighbourhood had caused the numbers in attendance at this school to decrease so much as to render the division of the school unnecessary. The room was of sufficient size, and furnished with more attempt at decoration than is common in National schools. Only thirty-one children were present at my visit, of whom four were in the third, and three in the fourth class. The scholars in the fourth class were of remarkable age—one was more than fifteen, and another more than fourteen years of age; their proficiency was, as might have been expected, above the average. The rest of the school did not reach the same degree of excellence, but was on the whole in a fairly satisfactory state. The master who was in the first division of the second class, had been appointed to the school in 1834, and was rather too old for his work. There was one monitor, and Miss Purcell visited and assisted in the school daily.

Erasmus Smith's school, Calverstown; large endowment.

135. The school at Calverstown had been in operation for three months only, so that no fair estimate of its efficiency could be made. Twelve boys and seven girls were present, of whom six were Roman Catholics; yet, in this school the reading of Scripture is compulsory on all the scholars in attendance. The master had a residence provided for him, and was paid a fixed salary of £50, to which a gratuity of £5 might be added on the recommendation of the Inspector sent by the Board of Erasmus Smith. The school possessed an endowment of which the annual value at present is £80.

District of Leixlip; extent, population, and number of scholars.

136. This was the last school which I visited in the district of Naas. I then went through the district of Leixlip, of which the three principal points are Celbridge, Leixlip, and Maynooth. Leixlip is about three miles from each of the other two places, and Celbridge is four miles from Maynooth. The only schools in this part of the Leixlip district are situated in the three villages; in the western and southern extremities of the district, near Kilcock and Straffan, there are two or three small schools, which I was told were similar to those I had seen in the neighbourhood of Naas, and which I did not visit, partly for this reason and partly because I found that the schools in the district were closing, or had already closed for the holidays.

137. The population of Celbridge town in 1861 amounted to 1,382 persons, of whom 165, or nearly one-eighth, were Protestants. The parishes of Kildrought and Donaghcumper, in which the town is situated, contained at the same period a rural population of 1,005 persons, of whom 121 were Protestants, the same proportion as in the town. The village of Leixlip is entirely situated in the parish of the same name, and Maynooth in the parish of Laraghbryan. The population of the parish of Leixlip (both village and country district), was 1,412 persons, of whom 191, or not quite one-sixth, were Protestants. The corresponding numbers for Maynooth were 2,628 and 198.

138. The following tables show the estimated numbers of children of school age in the three villages and the parishes in which they are situated, and the numbers actually present at school on June 25, 1868.

Table E.—Estimated numbers of children of school age in Celbridge, Leixlip, and Maynooth.

Table E.—Estimated Number of Children of School-Age, in Celbridge, Leixlip, and Maynooth.

—	Celbridge.			Leixlip.			Maynooth.		
	R.C.	P.	Total.	R.C.	P.	Total.	R.C.	P.	Total.
Infants above 3 years and under 5,	88	12	100	51	10	61	77	3	80
Above 5 years and under 13,	385	54	439	220	44	264	312	22	334
Total,	473	66	539	271	54	325	389	25	414

Table F.—Number actually at school, on 25th June, in those three places.

Table F.—Number Actually in Attendance at School on 25th June.

—	Celbridge.			Leixlip.			Maynooth.		
National Schools:	R.C.	P.	Total.	R.C.	P.	Total.	R.C.	P.	Total.
Above 3 years and under 5,	82	2	84	36	–	36	86	–	86
Above 5 years and under 13,	148	7	155	73	1	74	90	–	90
Total,	230	9	239	109	1	110	176	–	176
Parochial Schools:									
Above 3 years and under 5,	–	11	11	–	–	–	–	3	3
Above 5 years and under 13,	–	27	27	–	21	21	–	11	11
Total,	–	38	38	–	21	21	–	14	14
Endowed School,	–	14	14	–	–	–	–	–	–
Total:									
Above 3 years and under 5,	82	13	95	36	–	36	86	3	89
Above 5 years and under 13,	148	48	196	73	22	95	90	11	101
Grand Total,	230	61	291	109	22	131	176	14	190

The proportion of scholars to the population apparently small.

139. The proportion of children in attendance at school in this district is apparently very much smaller than in any other, especially in the case of children above the age of five years. In reality I do not think the difference is so great as it seems; the children in the rural part of the district attend other schools which are nearer to them, and which are not in the district; and the town children leave school at least a year earlier than is usual in the schools I saw elsewhere. Besides this, at Celbridge and Maynooth, children were kept in the infant schools until they were seven years old, and, therefore, to meet the circumstances of this particular district, I should have estimated the school age differently in drawing up the tables; but I preferred to adopt the same system throughout my account of country schools, and to note any cases which appear to require exceptional treatment. In the case of Celbridge, if the period of attendance at the schools other than infant schools be supposed to extend from the age of seven to the age of twelve years, the estimated number of children of the proper school age must be reduced by three-eighths, and becomes 273, and the number actually at school on June 25, viz., 196, is a very fair proportion. At Maynooth a somewhat similar reduction of the estimated number of children may be made, and the proportion of this number present in the schools will be raised; and it should be remembered that this proceeding is justified by two facts, the comparative shortness of the period during which the children remain at school in these places, and the increased proportion of this time spent in the infant school. The circumstances of the two places may, I think, be the causes of these peculiarities. At Celbridge there is a great demand for the labour of children, especially of girls, in factories which are situated in or near the town; and at Maynooth the boys are very early apprenticed to the trades which supply the wants of the students in the college.

Local causes which account for this.

140. At Celbridge there are two parochial schools; a national infant school, which is not vested, and of which the parish priest is the manager; a vested school for boys and girls; and in the immediate neighbourhood is the Charter school under the management of the Incorporated Society for Promoting English Protestant Schools in Ireland.

Celbridge parochial school.

141. The parochial schools are held in the same building, one is conducted by a master and the other by a mistress; but boys and girls attend both. In the master's school twenty-three children were present, all of them Protestants; in the other school fifteen. The master was a member of the Established Church, but the mistress was a Wesleyan; the children are nearly all of them members of the Established Church. The school is conducted just like other parochial schools, and with less success than most. The school is under the control of the clergyman only, and not in connexion with the Church Education Society, or any other, and has not the advantage of any inspection whatever. Formerly when Miss Connolly lived at Castletown, she took great interest in the school, but now the master and mistress are left to do much what they please. The master was paid £18 annually by Mr. Connolly, and £7 by a local subscription, but the latter item was variable in amount; he had also a residence rent free.

Celbridge charter school.

142. At the Charter school sixty-two girls are boarded, clothed, and educated free of expense. They are elected into the school after a competitive examination in reading, writing, and religious knowledge; but all candidates must have been in attendance at a Scriptural school for a year previous to the examination. Girls are retained in the school for four years, and after leaving the school have no further claim on the Society. The school-room and all the arrangements of the house at Celbridge which I saw were excellent, and the girls in the classes which I examined had been most carefully taught, and had attained a degree of proficiency quite unequalled in any other school which I saw. They were generally the children of small tradesmen, or of persons in that rank of life, and many of them were much older than the children who attend National or parochial schools.

143. The National school is vested in the Commissioners, and the local patron at the time of my visit was Mr. Langdale, who lived close to the school, and who used to take great interest in it. The building was not very modern, and was not well constructed, but was in excellent order. The Inspector of the Board of Works had visited it in January, 1868, and ordered an outlay of £20 16*s.* The boys' and girls' school-rooms were exactly alike, each consisting of one large room and a smaller class-room, and affording accommodation for 108 scholars. Celbridge national school.

144. The number of boys present on the day of my visit was eighty-two, of whom three were Protestants. The fourth class contained twelve boys, and in one division of the third class there were eleven boys. Their writing and spelling were excellent, and the quickness and accuracy with which they worked sums of different kinds showed that they had been taught with very great care and success. I also examined some of the little boys in the second class, and their work came up to the high standard of the other part of the school.

145. The girls' school was as good as the boys', and in it the children, as far as I could discover, were taught with the same uniform success. There were seventy-eight girls present, of whom twenty-three were in the third or fourth class. Here also a few Protestant children attended the school. Six were on the roll, and four of these actually present on the day of my visit. The master and mistress were both in the first division of the first class, and evidently thoroughly efficient and energetic; but I cannot but think that the excellence of the school is partly due to the unusual interest taken in its welfare by the patron and the parish priest, the Rev. M. MacManus. The patron appointed the teachers and supplemented their salaries, and, I was told, habitually visited the school when he was residing at Celbridge. The parish priest gave all the support he could to the school by frequently visiting it, and inquiring into the progress of the children. At the beginning of each half-year he celebrated a mass, at which all the Roman Catholic children attended; at the end he assisted at an examination, and presented prizes to the successful scholars.

146. All the teachers were Roman Catholics. There was an assistant in each school and two monitors in the boys' school. The master and mistress had been trained in Dublin. Their salaries in 1868 were £82 19*s.* 5*d.* and £67 6*s.* 1*d.* respectively, and as they were married their circumstances were comparatively easy. No residence was provided for them, and the annual expense they incurred on this account was £18. The master's salary was made up of the following items:—£52 class salary, and £10 good service pay from the Commissioners, £5 from the manager, and £14 19*s.* 5*d.* from school-fees; the mistress's salary from same sources—£42, £9, £5, £11 6*s.* 1*d.* The sum spent in teachers' salaries, &c., in 1866 was £226 16*s.* 1*d.*, toward which local sources contributed £36 1*s.* 1*d.* The average daily attendance during the year was 146, and therefore the cost per head was very nearly £1 11*s.*, the local contribution per head being 5*s.*

147. The national infant school is held in another part of the village, and I did not visit it. The parish priest is the manager of it. He also maintains an evening school for girls and young women who are employed in the factory. This I visited and examined as fully as time would permit. There were 40 pupils present of all ages, from twenty-three down to ten or eleven years; but the age of the greater number was between fourteen and eighteen years. Nearly all of them had been at a day-school during some time of their lives; many of those who were younger had ceased to attend the day-school very recently. The older pupils were workers in the factory, and the younger girls came to this school because their parents kept them at home during the day. Such children, however, I was told by the parish priest, he only admitted to the school when he was satisfied that they could not attend the day school. Nothing is taught in the school except reading, writing, and a little arithmetic, and the system of the day schools is adopted. Thirteen pupils were reading the Third Book, but the rest had not advanced sufficiently to be able to read anything more difficult than the Second Book. Two-thirds of the pupils in the third class wrote correctly from dictation, and some of the pupils in the lower class copied a sentence from their lesson book; but they had still much to learn in this branch. The school is held during three nights of the week in summer, but in the winter there is a Sunday-school, attended by the same class of persons. The teachers are employed in conducting the infant school during the day, and the room is used as the infant school. The school is mainly supported by a grant of £10 from the National Board, but a small sum is derived from school-fees. Celbridge evening school.

148. At Leixlip I visited the parochial school, which is a small school, attended both by boys and girls, of whom twenty-one were present on the day of my visit. Three of them were fourteen years of age, and of these one had been only six months at school. The other two formed the highest class in the school. They read and wrote fairly, and worked sums in practice. The rest of the school was inferior; the spelling and writing were not good, and the arithmetic very weak. No school-fees are paid by the children, and the only support is derived from private subscriptions and the proceeds of a charity sermon. The amount raised in 1866 was £39 1*s.* 4*d.*, and the average daily attendance twelve; thus, the cost per head was more than £3 5*s.* The National school had closed for vacation when I visited Leixlip. Leixlip parochial school.

149. At Maynooth there are three schools: a small parochial school, a National school for boys, and a National convent school. The parochial school could hardly be said to be in operation when I saw it. The vacation was soon to commence, and only nine children were present, and of these four were infants. On the 25th June the constables found fourteen children present. The buildings are excellent, and would accommodate thirty scholars with ease. The school is not in connexion with any society, and depends on local subscription entirely for support. The sum raised in 1866 was £50, and it was expended thus: Maynooth parochial school.

Twenty-three children clothed,	24
Master's gratuity,	18
Coal and books,	9
Total,	£51

150. The master's salary is paid to him, in his character as parish clerk and organist, for discharging the duties attached to these offices. He receives £36 annually, and a residence is provided for him.

Maynooth National school.

151. The National school is non-vested, but was an excellent building in good repair and well appointed. It was given by the Duke of Leinster, and contains a residence rent free for the master. The number of boys present was forty-six, of whom only seven were in the higher classes. The children were very young; two only of them had reached the age of eleven years, and I understood that it was uncommon for a boy to remain at school after that age, the demand for labour was so great. As far as I examined the boys seemed to be fairly proficient, their handwriting, as might have been expected, was very childish and unformed, but the spelling was good, and their arithmetical work fairly correct. The boys in the second class, who form an important element in the school, since many of them never rise out of the class, could read from their lesson book with tolerable ease, write a little and knew something of the first four rules of arithmetic. The master had been trained in Dublin, and was in the first division of the first class. His salary from the National Board, including £13 for good service, was £65; besides this the Duke of Leinster gives £20 and a residence, and in the year 1868 the scholars paid £3 0*s.* 2*d.* The master has, however, to pay for all repairs to the building and furniture both of the school and his own house, so that his salary is not really as high as it appears to be. I have said that the room and furniture were kept in good order and repair, but it is hardly necessary to observe that, as a general arrangement, nothing can be more undesirable than to leave the duty of maintaining the buildings to the teacher. The master had no assistant, but two monitors. He told me that his monitors gave him a great deal of trouble, because they never remained long enough to become thoroughly efficient, but went off to some other occupation.

Teacher's salary.

Convent school.

152. The convent school contains two departments, for infants and for girls. In the infant schools seventy-two children, fifty-four girls and eighteen boys, were present, and in the girls' school twenty-eight. The children remained in the infant school till they were six or seven years old. I found fifteen of them reading in the Second Book, but very imperfectly. In the other school fifteen girls were in the third or fourth class, the rest in the second. They could read well and write fairly, but their spelling was very incorrect; in arithmetic they were backward, but fairly accurate in their work. The same causes which tend to shorten the period of attendance in the boys' school exercise a very prejudicial influence on this school also. Indeed the nuns told me that the number of children in the place who do not go to school at all is very large. Certainly the best use is not made of the existing schools; both in the boys' school and in this there was room for many more children than I found present.

Expense of conducting these schools.

153. The expenses of conducting those schools offer a singular contrast. The expenditure on the boys' school in 1866 amounted to £119 1*s.* 8*d.*, and the average daily attendance was fifty. Thus, the cost per head was £2 7*s.* 7*d.*, very nearly, and the local contribution supplied 9*s.* 2*d.* of this sum. The expenditure on the convent school was £68, and the average attendance 113; thus, the cost was only 12*s.* per head, and of this 3*s.* 5*d.* was derived from local sources. In other words, out of the funds provided by Parliament, £1 18*s.* 5*d.* per head are contributed towards the support of the National male school, while only 8*s.* 7*d.* per head are contributed to the female convent school; making a difference of 78 per cent. in favour of the former. A strong contrast is also presented by a comparison of the provision allotted to the Maynooth male school, with that which is assigned to the Celbridge school, as just given (paragraph 146). The State contribution to the Maynooth school is £1 18*s.* 5*d.* per head; to the Celbridge school it is £1 11*s.* per head; making a difference of more than 32 per cent. in favour of Maynooth. Many other instances can be found less striking than this which show that the amount of the Government grant is no measure of the efficiency of the school.

PART II.

Section III.—District of Wicklow.

County of Wicklow.

154. In the county of Wicklow my examination extended over a much larger area than in the county of Kildare, and in consequence I was enabled to make a complete inquiry into the circumstances of a small part of the district only, namely, the neighbourhood of Wicklow town. Besides this I visited other schools which might be considered fairly representative of the rest, situated at scattered points, but which had no peculiar features, and also two schools of which the circumstances were so remarkable as to render very minute inquiry desirable. The assistance of Mr. Stokes and Mr. Dunne enabled me to undertake the additional labour which was necessary in order to extend my observation over so much of this county, a very small part of which had originally been selected for examination. They not only accompanied me in my visits to many of the schools, and by taking a very large share of my work enabled me to collect all useful information relating to the schools we visited, and to form an estimate of their efficiency with great expedition; but after I had returned to England, they made a special visit to a school which I had not seen, and to two others which I have mentioned above as requiring a more searching inquiry than could be made at one visit. My account of this district, therefore, contains the result of their observations as well as my own, and in part is derived from notes with which they kindly furnished me. The portion of the county which we visited included the mountain district between Bray, Glendalough, and Rathdrum.

Wicklow town and neighbourhood.

155. In the comparatively populous neighbourhood of Wicklow town the schools are very numerous, and situated at no great distance from each other; but on the high inland districts where the population is thin and scattered the schools are, of course, much less frequent. However, I never saw any large collection of houses without a school. The chief occupation of the inhabitants of this district are agricultural; at the town of Wicklow a large number of persons is engaged in fishing, or other nautical pursuit, and in the neighbourhood of Glendalough the Mining Company of Ireland gives employment to a considerable part of the population.

Population and number of scholars.

156. The population of the town of Wicklow in 1864 was 3,404, of whom 770 were Protestants, a much larger proportion than in any other district which I visited. There are five schools in the town, a National school, a parochial school on the foundation of Erasmus Smith, and three small schools maintained by private persons. The number in attendance at all these schools on June 25th, and the estimated number of children of school age are exhibited in the following table:—

TABLE G.—Attendance of Children at School on 25th June; and Estimated Number of Children of school-age in Wicklow.

TABLE G.—Number of children present at school in Wicklow, on 25th June; and estimated numbers of children of school age.

—	Above 3 years and under 5.		Above 5 years and under 13.				Total above 5 years and under 13.		Total.
	Protestant.	Roman Catholic.	Protestant.		Roman Catholic.				
			Males.	Females.	Males.	Females.	Males.	Females.	
National School, . . .	–	65	2	–	88	50	90	50	205
Parochial School, . . .	7	–	28	22	–	–	28	22	57
Private School, . . .	3	3	3	5	6	12	19	17	32
Total at all Schools, .	10	68	33	27	94	62	127	89	294
Estimated number of School age,	41	137	62	68	206	227	268	295	741

157. The proportion of children at school is small, and in the case of girls remarkably small. The latter fact may be accounted for by the state of the national school for girls, which was not maintained vigorously, because a convent was being established to which the school would in future be attached. The infant school is inefficient from the same cause; and it may be expected that when the impending alterations have been made, the attendance of the children will be more satisfactory. The boys do not attend in such numbers as they do elsewhere, but the length of the period during which they remain at school is shortened by the demand for the labour of boys of eleven or twelve years of age and upwards in the fishery, which gives employment to many of the inhabitants. It must be noticed, however, that no interest appears to be taken in the national school by the manager or any other person, and this total indifference has a bad effect on parents who are not too eager to send their children to school, and who need to have their duty in this matter strongly enforced. Schools not in operation, and neglected.

158. The national school buildings were very poor; the girls' and infant schools were miserable, the boys' school rather better, but was situated on a slope so steep that the floor is at some depth below the level of the ground in front of the building, and the room is therefore very damp; the long and narrow shape is inconvenient, and there is no means of ventilation except by the windows. It is scarcely necessary to say that the school is not vested. The number of scholars present was eighty, of whom fourteen were in the higher classes. The boys in the third class read well, wrote from dictation almost without a mistake, but failed completely in arithmetic. The boys in the fourth class wrote very well on paper from dictation, and were more successful in arithmetic than those of the third class. They answered my questions on geography with great intelligence and vivacity. We also examined part of the second class in reading and writing, with fairly satisfactory results. The boys were very young, and for their age their proficiency was highly creditable. Two of the boys on the school rolls were members of the Established Church, but they were not present. The master had one assistant, but no monitors; he had been trained in Dublin, and was in the first division of the second class. His salary was £40, of which sum the National Board paid £32, and the rest was derived from school fees; a residence rent-free was provided for him. In 1866 the expenditure on teachers' salaries was £75 13*s.* 10*d.*, to which the local contributions were £12 3*s.* 10*d.* The average daily attendance was sixty, thus, the cost per head was £1 5*s.* 3*d.* nearly, towards which the sum of 4*s.* per head was contributed from local sources. We did not examine the girls' school when we discovered its state. National school.

159. The parochial school in Wicklow was closed at the time of my visit. We saw the buildings, which were excellent, in very good repair, and well provided with furniture. The school had separate departments for boys and girls, the teachers of which were married and lived at the school-house. The master's salary for conducting the school was £40, with an additional gratuity of £5 if the Inspector of the Board of Erasmus Smith made a favourable report. The master was also parish clerk, and received £10 on that account, thus raising his income to £55. His wife received £35 for conducting the girls' school. As the school was not in operation we could not, of course, form any opinion as to its efficiency. Wicklow parochial school on the foundation of Erasmus Smith.

160. In the neighbourhood of Wicklow we visited National schools at Rathnew, Glenealy, Ballylusk, and Ashford, and parochial schools at Rathnew and Glenealy.

161. The parochial school at Glenealy was held in a handsome gothic building, large enough to accommodate twice as many scholars as we found present, but owing to faults in its construction, the want of ventilation was more sensible than in many smaller and more crowded buildings. The number of scholars present was thirty-five—sixteen boys and nineteen girls, all of them Protestants. The age of the scholars in the highest class was very remarkable; of five scholars in the class only one was less than fourteen years old, and two were more than fifteen. Their proficiency was fair, but not so great as might have been expected from scholars of their age. In the next class also the scholars were of a comparatively advanced age, three out of five who constituted the class were more than thirteen years old, yet their writing was indifferent, they were not able to spell correctly, and their knowledge of arithmetic which did not profess to extend beyond Compound Multiplication, was very superficial. Six scholars were in the second class, two of them more than twelve years old, and one more than ten, the rest being under nine years. They read tolerably, but their attempt at writing from dictation was feeble, and only three of them were able to work a sum in Simple Multiplication by one figure. The rest of the children, all of whom were in the lowest class, we did not examine; but we had seen quite enough to satisfy ourselves that though great pains had evidently been taken to make the school efficient, the object had not been attained. The master had received no special training, he had no regular assistant, but the clergyman and his family frequently visit the school, and take part in the work. The master's salary, including £5 from the Church Education Society, and £3 1*s.* 9*d.* from school-fees, amounts to £48 1*s.* 9*d.*, and a residence is provided for him. Glenealy parochial school.

162. The National school is quite close to the parochial school, and is attended exclusively by Roman Catholics. It is non-vested, and under the management of the parish priest. The building consists Glenealy national school.

of one long low room, forty-five feet by fifteen, and only ten feet high; the windows are too few; and when the door is closed the atmosphere must be very close. The number of children present at our visit was fifty-two—twenty-nine boys and twenty-three girls. None of them had reached the fourth class, and only seven the third, yet in this school also the scholars were older than usual, though younger than the scholars in the corresponding classes of the parochial school; but their progress is retarded by the irregularity of their attendance at school. In one respect the contrast between the children attending the two schools was very apparent. In the national school bare feet and ragged clothes were common; in the parochial school all the scholars were well dressed, and some even pretentiously. The school was fairly efficient. Most of the children in the second and third classes could read and write, but their spelling was very incorrect. The scholars in the third class worked examples of the compound rules with tolerable accuracy. The second class knew nothing beyond simple multiplication, and the lower part of the class had learned addition only. The school was conducted by a female teacher, who was in the second class of the second division. The only assistance was given by monitors. The salary of the teachers for 1868 was £29 2*s.*, of which the National Board paid £24, and the rest was derived from school-fees. A residence is provided rent free, and the manager meets all the expenses for repairs, cleaning of the schoolroom, &c. In 1866, the expenditure for the teachers' salaries was £26 3*s.* 10*d.*, the contribution of the National Board being £20. The average daily attendance during the year was thirty-six, and the cost per head was nearly 14*s.* 6*d.*, and the portion of this sum which was supplied from local sources, 3*s.* 5*d.*

Rathnew.

163. The village of Rathnew contains nearly 1,000 inhabitants, and a large part of it consists of a number of miserable hovels, which are the property of the occupiers. This part of the village has been built on no system whatever; the owners have placed their cabins in any position they chose, and the consequence is, that the passages between the houses, form a labyrinth through which it is impossible for a stranger to find his way without a guide. Buried in a remote corner of this curious collection of dwellings is a hovel rather larger than the rest, which is the National school. The building contains one long low room open to the thatched roof, with a floor and walls of mud, and a smaller class-room separated by a partition from the large room. A few small windows admit a little light, and in summer, when they are open, some fresh air. The furniture was quite new and excellent, but we were told that this had been provided on the establishment of the school by the teacher and scholars, without assistance from the manager or any other person living in the neighbourhood. We found fifty-five children collected in this place, thirty boys and twenty-five girls, most of them very young. They were all Roman Catholics. The schoolmaster was untrained, and in the first division of the third class. He had no assistance of any sort in conducting the school. His salary from the National Board was £24, and from school-fees during the year 1868, £4 18*s.* 8*d.* No residence was provided, and the expense incurred by the teacher on this account was £7 10*s.* annually.

Disgraceful state of the National school.

164. The school is under the management of the parish priest of Wicklow, and it is hardly necessary to state that it is not vested. It has only been in operation since the year 1867, therefore the sanction of the National Board must have been given quite recently to the use of a building so thoroughly unfit for the purposes of a school. It may be thought that it is the duty of the manager to make better provision for the school. In the present case the manager appears to consider that he has done all that can be expected when he has appointed the teacher, and that any further effort on his part is quite unnecessary.

Parochial school.

165. The parochial school presented a marked contrast in outward appearance. The school-house was quite new, and contained a residence for the teacher. The school-room was not very large, but was quite sufficient for the number of pupils generally in attendance: the furniture was good and in perfect order. We saw it, however, at the close of the vacation, when it had been prepared for use. The children on the roll were all Protestants; the number was fifty, but the average attendance was only twenty-eight. The number returned by the constabulary was twenty-seven—twelve boys, ten girls, and five infants. The schoolmaster has no assistance except from his wife, who teaches needlework. He had been trained at the Church Education Society's school in Dublin. His salary amounted, in 1868, to £44, including the following items:—From the Church Education Society, £10; from the clergyman of the parish, £30; and from school-fees, £4. The payment from the clergyman includes the remuneration of his wife's services, Besides this he has an excellent residence, and a garden attached to it, rent free, and he said that he made a little money by giving private lessons.

Ashford national school.

166. At Ashford, a small hamlet, about two miles from Rathnew, there is a National school, which was established in the year 1866, and which is attended by girls of all ages, and boys who are under eight years. The buildings are good; there is one large school-room, with plenty of light and air when the windows are open. In winter the want of ventilation must be felt. The furniture was sufficient and in good order. Sixty-one children were present, one of whom was a Protestant; the rest were all Roman Catholics. Ten girls had reached the third class, some of whom, according to their own statements, were of very advanced ages. Three of them said that they were seventeen, and two others that they were sixteen years old; but I am convinced that they were wrong. They appeared to be much younger, and it was not at all uncommon to find that the children had most extraordinary notions about their age. All these girls read well, wrote fairly, and knew something of the four compound rules of arithmetic; all the rest of the children were in the first and second class. I examined some of them, and found them able to read from their lesson book, to write a little, a few of them knew the first four rules, but the greater number could do nothing more difficult than the addition of small numbers. The schoolmistress was appointed when the school was established. She was in the first division of the third class, but had not been trained. Her salary in 1868 was £25 3*s.* 2*d.*, including £5 3*s.* 2*d.* school-fees. A residence was provided rent free, and the manager provided for the necessary repairs, &c., of the school-room.

A school for boys wanted.

167. At this school boys are not generally admitted; but it did not appear that there was any boys' school in the neighbourhood, except the other National schools of this group, at which the number of girls in attendance was not less than the number of boys. It seems, therefore, that the establishment of a boys' school would be very useful.

168. The National school at Ballylusk is situated between Ashford and Glenealy, with no other houses in the immediate neighbourhood. It is a very small building, with stone walls and a roof of slates, but no ceiling, and only an earthen floor. The furniture was fair, and was kept in good order. Twenty-two boys and seventeen girls were present, all Roman Catholics, though one or two Protestant children attend occasionally. Three of the scholars had reached the third class, and one the fourth, and he alone was more than twelve years old. He could read and write fairly, and worked sums in proportion correctly. The scholars in the third class were, as usual, unable to spell correctly, and rather backward in arithmetic. The younger children, whom we examined, were able to read from their lesson book, and to copy a few words from the book on their slates; but very few succeeded in getting through an example of simple multiplication. The children were remarkably quiet and orderly. The school was conducted by the mistress without any assistance whatever. She was in the second division of the third class, and had been mistress of the school since the end of 1866. Her salary in 1868 amounted to £16 6*s.* 6*d.*, including £2 6*s.* 6*d.* derived from school-fees. No residence was provided, and the expense she incurred on this account was £6 per annum. Ballylusk national school.

169. In 1866 the expenditure on teachers' salaries was £20 18*s.* 7*d.*, and the average daily attendance thirty-four. The expense per head was, therefore, almost exactly 12*s.* The amount of school fees per head was 2*s.* 4*d.*; the contribution of the National Board only 9*s.* 8*d.*

170. This school, and the schools at Glenealy and Ashford, besides two others which we did not visit, but which, we were told, were very similar to these, are all under the management of the parish priest of Ashford, and several of them were established by him. A smaller number of schools would not meet the requirements of the district as well, because the population is scattered over a very large area. This is, however, the only instance which came to my notice of one manager undertaking the superintendence of so many schools. All these schools under the same manager.

171. In the northern part of the county we visited the schools at Enniskerry, and Roundwood, and several small schools on the road between these places. At Enniskerry there is a National school for boys and girls, and a private school for infants, both of which are maintained by Lord Powerscourt. The National school was in connexion with the Church Education Society until 1866, when Lord Powerscourt placed it under the National Board. The building was excellent, and was furnished and decorated in a manner quite unusual in National schools. The number of children present at the time of our visit was twenty-eight, and the number on the roll forty-one, of whom thirty-three were members of the Established Church, and eight Roman Catholics. Two-thirds of the inhabitants of the village in 1861 were Roman Catholics, and the number of Roman Catholic children in the school is therefore disproportionately small. We were told that many Roman Catholics sent their children to a National school among the mountains, which was under the management of a Roman Catholic clergyman. The Enniskerry school was not very efficiently conducted; the scholars in the highest class, who were above the average age, wrote fairly, but were very backward in arithmetic, and inaccurate in their work. The same deficiency in arithmetic was observed in the lower classes in a greater degree, and their writing was not good, nor their spelling correct. Enniskerry national school.

172. The master's salary in 1868 amounted to £66 19*s.* 3*d.*, and a house, with a garden rent free and fuel, was provided for him by Lord Powerscourt, who also paid £42 a year towards his salary. He was in the second division of the third class, and had been educated at the Church Education Society's school in Kildare-place. He was assisted by his wife, who was not paid directly for her services, Lord Powerscourt's contribution was given for her assistance in the school as a workmistress, and for the master's performance of the duties of organist in the church. Both were members of the Established Church.

173. We also visited the infant school, which was not in connexion with the National Board. Here also the Protestant children were the great majority, but a few Roman Catholics were present. Some of the children could read a little, but of course most of them were too young to know anything more than the alphabet. The room was good, and the schoolmistress appeared to do her work thoroughly well. A remarkable extract from evidence given before the Commission on Education in 1824, which relates to this school, will be found in Appendix III., (page 86). Infant school.

174. In this neighbourhood we visited two small schools supported by Lady Monck for the children of Protestant workmen on the estate. They were quite close to each other; one was an infant school, the other for boys and girls. In the latter ten children were present, of whom the four most advanced could read, but failed completely in arithmetic. They gave most ridiculous answers in geography and history, subjects with which they professed themselves to be acquainted. The school was in fact very useless; but, like the infant school, possessed at any rate the merit of keeping the children out of mischief.

175. For several miles southward the county appears to be almost uninhabited, but in a very desolate-looking spot called Annacarter there is a National school. The building, which contained a residence for the master, was in tolerable repair, and sufficient for the number of children in attendance. The number on the roll was sixty-nine, of whom fifteen were members of the Established Church; but the number present was only thirty-four, eighteen boys and sixteen girls. Some questions in geography were satisfactorily answered by the more advanced boys. The master, who had no assistance of any sort, had been trained in Dublin, and was in the first division of the second class. At the last visit of the Inspector, which only preceded ours by a few days, he had, as he told us with the most perfect good humour, been depressed because his school was not kept with proper order and neatness. His salary in 1868 amounted to £39 8*s.*; the part paid by the National Board being £32, and the rest derived from school-fees. He had, as was mentioned, a residence, and also three acres of land rent free, and his income was subject to no deduction whatever. The expenditure on teachers' salaries, &c., in 1866 was £56 8*s.* 6*d.*, and the average attendance thirty-six; the cost per head was £1 11*s.*, of which the local contribution was 6*s.* 9*d.* Annacarter national school.

176. About two miles from this school is situated the village of Roundwood, where there is a National school, and in the immediate neighbourhood a parochial school. The National school is held in an excellent building, which contains a residence for the teacher. The school-room is of sufficient size to accommodate a few more scholars than the number present at our visit, which was sixty-one, thirty-three girls and twenty-eight boys. They were all Roman Catholics; the Protestant children Roundwood national school.

Large teaching staff.

who live in the village and neighbourhood attend the parochial school. The teaching staff was very large—the master, his wife, and another assistant teacher, and one paid monitress. The assistant teachers do not receive the full salary, to which they would have been entitled if the number of children in attendance had been larger. Two years ago, when the Vartry reservoir was being constructed, a very large number of labourers were employed whose children attended the school, and for whose benefit the teaching staff had been increased. The children had clearly been carefully taught; they reached the standard required in the programme for each class, and did their work well. Five of the scholars were more than thirteen years of age, but, besides these, only two were above eleven years. The usual age on first coming to school was five or six years, and at leaving, eleven or twelve. The master had been trained in Dublin, and was in the second division of the first class. His salary for the year 1868 was £60 4*s.* 11*d.*, of which the part derived from school fees was £16 4*s.* 11*d.* He lived at the school, and his wife received some salary as an assistant-teacher. The expenditure on teachers' salaries in 1866 was £145 3*s.* 6*d.*, and the average daily attendance eighty-four. The cost per head was, therefore, £1 14*s.* 6*d.*, nearly, and the part of this sum due to local sources was 4*s.* 3*d.* per head. Both of the last-mentioned schools were non-vested; yet the buildings were good and residences provided for the teachers.

177. The rest of the schools which we visited were situated in the mining district of the county. The chief places included in this district are Rathdrum and Glendalough. Besides the schools situated in those places, a small school at Glenmalure, in a very solitary position, and two schools at Shillelagh, of which the circumstances were so peculiar as to demand special notice, were examined.

178. At Rathdrum there is a National school, with separate departments for boys and girls, a parochial school, on the foundation of Erasmus Smith, and a convent school.

Rathdrum national school.

179. The national school is vested in the Commissioners, and the patron is Lord Fitzwilliam. The building was in good repair, having been inspected by the Officer of the Board of Works during the year. The house was divided equally into two rooms, each thirty six feet long by eighteen feet wide. The number of boys in one room was sixty-six; in the other seventy-eight girls were actually present at the time of our visit, and the attendance of twenty-nine more, who were then receiving instruction at the convent school, was entered on the Report Book. This relief was almost necessary in order to prevent the national school from being intolerably overcrowded. In the boys' school sixteen scholars had reached the third class, and two the fourth. They wrote fairly from dictation, and, except in the lower part of the third class, were able to spell correctly; they failed comparatively in arithmetic; more than half the boys in the upper division of the third class were unable to work sums in compound long division correctly. The age at which the children generally begin to attend the school is not more than four years, a sign that an infant school is much wanted. Few stay after twelve years of age. We found three boys who were more than fourteen, but they had not been attending school continuously, and were not very advanced scholars. Four of the boys were members of the Established Church, the rest Roman Catholic, as was also the only teacher. He had been trained in Dublin and was in the second division of the first class. His salary was £74 1*s.* 6*d.*, including £13 1*s.* 6*d.* from school fees, and £6 paid by Lord Fitzwilliam. No residence was provided. In 1866 the expenditure for salaries was £85 19*s.* 10*d.*, and the average daily attendance fifty-five; the cost per head, therefore, was £1 11*s.* 3*d.*; the portion of this sum derived from local sources of all sorts was 6*s.* 11*d.*, and from school fees only 4*s.* 9*d.* or very nearly one penny per week per head.

Small amount of aid given to the girls' school by the Board.

180. The girls' school was conducted by Sisters of Mercy, who had a private school at the convent, where, as has been mentioned, some of the girls in the national school are sent. We understood that a school-house was being erected close to the convent, to which it was expected that the children now attending the national school would remove; the school at present in operation at the convent is for girls who can afford to pay for their education, and not in connexion with the National Board. The children were all Roman Catholics. The aid given to this department of the school by the National Board is very small; it amounted in 1866 to the sum of £19 10*s.* only; this grant was supplemented by local contributions and school-fees, which made up together £34. The average daily attendance in 1866 was 112, and the cost per head was, therefore, 9*s.* 6*d.*

Parochial school.

181. The Rathdrum parochial school has separate departments for boys and girls. In one twenty-two boys were present, in the other twenty-one girls and two little boys. Nine of the boys and four girls were orphans, provided for by Protestant Orphan Societies. These children are clothed at the expense of the Societies and lodged in farm houses in the neighbourhood, £4 per annum being paid for each to the persons who take charge of them, besides a fee of five shillings to the master or mistress of the school. All the children were members of the Established Church, and received instruction weekly from the clergyman. The master had been seven or eight years in the school, and during the last two years has held the office of parish clerk. The mistress leads the choir in the Church service.

Glenmalure national school.

182. Glenmalure national school is placed in a very wild situation, in the heart of the mountains, where the population must be very thin and scattered. The building was nothing more than four walls and a roof; it had neither floor nor ceiling. We found seventeen girls and thirteen boys present, of whom four were members of the Established Church, and eleven had reached the third or fourth class. The youngest child in the school was four years old, the eldest fourteen. The school was conducted by a young woman, who had only been appointed early in the summer, and was not yet classed. We were unable to examine the children, but we satisfied ourselves that the teacher could maintain order among her pupils and perform her other duties. A residence was provided rent-free, and she received £14 from the National Board, and the school-fees, which in 1866 amounted to £6 8*s.* 6*d.*

Glendalough; two schools where one is sufficient.

183. At Glendalough there are two national schools, not more than a mile apart—one is a school vested in trustees, with separate departments for boys and girls, under the management of the Roman Catholic curate; the other a school vested in the National Board, of which the patron is the Mining Company of Ireland. The very peculiar circumstances relating to this school required an especially searching inquiry. The vested school, known as St. Kevin's, was established first, and had been in operation for several years, when, in 1862, the other school, which is called Glendalough national

school, was founded. It is not very clear why this school was commenced. However, from the first the Roman Catholic clergy have shown the most uncompromising hostility to it, and have succeeded in preventing the attendance of Roman Catholic children. The master is a Roman Catholic, and his children attend the school, but the rest of the seventeen scholars on the roll are Protestants. The school-house, which was built by the Mining Company, with considerable assistance from the National Board, contains two school-rooms, of which one only is used at present, because of the small number of children attending the school. Both rooms were in perfect repair, and would have been models if the proper disposition and size of the windows had not been sacrificed to the architectural effect of the building. The children appeared to be well taught; their handwriting was excellent, and in spelling and arithmetic their proficiency was above the average. The eldest scholar was under fourteen years of age, and in the fourth class only, so that the master does not take advantage of the small number of his pupils to press them on to the highest class, in which he would be allowed to give instruction in more advanced branches of knowledge. It is to be remarked that the religious instruction in this school is given by the master, who is a Roman Catholic, and is attended by his children only, the rest of the scholars being Protestants. The master had been a pupil teacher in the model school at Galway, and while there attended lectures at the Queen's College. In 1863 he went through a course of training at the central establishment in Dublin, and in the same year graduated B.A. in the Queen's University. He is in the third division of the first class, but owing to the small number of children in attendance at his school, the Board no longer allows his full class salary. For three-quarters of last year the payment made to him by the National Board was £11 8*s*. The Mining Company provides an excellent residence, two acres of land, and adds £43 to his annual salary. Besides this he has the school-fees, which amount to £4 annually very nearly. The Company gives £12 annually in prizes for the school children. Thus the expenditure for the teacher's salary and the rewards to the children amount to £77 per annum, of which the National Board pays £15. In this estimate no account is taken of the value of the teacher's residence and ground attached to it. It is difficult to reconcile the payment made by the National Board with the principle by which the grants of aid to schools are governed, as stated in the "Rules and Regulations," Part iv., Sec. iv., 7 II.

Glendalough national school supported by the Mining Company.

Teacher's salary.

184. This school has also been specially favoured in the grant made towards its erection. This amounted to £277 10*s*., the sum stated in the "Rules and Regulations," Part ii., Sec. ii., 11, as the grant allowed to school-houses affording accommodation for 150 children. The dimensions of each room in this case are thirty feet by fourteen feet, and, therefore, the greatest number that can be accommodated is only 105.

Large building grant from the National Board.

185. The "St. Kevin's National schools" are under the management of the Roman Catholic curate of the district. Formerly there was but a single school, in which boys and girls were taught together, but about four years ago the parish priest built a new school-house for girls, with a residence for the teacher, and this school has been in operation since 1st March, 1866. This new female school is *not vested*, and the parish priest is the patron. The building is on the side of a very steep hill; the school is on the upper storey, but the floor is on a level with the ground at the back of the house. The lower storey is the teacher's residence, and from its position, half buried in the ground, the hasty and imperfect excavation of the foundation, is always damp, and in wet weather almost uninhabitable. The school-room is large and airy, and remarkably well appointed and furnished, affording accommodation, the chief room and a class-room, for 100 girls. On our first visit we arrived just as the school had been dismissed; and on the second visit the school had been dismissed before the usual hour, because some of the girls were wanted at the Roman Catholic church. The schoolmistress, who was here at our first visit, left soon afterwards, and was succeeded by a teacher who was untrained and not yet classed. The number of girls on the roll is eighty-one, all of whom are Roman Catholics. Sixty-six were present on June 25, and forty on the day of our first visit.

St. Kevin's National schools.

Want of judgment shown in the erection of new buildings for female schools.

186. The boys' school, which in the "list of (National) schools in operation on 31st December, 1867," is returned as *vested in trustees*, and is dignified with the name of "St Kevin's National Male School," is held in a wretched hovel, badly thatched, with holes in the roof; there is no ceiling, and a mud floor only, no ventilation, and great want of light. The room is thirty-eight feet long and twelve feet wide, thus affording accommodation for fifty-seven children; but so large a number of children cannot occupy this miserable place without rendering the atmosphere intolerably unhealthy. Notwithstanding the wretched accommodation sixty children were present. Some of them were very young, and might with advantage have been sent into the girls' school, where there was plenty of room, and proper care would have been taken of them. The highest class in the school was the third, and to this class only seven boys had attained. They were able to write and spell fairly, and worked sums correctly. In the second class the state of the children is much less satisfactory; the writing was poor, and by far the greater part of the class was unable to work a sum in simple subtraction. Not many of the boys were more than eleven years old, only three were more than twelve years old. They were all Roman Catholics, but before the opening of the school at Glendalough some Protestant children had attended this school.

Discreditable state of the boys' school.

187. The master was in the first division of second class, and had been trained in Dublin. His salary from the National Board was £40, including £8 good service allowance; he also received about £8 annually from school-fees, but no other addition was made to his income from local sources, nor was a residence provided. He had been at the head of this school for eighteen years, and appeared to be a little past his work. There was no assistant teacher, but two paid monitors took some part of the school work.

Teacher's classification and salary.

188. It is almost inconceivable that the state of this school should have been allowed to remain unnoticed by the authorities of the National Board, who return it on their latest list of schools as vested in trustees. The condition of repair is not creditable to those who are responsible for it. The new girls' school buildings would have been much more generally useful if the site had been better chosen, and more care shown in the construction. At no very great additional expense a room for the boys might have been built, and the teacher's residence rendered habitable. At present the lower part of the house is almost wasted; and while the girls' school-room is good, the boys are left in the miserable shanty which has been described. To crown all the carelessness which has been shown

Unsatisfactory circumstances of these schools.

in the establishment and maintenance of these schools, the lease of the ground on which they stand has been allowed to expire.*

189. Whilst these schools are in so unsatisfactory a state it is to be regretted that so much should have been done for the other National school under the patronage of the Mining Company without producing any result. If that school was erected in consequence of the insufficiency of the St. Kevin's school, the object of the founder would have been attained by the improvement of the existing school. At present one school is supplied with excellent buildings, and every appliance that could be desired to increase its efficiency, while the number of children in attendance is exceedingly small; and in the immediate neighbourhood another National school affords the means of instruction to a very much larger number of children, but is crippled by the utter unfitness of its buildings. One efficient school would be amply sufficient for the district, at present there is none.

Shillelagh.

190. Shillelagh is a small village on the property of Earl Fitzwilliam, close to his park at Coolattin. There are two schools at the village, one built and maintained by Earl Fitzwilliam, the other a parochial school under the management of the rector of the parish.

Lord Fitzwilliam's school.

191. Lord Fitzwilliam's school is not in connexion with the National Board. It is conducted on the system of the Kildare-street Society, as all the children read a chapter from the New Testament daily. The school-house contains two large airy rooms, one above the other, the upper room being rather smaller than the lower and more scantily supplied with school furniture. In the lower room sixteen boys and seven girls were present, in the upper room ten boys and eleven girls, forty-four in all. The number returned by the Constabulary was seventy-five, including twenty-four infants; on the school rolls the names of sixty-one boys and forty-five girls are entered. Six of the children present were in the fourth class; they were all able to read, but only half of them could write tolerably from dictation, or work a practice sum. Eight children were in the third class, and their proficiency was even less satisfactory. The children in the second class were scarcely able to read, could not write, and were ignorant of arithmetic. The school considered as a means of giving instruction was a simple failure; yet the teaching staff was out of all proportion to the number of children, and the salaries of the principal teachers, at least, unusually high. The principal teacher said that he was a member of the Established Church, but he had been trained at the Wesleyan Training College in Westminster. His wife was the chief female teacher, but her duty is merely to teach needlework during a small part of each day. Besides these, two assistant teachers, one male the other female, took a share of the work; they were Roman Catholics. Here it should be noticed that although both the principal teachers were Protestants, most of the children were Roman Catholics. Out of the number returned by the Constabulary as present at their visit only six were Protestants, while sixty-nine were Roman Catholics; the number of each religion on the roll were six and ninety-nine, respectively.

Inefficient state of the school.

Salaries.

192. The salary of the master and his wife is £80, but in addition to this he receives £5 for conducting a night school; an excellent furnished residence with two gardens is provided by Earl Fitzwilliam, and allowances are made for fuel both in the master's house and in the school, for the payment of two servants, and for all things required in order to keep the house and furniture in order. A field is given to him on which he may feed a cow, or instead of this, he is provided with butter and milk for the use of his family. The male assistant receives £30 annually for teaching in the day school, £5 for the night school, a free unfurnished house in the village with a good garden and fuel. The female assistant receives £4 without any other emoluments; although her salary is so small this teacher takes a considerable share in the work of the school, as the younger children are chiefly under her care; the other female teacher's duty was, as has been remarked, to teach needlework for an hour daily.

193. With all this outlay on the teaching staff, the school might have been expected to be fairly useful, but in fact it is much less efficient than an ordinary National school. The want of proper inspection is without doubt the cause which tends to render the teaching less active and energetic than it ought to be; indeed irregularities are liable to occur here which would not happen in schools so strictly watched as the National schools. For instance, at half-past eleven on a day when the school was in operation as usual, the master was found absent attending to some of his domestic affairs.

194. This school was founded before the institution of the National Board; yet its plan carries the idea of religious equality further than the rules of the Commissioners. It appears six and-thirty years ago to have been in a condition far more flourishing than at present, and in 1833 it obtained a high eulogium from one of the earliest of the Board's Inspectors:—

Report of Dr. Murray, Board's Inspector for 1833.

"I cannot avoid expressing my unqualified admiration of the school at Shillelagh,† modelled after an idea of Lord Milton, and superintended by Robert Challoner, esquire. This is a strictly National school, having Protestant and Catholic masters and mistresses, and is in the highest degree efficient, possessing a collection of farming implements, curious natural objects, and models of machines; in short, it is a little university for the poor."

Its present condition, attributable probably to the absence of regular official supervision, is calculated to raise a question whether the large sum annually expended by its noble owner in maintaining it might not produce benefits more solid and more extensive if employed in founding and supporting efficient National schools on different parts of his lordship's property.

195. The school is intended for children of all religions, but does not succeed in attracting Protestants, who, with a few exceptions, attend the parochial school. The parents of the Protestant children who attend the school are in Lord Fitzwilliam's service; and it was said that pressure had been ineffectually used to procure the attendance of other Protestant children residing on the estate.

* The lease of the ground upon which St. Kevin's schools stand expired on 15th August, 1852. According to the Rules of the National Board, the then existing school thereupon ceased to comply with the conditions which would entitle it to be classified as a "*vested school.*" Nevertheless, the Commissioners of National Education have ever since continued to designate it in their "Annual List of Schools in operation" by the letters "*V. T.*," *i.e. vested in trustees*, precisely as if the original conditions upon which it was first classed as such, still continued in full force. Even in the Appendix to their very latest Report, that for 1867, published only a few months since, they so classify it in their "List of Schools."
The amount of reliance which the Statistical Tables and papers published by the Board deserve, is illustrated by this instance of continued misinformation.

† Not connected with the Board.

196. The parochial school is supported partly by subscriptions, and partly by the interest arising from funds collected by the clergyman of the parish, chiefly in England, in order to establish a school in opposition to Lord Fitzwilliam's school. The school rolls contained the names of twenty-six boys and twenty-four girls; fourteen boys and thirteen girls were actually present, all Protestants. The master and his wife conduct the school; he had been trained at the Church Education Society's school in Kildare-place, she had not been trained at all. The clergyman said that he considered the master's place to be worth £53 per annum. the salary being £45, and the residence worth £8. For this remuneration the schoolmaster performs the duties of assistant clerk, the present holder of that office being very old, and the schoolmistress is also sexton. Shillelagh parochial school.

197. Of the efficiency of this school I have no account to give; its existence in opposition to the other school, and the manner in which it is supported are sufficiently significant.

PART II.

Section IV., (1) the City and Suburbs of Dublin.

198. The district of Dublin includes the city and its southern suburb, which extends along the seashore as far as Dalkey. These divisions of the district, as might have been expected, have not many characteristics in common, and in Dublin itself there is a considerable difference in the character and circumstances of the inhabitants of those parts of the city which are situated on the northern and southern bank of the Liffey. In north Dublin there is great uniformity in the outward appearance of the houses and their inhabitants; except in one not very extensive quarter, the population appears to belong entirely to the poorer classes, without showing any of the signs of extreme poverty. It is true that I was told that in the neighbourhood of the sea there was great destitution and want, but still there was no part of north Dublin which could at all be compared in appearance, at least, with the places on the south of the river, such as the Liberties, where the ruinous houses are crowded into filthy lanes and courts, the inhabitants suited to the dens in which they live, and numbers of half clad children straggling in the gutters at all times of the day. Though in south Dublin there are spots such as this, there is also a very large quarter inhabited by persons of the wealthier classes, and a still larger district from which the outward signs of poverty are almost entirely absent. Much of this part of Dublin is semi-suburban, and in it is included a chain of almost independent towns, extending from Inchicore on the west by Rathmines and Donnybrook to Irishtown and Ringsend on the east. Extent of the district of Dublin. Variety in condition of the population in different parts of the city.

199. The general character of the populations of the two parts of Dublin differ in another important respect; the proportion of Roman Catholics is rather larger in north Dublin than in south Dublin. In north Dublin out of twenty-six persons on the average twenty are Roman Catholics, five members of the Established Church, and one a Presbyterian or a member of some other Protestant body. In south Dublin out of the number of twenty-six the representatives of each religion are nineteen, six, and one respectively. This difference is greater than it appears to be, because in the wealthy quarter of south Dublin the Roman Catholics are not a large majority of the inhabitants, whilst in the poor districts they far outnumber the Protestants. In north Dublin on the other hand the distribution of persons of each religion is tolerably uniform, though here also the richest parish is that in which the proportion of Protestants is largest. Distribution of the population with regard to religion.

200. I arrived at these conclusions after a careful study of the Census Returns for 1861, from which also I made a calculation of the number of children of school-age, i.e., more than five years old and less than twelve, and the number of each religion, assuming that the children are distributed in the same ratio as the general population.

201. The following tables contain the results of my calculations, and the numbers of children in attendance at different classes of schools on the days of the visits of the police. One or two schools which were closed on that day I have since visited, and in such cases I have added the number of children whom I found in the schools to the numbers given in the police returns. The classes into which I have divided the schools require some explanation. National schools include the model schools but not workhouse or prison schools; convent schools, which are not in connexion with the National Board, were described in the list which I received before I commenced my inquiry in this district as being conducted by members of different religious orders, principally by Sisters of Charity. Private schools I have divided into two classes in the tables relating to North Dublin, and into three in the table relating to South Dublin. In the first class I have placed schools such as the Presbyterian Mission Schools, the Bethesda Orphanage, the Lurgan-street Ragged schools, all situated in north Dublin, and schools of the same sort in south Dublin, the most important being the Ragged schools of the Society for promoting Irish Church Missions; in the second, all schools which were distinguished on my list as deriving no support except from the payments of the children; I imagine that in north Dublin one or two small endowed schools are included among these, as I cannot find any other trace of them, and private schools are inserted which are situated in the same neighbourhood as these endowed schools. The matter is not of the least importance, however, as the effect on the general conclusions to be drawn from a consideration of the facts indicated in these tables will not be affected by the transference of a small school from one class to another, or even by its omission altogether. The schools included under these heads in the tables relating to south Dublin are of the same character; but in this part of Dublin there are several schools which though they may fairly be called private schools, are yet somewhat different from those already mentioned. These have been included in the third class. Some of them are schools about which it is stated that in them higher branches only are taught, or that they are classical schools—in several such schools the attendance was not counted by the police, apparently because the conductors of the schools objected. Boarding-schools also I have placed in this class. In this table, under the head of parochial schools, I have included one or two schools which are not, strictly speaking, parochial, but are of the same character as parochial schools, *e.g.*, the Kildare-place schools. The endowed schools are those only of which the endowment is the distinguishing feature. Many of the parochial schools, and at least two National schools, possess endowments, but these I have placed under their proper heads. I have not taken any account of the workhouse, prison, or military schools, because, in making my estimate of the population, Explanation of the way in which the tables of school attendance have been drawn up.

I excluded all persons who were described as resident in public or charitable institutions; it would not therefore have been right to include the schools attached to such institutions, when the number of residents in the institutions had been expressly omitted from the sum of the general population.

202. Four columns in each table contain the number of children in attendance at infant schools; the corresponding estimates of the number of children of proper age attend such schools, were derived from a calculation of the numbers of each religion between the ages of three and five years. The last three columns show the per-centages of children actually present in the schools on the day of the police inquiry attending the different classes of schools; the last row shows the per-centages of the whole number of children of school age in attendance at any school.

TABLES H. K.—ATTENDANCE OF SCHOLARS ON JUNE 18, AND ESTIMATED NUMBER OF SCHOOL AGE.

TABLE H.—NORTH DUBLIN.

—	Established Church.			Roman Catholics.			Presbyterians, &c.			Total.			Per-centage of whole Number at School.		
	M.	F.	I.	M.	F.	I.	M.	F.	I.	M.	F.	I.	M.	F.	I.
National Schools,	145	113	53	1,352	1,062	1,264	134	125	23	1,631	1,300	1,340	46	40	43
National Convent Schools,	.	.	.	.	625	337	.	.	.	.	625	337	.	19	12
Convent Schools,	.	.	.	138	708	551	.	.	.	138	708	551	4	22	20
Parochial Schools,	305	277	390	3	1	6	41	38	36	349	316	432	10	10	16
Christian Brothers' Schools,	.	.	.	1,167	.	.	.	.	.	1,167	.	.	33	.	.
Private Schools, A.	26	128	45	42	47	35	2	2	2	70	172	82	2	5	3
Do., B.	37	5	4	93	110	5	33	7	13	163	122	22	5	3	1
Total,	513	518	492	2,795	2,553	2,198	210	172	74	3,518	3,243	2,764			
Estimated number of school age,	1,326	1,330	785	5,298	5,324	3,152	265	266	157	6,889	7,920	4,094	.	.	.
Per-centage present in the schools,	39	39	63	53	48	70	79	65	47	51	47	67	.	.	.

TABLE K.—SOUTH DUBLIN.

—	Established Church.			Roman Catholics.			Presbyterians, &c.			Total.			Per-centage of whole Number at School.		
	M.	F.	I.	M.	F.	I.	M.	F.	I.	M.	F.	I.	M.	F.	I.
National Schools,	98	93	77	1,604	1,988	1,390	4	4	23	1,706	2,085	1,490	33	38	35
National Convent Schools,	.	.	.	.	954	577	.	.	.	.	954	577	.	17	14
Convent Schools,	.	.	.	152	734	220	.	.	.	152	734	220	3	13	5
Parochial Schools,	487	518	699	27	26	49	32	20	38	546	564	786	11	10	19
Christian Brothers' Schools,	.	.	.	1,626	.	.	.	.	.	1,626	.	.	31	.	.
Endowed Schools,	163	65	56	16	11	17	17	21	5	196	97	78	4	2	2
Private Schools, A.,	200	113	259	102	140	472	.	.	.	302	353	731	6	6	18
Do., B.,	127	142	3	178	277	270	7	21	.	312	440	273	6	8	7
Do., C.,	120	212	.	222	.	.	9	11	.	351	223	.	6	4	.
Total,	1,195	1,143	1,094	3,927	4,130	2,995	69	77	66	5,191	5,450	4,155			
Estimated number of school age,	2,644	2,602	1,742	8,373	8,238	5,516	441	434	290	11,458	11,274	7,548	.	.	.
Per-centage present in the schools,	45	44	63	46	50	54	16	18	23	45	48	55	.	.	.

203. The results exhibited on these tables afford decisive evidence on three important points—(1.) The proportion of all children of school age who attend schools of any sort. (2.) The proportion of children of each religion. (3.) The extent to which the National schools supply the means of education.

Less than half the children of school age attend regularly.

204. With regard to the first point, it appears that less than half the estimated numbers of children were present at school on the day of the police inquiry. It cannot be concluded that the rest of the children never attend school at all, or that all of these are regular attendants; but it is, I think, fair to suppose that the number present on a given day is not very different from the average number. From this supposition it follows that if all children attended with the same degree of regularity, none would be at school during one half of the year; but the fact is, that in every school there is a considerable nucleus of regular attendants, and that the rest of the children whose names are on the school rolls, come to school but very seldom in comparison. If the regular attendants amount to one-third of the average daily attendance, the rest of the children attend on the average during less than two-fifths of the year. The reason is this; the average daily attendance (assuming it to be nearly the same as the tables indicate) is less than one-half of the number of children who might attend; the one-third of the average number of children present in school, that is less than one sixth of the whole number of school age, attends regularly, the remaining two-thirds of the scholars are supplied from the casual attendance of the remaining five-sixths of the general population.* If each of these children attended with the same frequency, the number of days on which he was present would be two-fifths of the number on which the schools are open. Of course these casual attendants do not attend with the same frequency, and while some of them are not very irregular in their attendance, others scarcely ever appear at all. If the data are correct, it is not too much to assume that fully one-half the children attend schools so seldom as to render the benefit they gain inappreciable.

Proportion of scholars of each religion.

205. With regard to the second point, the results for the two divisions of the city are different. In north Dublin, the proportion of the Presbyterians at school is much the largest of the three, whilst in south Dublin the proportion of children of the same denomination is the smallest. In north Dublin the proportion of Roman Catholics at school is the second in magnitude, and in south Dublin, first. The members of the Established Church hold the worst position in north Dublin, but are superior to the Presbyterians in south. Under the class Presbyterians, I wish it to be understood that all Protestants who are not members of the Established Church are included. In north

* An example may make this reasoning more intelligible. Suppose that there are 200 school days in the year, and 60 scholars, according to the circumstances observed, the average daily attendance will be 30, and the whole number of attendances therefore in the course of a year, 6,000: 10 scholars are regular and make 2,000 attendances; therefore the remaining 50 children make but 4,000 attendances; that is, each of them on the average attends on 80 days, or two-fifths of the whole number of school days.

Dublin the Presbyterians are a very large majority of these persons, but in south Dublin they are more on an equality with other Protestant bodies. The small attendance of children of this class in south Dublin must not be supposed to indicate especial negligence in the performance of their duties on the part of Presbyterians. Indeed, judging from the results obtained in north Dublin, where the Presbyterian body is predominant, children of this communion are unusually regular in their attendance at school.

Reasons for the small proportions of scholars belonging to the Established Church.

206. In the case of members of the Established Church two reasons can be assigned for the small proportion of children of this body who are in attendance at school. The estimated number of children is too high or the returns of the attendance too low. I calculated the number with great care, on the supposition that the number of children of each communion was proportional to the number of the general population who belonged to the same; and unless this assumption is wrong the first reason is nugatory. The second is more serious. Several schools, which, from their description, I should imagine to be attended by members of the Established Church, were closed for the vacation on the day of the visit by the police, and at some of the schools actually in operation, which professed to be of a superior grade, the police were not permitted to count the attendance. Making every allowance, however, there will still remain a comparative deficiency in the attendance of children of this creed, except in the infant schools, in which the proportion of children of the Established Church is very large. I noticed in schools, attended principally by such children, which I visited, a tendency to keep children in the infant schools after they had exceeded the age at which I should have expected to find them in the higher departments. The comparatively small attendance in the higher departments is, doubtless, partly due to this proceeding.

National schools generally attended by Roman Catholics only.

207. On the third point little need be added in order to explain the results which the figures indicate. It should, however, be noticed that the only National school in north Dublin at which there is any considerable attendance of members of the Established Church is the central model school. There are two other schools under Protestant managers at which some children of this class were in attendance, but the number was very small. In Roman Catholic National schools there were no Protestants, except in a very few cases, which will be noticed hereafter. In south Dublin there are two National schools under the management of clergymen of the Established Church, and these contained nearly all the children of this class who attended National schools. Some, however, attended the two district model schools situated in this part of Dublin. The other Protestant children who attended National schools were either in the model schools or in National schools under Protestant managers, who were generally speaking of the same religious body as the majority of the children.

Vide §§ 47, 48, 49.

208. The conclusions to which I have come on these points agree, in the main, with the statements made to me by persons with whom I have had any communication in the course of my inquiry. No one denied the existence of a great mass of children, whose attendance at school was so infrequent as to be quite useless for any educational purposes. I was, however, informed by many persons that the attendance of Protestant children was very general and regular, and that the great failure was among the Roman Catholic children. The facts appear to be the reverse, the difference in this respect between the children of different religions being in favour of the Roman Catholics.

Causes which prevent attendance at school.

209. With regard to the causes of non-attendance at school and means of producing a better attendance, I have little to add to the remarks which I have already made on the subject, and which had special reference to the state of this district.

210. It is clear, however, that the non-attendance of children must be due either to the negligence or unwillingness of their parents to send them to the school, or to a deficiency in the school accommodation provided. From my examination of different schools I was able to form an opinion as to the extent to which some of the available means of instruction were used. But as the range of my inquiries was limited to certain classes of schools only, I cannot pretend to do more than supplement the information obtained by the Royal Commissioners who inspected the model and convent schools, in which very nearly one-half of the children who attended school at all are educated.

National schools sufficient for the scholars now in attendance, but would need extension if the number of scholars were increased.

211. Those national schools which I visited did not appear to be capable of accommodating any very large increase in the number of children who were present; and a comparison of my notes with the returns of the police shows that the numbers present at my visit do not differ materially from those present when the police counted the attendance. If, therefore, by any means, a greatly-increased attendance in the national schools were produced, large additions to the existing buildings and to the staff of teachers would be necessary. Such an increase, however, is not likely to take place unless the habits of the population are altered, for the average number of children now in attendance is much the same as it has been for a considerable period.

Parochial schools need a total change of system.

212. In the parochial schools there is plenty of space for additional pupils; but the staff of teachers, as at present constituted, would be quite inadequate to give useful instruction to them if they came. At first sight the case appears to be otherwise, because in the parochial schools the proportion of teachers to the number of scholars is, in general, larger than in the national schools; but the circumstances of the schools are so different that the apparent excess of teaching power in the parochial schools is rendered useless. These schools are very numerous, and in many of them the teacher has only a small number of scholars whom he instructs without any assistance from monitors or assistant teachers. With a small number of scholars it may be possible for one unassisted teacher to make some progress, but a very slight increase in the number of pupils might reduce the teacher to the necessity of neglecting one class of children for the sake of another, or of teaching simultaneously scholars of all degrees of proficiency. In the account of my examination of both, which follow, it will be seen that I have noticed this tendency in the schools even under their present circumstances; and if the number of Protestant children who at present are very irregular, should become frequent attendants in the parochial schools, a great change in the constitution of the schools would be necessary in order to render them efficient. In these schools, as in the national schools, it did not appear that any increase in the attendance of scholars was probable; and such persons as I saw who interested themselves in these schools, gave me to understand that the number of children of the class which usually attend such schools habitually absent from school was not large, and that a large increase in the numbers in the school could only be caused by the application of children of other creeds for admission to these schools which are connected with the Established Church.

No increase in the number of scholars expected by persons acquainted with the localities.

213. On the whole, therefore, I think that the means of education at present provided by the national schools are sufficient for the number of scholars using them, and by extension and increase could be made to supply the wants of still larger numbers should it be necessary to make any arrangements for this purpose. The parochial schools, however, could not supply the wants of a larger number of scholars unless the system adopted at present were altered, and a staff of assistant teachers and monitors were employed as in the national schools.

Large attendance at private schools no sign of the insufficiency of the national schools.

214. There is one fact which seems at first opposed to this conclusion. The tables show that a considerable number of children attend private schools; these private schools are very numerous, and many of them in the immediate neighbourhood of large national schools. It may be thought that the children who cannot receive instruction in a manner which satisfies their parents in the national schools go to these private schools, or that they are driven to them because there is no accommodation for them in the national schools. All these private schools depend for their support on the payments of the pupils, and many of them are distinctly intended for children whose education is intended to include more than the first elements of knowledge. But however unambitious these private schools may be, the fact remains that the children who go to them must pay; and since the number of scholars in each school is in general very small, the payments cannot be very low. The children of the poor, therefore, for whom the national schools are intended will not obtain admission into these private schools, which apparently supply the demands of another class of society. In support of this view of the object of the private schools is a remark which was not infrequently made to me that persons whose rank was a little removed from the labouring class were very unwilling to send their children to schools such as the national schools, where they would associate with companions of a class not the same as their own, and whose acquaintance their parents thought very undesirable.

Poverty and neglect of parents the great obstacles to education.

215. The causes of infrequent attendance at school must, therefore, be considered to be due to the circumstances of the children and not to a deficiency in the supply of schools. I have already mentioned that extreme poverty interferes with the attendance of many children, and that the eagerness of parents to turn the labour of their children to profitable account is another hindrance to their education, and even when the parents do not actually prevent their children from going to school, they do not enforce regular attendance. Indifference and neglect are greater obstacles in the way of education than the poverty which compels parents to send their children to work at the earliest opportunity. The crowds of idle children who are to be seen at all times in the poorer districts, straggling about the streets are not kept away from school in order to earn a few pence by their labour. Such are, in the opinion of persons who as managers of schools or in other capacities have the best opportunities for acquiring a knowledge of the facts of the case, the chief causes which hinder the education of the children of the poor; it still remains to consider whether any reasons can be assigned for the fact that the means of education which are provided by the State are not more extensively used.

Clergy of the Established Church oppose the National schools,

216. In the first place, it will be observed that the number of children who are members of the Established Church, and who attend national schools, is smaller in proportion than the numbers of any other religious body. The almost universal opposition of the clergy of the Established Church to the National system is not less effective in the city than in the country. Their objection I have already endeavoured to reproduce, and here I would only notice that they are able to exercise influence sufficient to prevent the attendance of children of their creed at schools of which they disapprove. In the case of Roman Catholic children, the schools which compete with the national schools are those of the Christian Brothers. It was mentioned several times to me in the course of conversation that the Roman Catholic clergy encourage attendance at the Christian Brothers' schools in preference to the national schools; and I knew of one case in which a parish priest had arranged to withdraw his school from connexion with the National Board, and to place it under the Christian Brothers. The number of schools conducted by this community is small in comparison with the number of national schools, and schools of both kinds are not situated in the same neighbourhood, so that the competition between the schools is not very keen. I was told, however, in several national schools that it was not at all uncommon for promising boys to be taken away in order that they might go to a Christian Brothers' school, which was situated at some considerable distance from their homes.

and of the Roman Catholic Church prefer the Christian Brothers' schools.

217. Roman Catholic children attend private schools to some extent, but I have already explained that such children do not belong to the class from which the primary schools draw their scholars.

PART II.

Section IV.—2. Schools in North Dublin.

218. The information which I have given has hitherto been collected from reports and returns of different kinds with which I have been supplied; though occasionally my personal observations have enabled me to supplement or to correct them. I now proceed to give an account of the state of those schools which I visited. In north Dublin, besides the model and convent schools there are four national schools, complete in all their departments, for boys, girls, and infants: St. Paul's, St. Michan's, St. Patrick's, and St. Peter's, Phibsborough, all Roman Catholic schools. Besides these there is a national school with separate departments for boys and girls in connexion with the Presbyterian congregation; a small mixed school under the Wesleyan chapel in Blackhall-place; four schools for girls and infants only, and two for boys only, the last five being Roman Catholic schools. There are ten parochial schools in the same district, all of which, except one, have separate departments for boys and girls; and all, except two, a separate infant department. There are three establishments of the Christian Brothers and four convent schools which are not in connexion with the National Board. At one of these a return is made of the attendance of a large number of boys. Probably infants would have been the correct description of the children.

Schools in north Dublin.

In the eastern half of the district.

219. The distribution of the national schools does not agree entirely with the distribution of the population. In the portion of the district which lies on the eastern side of the line of Sackville-street there is only one school for boys besides the model schools; in the large and populous parish of St. George, which includes a considerable portion of this neighbourhood, there is no National school for boys. The large school in North Richmond-street, belonging to the Christian Brothers, is attended by the Roman Catholic children in the parish, and there are two parochial schools. In

the parish of St. Thomas, which contains the rest of this portion of the district, the model schools and St. Patrick's National schools are situated; but the former of these I was told did not draw its pupils from the population living in the neigbourhood only, but was attended by children from all parts of Dublin. On the western side of Sackville-street the National schools are more numerous, and with the assistance of one Christian Brothers' school supply the means of education to all the Roman Catholic children in the district.

St. Patrick's National school.

220. St. Patrick's National school is situated in a district of which the inhabitants, according to the account of the manager, for the most part were all of the poorest class, and in consequence the children, especially those of more advanced age, were very irregular in their attendance. The chance of work was sufficient to keep them away from school, and very often want of food and clothes was said to be the cause of their absence.

Good building.

221. The schools were placed under the National Board in 1866, but they had been in operation for many years. The buildings were new and excellent, consisting of four large rooms, two on the ground floor, and two of the same size above them. The windows on the ground floor were placed at such a height as to render the rooms rather dark, but as they were open they made excellent ventilation. On the ground floor the girls' and infants' departments were placed, the schools communicated but were perfectly distinct. In the infant school 81 children out of 169 on the rolls were present, all of them Roman Catholics. The children were kept in this school until they were seven years old, and were then sent into the higher departments of the school. Some of the elder children were learning to read in the first book, but the great mass could do nothing except point out a few of the letters. The schoolmistress was in the first division of the third class, but had not been trained, she had two assistants, one in the same class, and the other a probationer; then the proportion of teachers to children, viz., one to twenty-seven, was unusually large. The room, according to the rules of the National Board, ought not to contain more than seventy-eight children, but its height and the unusually good ventilation rendered the state of the atmosphere tolerably wholesome.

Infant school.

Girls' school.

222. The girls' school-room was rather larger, but in other respects similar to the infants' school. The number the room could accommodate was 109, the number on the roll 137, and the number present 63. All the children were Roman Catholics, and the mistress did not remember any instance of a Protestant child applying for admission. No girls had reached the fourth class, but eight per cent. were in the third class. Most of these girls wrote fairly on their slates from dictation, and had learned the four simple rules, and three of the compound rules of arithmetic; the girls in the second class transcribed from their book or reading lessons, and some of them were able to work easy sums in simple multiplication, but many could do no more than add, and their work was very incorrect.

223. The teaching staff was smaller than in the infant school, it consisted of the principal teacher who had been educated at the King's Inns-street convent schools, and was in the first division of the third class, an assistant teacher who was only a probationer, and one monitress. Thus, the proportion of teachers to children here was very high, being one to thirty-two, without taking any account of the monitress. The salary of the teacher of this school was £31 8*s.* 8*d.*, including school fees, and the manager's gratuity of £3. The teacher of the infant school received the sum of £31 10*s.*, the difference in the amount of her salary being due to the school-fees, which in her department had been slightly larger in amount. No residences were provided for either teacher, but they incurred no expense on account of the school.

Boys' school, No. 2.

224. The upper part of the building contained two schools for boys—one for boys between the ages of seven and nine years, the other for older boys. The rooms are rather larger than those on the ground floor, as they extend over a large vestibule by which the building is entered. Both rooms were large and airy, and better lighted than those on the ground floor. The second school-room was large enough to accommodate 109 children; the number on the rolls was 138, and the number present 77, all Roman Catholics. Some of the boys were in the second class, they read from their lesson book with unusual ease, wrote a short sentence from dictation with scarcely a single mistake, and could add and subtract correctly. The schoolmistress asked them questions on the text-books of geography and grammar, which they answered very readily, and with more intelligence than could have been expected. Judging from the proficiency of this class, I should say that the school was one of the most efficiently conducted which I saw in the course of my inquiry. The teaching staff here was at the time of my visit very large; the principal teacher who had been trained at the model schools, and was in the first division of the third class, and two assistants, one of whom was in the third division of the first class, the other only a probationer; the senior assistant was, however, only temporarily employed in the school. The teachers in this room were women; they seemed to succeed much better than male teachers in teaching the little boys, and to pay more attention to the personal appearance of their scholars, who though very ragged were remarkably clean and neat.

Boys' school, No. 1.

225. The other boys' school-room was the largest in the building and had the smallest number in attendance, though not the smallest on the roll. The room could accommodate 138 scholars; the number on the school-roll was 162, and the number present fifty-nine. Although the lower boys' school was filled with scholars in the first and second classes, yet in this school three-fourths of the whole number present were in one or other of the same classes. The difference between the scholars in the two schools was in age only; the boys were sent on from the lower school as soon as they had reached the age of nine years. The greater number of boys in the lower part of this school, however, had not passed through the lower school at all; many of them began their education in this school, and, attending in the most irregular manner, made very little progress. The boys whom I examined were inferior to the boys in the same class in the lower school in all respects, and the small number of boys in the higher classes had not attained the average proficiency; arithmetic was especially poor throughout the school. The school, however, had not been in operation for more than two or three days since the vacation, and therefore the time of my visit was most unfavourable. The master had been trained in the model school, and was in the first division of the second class; he had one assistant teacher and one paid monitor. His salary, including school-fees and £5 from the manager, was £42 14*s.* 4*d.*; the salary of his wife, who was the principal teacher of the other boys' school, was £27 6*s.*, but she received no gratuity from the manager. A residence in the school-house was provided for them, rent free, and all expenses for repairs, &c., were discharged by the manager.

Manager constantly visits the school,

and collects funds for its support.

226. Whilst I was examining the boys' school, the manager came into the room on his daily visit to the school. It is not very common to find so much interest shown in the success of a National school, even by the person who, having established the school, may be expected to exercise some supervision over it afterwards. In the present case the Reverend W. Purcell had erected excellent buildings, maintained them in perfect repair, and provided good and sufficient furniture. For all these purposes, and to supplement the salaries of the teachers, he collected annually about £50 by private subscriptions and £22 by a charity sermon. He told me that he was unable to give the teachers as much as he thought they ought to receive, and that if there were any means for giving relief to the very poor who abounded in the neighbourhood, the attendance in the school would probably be much improved. The numbers present on the day of my visit were rather smaller in the girls' and lower boys' schools, and considerably smaller in the boys' and infants' schools than the numbers given in the police returns. The difference is to be accounted for by the fact of the vacation having ended only two or three days before my visit.

Gloucester-st. Scriptural school.

227. In the immediate neighbourhood of these schools is a large school in connexion with the Church Education Society. The school was established and maintained by the late Lady Harberton, who, I believe, used to take a considerable share of the work of conducting the school. The school contains separate departments for boys, girls, and infants; but no boys were allowed to remain in the school after the age of twelve years. None but female teachers are employed in any of the schools, but ladies who live in the neighbourhood visit the schools regularly, and give their assistance in teaching. The schools are managed strictly on the parochial system; the reading of Scripture is compulsory on all the children, and considerable time is spent in religious instruction of different kinds. There was no time-table used in any of the schools, but the teacher of the boys' school gave me from memory the

Boys' school.

following account of the way in which the school-day was spent:—The children assembled at 10, and after prayers worked at arithmetic or writing till 11; from 11 to 12 repetition of verses of Scripture, &c.; 12 to 1 history and geography; 1 to 2 an intermission; 2 to 3 Scripture reading and prayers, after which the children were dismissed. As in almost all Dublin schools the first hour, from 10 to 11, is wasted by the unpunctuality of the children, and this school is not, I believe, an exception to the general rule, it appears that nearly one-half of the available time is devoted to religious instruction. The consequence is that the children are by no means proficient in secular knowledge. In the boys' school thirty-nine scholars were present of all ages between seven and twelve years, most of them Protestants, but I understood that some of them were the children of Roman Catholic parents or of mixed marriages. The boys were divided into three classes; the lowest contained 8 boys who were able to read easy words of one syllable, to make a few letters on a slate, and to count. The next class contained 13 boys, 8 of whom read from Whately's Scripture Lessons without great difficulty, though a word of any length puzzled them, the rest of the class could scarcely read at all; some of them were able to write a copy of a few words written for them at the head of their slates, and could add up four columns of figures. The highest class contained eighteen boys, of whom five read with ease, and nine fairly, from a book used by the fifth standard under the English revised code; they read very badly—as badly as any boys in the lower classes; they could write, but not from dictation, and knew the first four rules of arithmetic imperfectly. The teacher had two assistants, so that the ignorance of the scholars is not due to weakness of the teaching staff. The boys behaved exceedingly ill, indeed the teacher seemed to have very little control over them.

Girls' school.

228. The girls' school was very quiet and orderly, and so far contrasted favourably with the other, but in secular knowledge the proficiency of the scholars in both schools was much the same. The number of girls present was thirty-nine, and they were divided into three classes corresponding to those in the boys' school. More than half had reached the highest class, but in this school there was no limit to the age of the children. The teacher had but one assistant, but the ladies who visited the school assist in this department.

Infant school.

229. The infant school was the most efficiently conducted department; it contained between 50 and 60 children, of whom a very few were able to spell out a verse from the New Testament. The great accomplishment that these children had acquired was the repetition of a set of answers to questions in geography and astronomy, both questions and answers being such that the children could not possibly have the slightest notion of their meaning. Bread and clothes are given to some of the poorer children in the school, but the prospect of these gifts is advertised as an inducement to attendance. The school buildings were very fair, but the supply of furniture was not sufficient, the desks were too few in the boys' and girls' schools.

Summer-st. Scriptural school.

230. In the next parish, but still at no great distance from this school, is another parochial school, in Summer-street, and attached to a district church of St. George's parish. I came to the school between the hours of eleven and twelve on a Monday morning, but found that in the school-room a prayer-meeting was being held, and that the school work would not commence until that had ended. After a time the meeting dispersed, but no signs of school children appeared, except in a small room used as an infant school, which had not been used for the previous proceedings. The schoolmistress informed me that the number of children generally present was forty-two, of all ages between nine and fifteen or sixteen years, and that the instruction was Scriptural. All the children were free, but provided their own books. Here, also, ladies who lived in the neighbourhood visited and taught in the school.

231. About twenty children were collected in the infant school, but the number generally in attendance much larger. The police returned the attendance in the infant school as thirty-seven, and in the other school the same number. All were Protestants, thirty-six of the whole number being members of the Established Church. I am unable to give any opinion as to the efficiency of the school, because, in the absence of the scholars, of course nothing could be done. I believe that it is usual in this school to give up the school-room on Monday mornings to the use of a prayer-meeting, thus giving an additional holiday in the week to the scholars.

232. There are several other schools of this class in the same parish, but I did not think it necessary to visit them, as these schools already mentioned were described to me by the Inspector of the Church Education Society as very good representatives of the system. The multiplication of these small schools does not tend to render them more efficient; but whilst the school is considered a necessary appendage to the Church it is improbable that any combination of the separate establishments will take place.

Schools in the western part of the district.

233. In the parish of St. Mary, which contains the nearest portion of the district of north Dublin on the western side of the Sackville-street line, the National schools are more numerous. The large King's Inns-street convent schools are on the western side of this parish; and there is a National school for girls and infants in Wellington-place, under the superintendence of Sisters of Charity, who give religious instruction, but leave the secular work to the regularly-classed teachers and monitresses. There is a school for boys only, in Denmark-street, under the management of the Very Rev. R. A. White, D.D., and a school in Bolton-street, with separate departments for boys and girls, under the management of the minister of the Presbyterian church on Ormond-quay. It seems, at first, that more school accommodation is provided for girls than for boys, and, doubtless, to a certain extent this is the case; but the girls who attend the first of these schools come from a large district of which this parish forms but a small portion; and in the adjoining parish of St. Michan there is more provision for boys, which relieves this parish. On the whole, in the two parishes together the schools for boys and girls are of nearly equal size, and there is no great preponderance in the number of scholars of either sex.

234. There are two schools, besides private schools, in this parish not in connexion with the National Board, both of them of the class known as parochial. One of these, in Mountjoy-street, is in connexion with the Church Education Society and is in no way remarkable; the other, the St. Mary's parochial school, properly so called, is under the management of a board of local trustees, as the school possesses considerable endowments.

Denmark-st. National school.

235. The Denmark-street National school is held in a building which was formerly the Dominican Church, and which has been adapted to its present purpose by the removal of the fittings of the church and the introduction of a number of desks, &c., sufficient for the use of 150 or 200 scholars. The room is, of course, very much too large, and appears to be in a very dilapidated condition. Whilst I was in Dublin, however, I heard that steps had been taken to collect the necessary funds to make the alterations and improvements which are required. The number of children present on the day of my visit was 152; the number returned by the police 159, all Roman Catholics. Only fifteen per cent. of the scholars had reached the third class, and the greater part of the remainder was included in sections of the first class. The reasons that were given for the very backward state of the children were, as usual, the extreme irregularity of attendance and the early age at which the children ceased to attend school. Most of the children were evidently exceedingly poor; they certainly wanted clothes and looked as if they wanted food. I examined the second, third, and fourth classes, in reading, writing, and arithmetic. The reading was fair, but the writing was poor and the spelling bad. The scholars, except those in the fourth class, did not come up to the standard required by the programme in arithmetic, and were very incorrect in their work.

Teaching staff.

236. The teaching staff consisted of the principal teacher, one assistant, and two monitors. The principal teacher was in the first division of the second class, but had not been trained. His salary was made up of the stipend paid by the National Board and the school fees, and no residence was provided for him. He told me that many children remained at the school long enough to learn to read a little and were then sent to the Christian Brothers; and that if a boy seemed at all promising his parents most frequently took him away in order to send him to the Christian Brothers. The poorest children who were least regular and made but little progress, remained at this school.

Bolton-street National school. Error in the police return with regard to the school.

237. The Presbyterian national school, in Bolton-street, is a very different kind of school. A large room on the ground floor of a private house, and another of the same size, underneath the former, are used for the boys' and girls' schools, respectively. The upper room is very lofty and well lighted, but wants ventilation; the lower room differs from it in every respect, except the last, but is only temporarily used as a school-room. The furniture of both rooms is sufficient, and in excellent order. In the boys' school the number present was forty-one, in the girls' school thirty-one, all of them Protestants. The scholars in both schools had attained more than the average proficiency in the subjects usually taught in the school, and a large proportion of them had reached the higher classes. No child in either school showed any of the outward signs of poverty, and I was told that of necessity all of them paid the school fees, and not always on the lowest scale. In the boys' school the teacher had no assistant nor monitor. In the girls' school a work-mistress was employed to assist the teacher. Both teachers had been appointed in 1868, had been trained at the model school, and were in the second division of the first class. Their salaries were made up of the stipend paid by the National Board, the school fees, and share of an endowment belonging to the school. This endowment is now worth £73 annually; the teachers receive £30 of this sum, and the rest is spent in house-rent and other such expenses.

Josephian National School.

238. The national school for girls, called the Josephian school, is under the superintendence of Sisters of Charity. The school formerly contained no separate department for infants, but not very long before the time of my visit the Sisters had found it desirable to make a change. The girls' school-room was a long low narrow room, affording accommodation for 125 children, but seemed to be very much crowded when only 106 were present. The furniture was sufficient, and as is usual in schools of this class, had some pretensions to elegance as well as use.

239. About 23 per cent. of the number of children were in the higher classes, but the scholars did not come up to the standard required by the programme; the failure was most remarkable in arithmetic. The girls in the fourth class knew nothing beyond compound multiplication; the girls in the third class were nearly as far advanced, though some of them were ignorant of the compound rules. Writing was taught with more success, the spelling was very fair, and the children read with remarkable fluency and intelligence. The secular instruction was given by a teacher who was in the first division of the third class, and two monitresses; but the religious instruction was given by one of the Sisters. The teacher received the stipend from the Board to which her class entitled her, and was not paid at the same rate as a monitress in a convent school.

Josephian infant school.

240. The infant school had been in operation a very short time, and no permanent arrangement had been made for it. The room seemed to be very small for the number of children, but I understood that it was only used for a time until better provision could be made. The number of children in the infant school was 75; the teaching staff the same as in the other school, one classed teacher and two monitresses. In neither school did the children appear to be so destitute as many of the

boys in the Denmark-street school, but it is possible that the Sisters may clothe or feed some of the poorest. All the children on the school roll were Roman Catholics.

Mountjoy-st. Scriptural school; no return of the number of scholars made by the police.

241. Close to this school stands the Mountjoy-street Scriptural School. This school, which, as its name indicates, is not in connexion with the National Board, contains separate departments for boys, girls, and infants. The buildings were exceedingly good, the two rooms which I saw were large and airy, and properly supplied with school furniture. The number of boys present at my visit was 19, all Protestants; the police were unable to make a return with respect to these schools, because an examination was being held on the day of their visit.

242. I examined the highest class in the school in reading, writing from dictation, and arithmetic. The boys read well and wrote fairly, but their spelling was disgracefully bad, and their knowledge of arithmetic very limited and imperfect; one boy had learnt proportion, but two-thirds of the rest did not succeed in working a sum of compound addition correctly. As this class contained more than half the boys who were present, it would seem that the school was not very efficient. It must, however, be remembered that the vacation had ended only two days before my visit, and that the failure of the scholars may be partly explained by this fact. Still a comparison of this school with National schools which I visited under the same disadvantages is much in favour of the National schools. A considerable portion of each day—an hour and a half out of the five nominal school hours—is assigned to religious instruction; the time spent in this way appears to be somewhat excessive. The number present in the girls' school was 22, all Protestants also, though one Roman Catholic was entered on the school rolls. The school, as regards efficiency, was much on a par with the last, the only difference being that the girls gave much more trouble by copying from each other at every opportunity. The infant school I was unable to visit.

243. The teacher of the boys' school received £40 annually and the school fees, but no residence was provided for him. The teacher of the girls' school received £25 and the school fees, and lived at the school.

St. Mary's parochial school.

244. St. Mary's Parochial School contains separate departments for boys, girls, and infants, and a boarding establishment for boys. The school is held in a large private house in Lower Dominick-street. The rooms were large and well lighted, but as all the windows were closed the want of ventilation was very strongly felt. The boys' school-room was very large, and had been formerly divided into two parts by folding-doors, which were now removed; the boys were, however, all collected in the same part of the room. The desks were sufficient for the number of boys present, and well arranged, and the boys were supplied with school books. The number present was 41, all of them members of the Established Church. The boys in the highest class wrote for me a life of the Duke of Wellington; the grammar and orthography of their compositions were tolerably correct, but the matter was ridiculous. The boys in the next class wrote well from dictation, and were fairly correct in their spelling. Arithmetic appeared to have been learnt in a more rational manner than in any other school which I saw, the boys appeared to understand the reasons for the processes they adopted, and were able to work out sums which were not direct examples of any rule in particular.

245. The girls' school, though not equal to the boys', was much superior to the ordinary parochial schools. The girls wrote well, but were backward and incorrect in arithmetic, none of them knew anything more than the four elementary rules, simple and compound, and these but imperfectly. The number present was 33, all members of the Established Church; the number returned by the police was 27.

246. The infant school-room was detached from the house, and the space between the buildings was used as a play-ground. The number of children in the school was 65, but the room could accommodate a much larger number; the number returned by the police was 87, and that number is, I believe, a fair representation of the average attendance. Bread was given daily to every child in this school, a very common practice in parochial schools.

School supported by endowments, and contains an establishment for boarders.

247. The school is supported partly by endowments, which produce at present about £100, and partly by voluntary subscriptions which amount to £150. As many boys as the funds will maintain are boarded gratuitously, but as there is still room for more, other boarders are taken whose friends pay £13 annually for them; the payments on this account amounted to £50 in 1867. The children in the day school pay 1*d.* per week, almost without exception, and from this source £15 4*s.* were received in the same year. The school is not in connexion with the Church Education Society, but is managed by a board composed of the rector, curates, church and chapel wardens of St. Mary's parish, and twelve of the leading parishioners, who are subscribers to the school.

St. Michan's parish.

248. In St. Michan's parish there are three large schools, the George's-hill National Convent School, St. Michan's National School, and a Christian Brothers' school; these are attended by Roman Catholics exclusively. There is one parochial school at which the numbers in attendance are not large, and this is the only school which contains any Protestant children.

National school.

249. St. Michan's National school is a very large establishment, with five separate departments, two schools for boys, one for girls, and two for infants, one of the infant schools is an addition to the St. Michan's school made when a ragged school, situated not very far from the National school in Linenhall-street, was given up.

North Anne-st. infant school.

250. The situation of the school, in a narrow dirty street, is very bad, and the buildings are wretched. They consist of one large house, which seems to have been a private dwelling formerly, and a smaller building which contains a single school-room attached to the former building but under a separate roof. In this detached room, which according to the regulations of the National Board, should not contain more than 80 children, 105 infants were collected on the day of my visit. The room was lighted from the roof, and the windows and doors being open, the current of air thus created rendered the atmosphere tolerable, but the state of this school in wet or cold weather must be terribly unhealthy. The crowding was not extraordinary; the police found 97 children in the school. All the children were Roman Catholics, as were the children in all the schools collected here. The school-mistress who was in the second division of the second class was paid £24 by the National Board, and £10 by the manager who took the school fees. There were two classed assistant teachers, but no monitresses, so that the teaching staff was large.

251. This infant school was an addition to the system of schools already complete, as I mentioned; the rest of the schools were lodged in the main building. There was not a room in the house fit for its use; the best was the higher boys' school which was at the top of the building, and had more windows than any other, and in it the state of the atmosphere was bad. In the rooms on the first floor and the ground floor the dirt, darkness, and foul air made a stay of a few minutes almost unendurable. The infant school, which was on the ground floor, was the worst of the whole; it could hold nominally 105 children, but 123 were actually present at my visit, and 120 were found there by the police. There were three teachers to look after these children, the principal teacher was in second division of the third class, and had been trained at the model school. Her annual salary was £26 including the manager's contribution of £10. St. Michan's infant school.

252. Above this school was an intermediate school for boys, held in the largest room in the building. The number in the room was only 80, but there was space for 135; notwithstanding the absence of crowding in this room the want of light and air was very sensible, and the children looked exceedingly dirty and unhealthy. The school was a great contrast to the other school of the same class at the St. Patrick's national schools which I have already described. The two teachers of this school were men, the principal teacher was in the first division of the third class, and received £36 annually including £12 from the manager. The boys in this school were all in the first class. As soon as they could read the First Book with ease, that is, as soon as they could read words of one syllable they were sent up to the higher school. Boys' school, No. 2.

253. The higher school-room was not so large as the last, but in it also there was some unoccupied space. It could hold 121, and the number present was only 78; if the room had been full the atmosphere, which was only just tolerable, would have been as bad as in the infant school. Rather more than half the boys in the room were in the second class, and the proportion of boys who manage to enter the higher classes before they cease their attendance at school is, I was told, small. The boys in the fourth class wrote well, and worked sums in arithmetic readily and correctly, and so far the school seemed to be efficient, but the disadvantage of working in such a place must be a great hindrance to the efforts of the most efficient teacher. In this school as in the others, the number of classed teachers was two, but here were two monitors in addition. The principal teacher was in the first division of the second class, and had been trained at the model school. His annual salary from the National Board was £36, and from the manager £20. Boys' school, No. 1.

254. The only girls' school was the smallest of the whole system. The room could hold 85 children; the number present was only 40. The small attendance was caused by the neighbourhood of King's Inns-street and George's-hill Convent Schools, which attracted most of the children in this parish. The schoolmistress told me that the children who came to this school were exceedingly irregular, and very often entirely ignorant. Notwithstanding the small number of scholars an assistant teacher was employed. She had not been actually appointed, but was waiting for the Inspector's approval. The principal teacher was in the first division of the second class, and had been trained. Her salary from the National Board was £26, and the manager instead of making a fixed payment, as in the other schools, allowed her to take the school-fees, which only amounted to £2 19*s.* 1*d.* last year. Girls' school.

255. In all except the infants' departments of this school the number of scholars present has been less than the school-rooms would accommodate, and therefore it may be thought that in this neighbourhood there is no need of additional schools. It should, however, be remembered that these rooms were hardly tolerable in their present half filled state, and that any increase in the number of scholars would render some great alterations absolutely necessary. The salaries of the teachers are remarkably low. The most highly paid teacher receives but £52, and none of the rest receives as much as £40. Out of this sum a residence has to be provided, and it cannot be thought surprising that the teachers should complain of the narrowness of their circumstances. The school accommodation bad.

256. St. Michan's parochial school is in a better situation, and has much better buildings than the national school. The rooms were large and airy, and in excellent repair, and the furniture was excellent. The number of children was far less than that which the room could contain. In the boys' school 18 scholars were present, in the girls' school the same number, and in the infant school 36. All the children were Protestants, most of them members of the Established Church. The police found 26 boys, of whom one was a Roman Catholic, 25 girls, and 36 infants. The teachers were provided with residences, the schoolmaster received £75 annually, including his salary as parish clerk; the schoolmistress of the girls' school £40, and the infant schoolmistress £25. St. Michan's parochial.

257. The Christian Brothers' school I did not visit, as that class of schools was not included within the limits of my inquiry in Dublin.

258. The rest of North Dublin is included in the parish of St. Paul, and a part of Grangegorman. In St. Paul's parish there is a large National school under the management of the parish priest; a very small school attached to the Wesleyan Chapel in Blackhall-place, also under the National Board; and a National school for boys only, in North Brunswick-street; besides these there is a parochial school, and the charity school in Blackhall-place, which is not noticed by the police; it is not a primary school, but as the police have included every kind of school in their return, the omission of one so important is unintelligible. There are several small private schools in the parish, supported by the payments of pupils. St. Paul's parish.

259. In the parish of Grangegorman there are two large national schools, one in Manor-street for girls and infants, under the superintendence of Sisters of Charity, the other beyond the limits of the city at Phibsborough; there is no parochial school in this part of the parish, and only a few private schools. In the parish of St. Paul the schools for boys are more numerous than those for girls, but in Grangegorman the reverse is the case, and the whole district is supplied with both kinds of schools equally. Grangegorman parish.

260. St. Paul's national schools in many respects resemble the St. Michan's schools, and with slight alterations the same account will apply to both schools. The situation is better, but the buildings which consist of two private houses, are thoroughly unfit for their present use. None of the rooms were filled, and two, the second boys' school-room, and the second girls' school-room, were not more than half full, yet the atmosphere in many crowded rooms was less unhealthy than in these. However, as new buildings were in progress of construction the defects of the present schools are of less im- St. Paul's national schools.

portance. There are five departments, two for boys, two for girls, and one for infants. The second school for boys and girls includes all children not able to read in the First Book, and the number of children in these schools is about two-fifths of the whole number. The number of those who reach the higher classes is but small, and most of the children leave this school while they are only in the second class. The girls, I was told, remained at school a shorter time, and were more irregular than the boys.

261. The salaries of the teachers were considerably higher at these schools than at St. Michan's. The teachers were of a higher grade, and to some of them the manager gave a considerable gratuity in addition to the school-fees. I examined the highest class in the boys' and girls' schools, and to judge from the proficiency shown the school must be efficiently conducted.

262. During a part of the year an evening school for boys, or rather young men, is held here by the master of the boys' school; it was not in operation at the time of my visit, so that I had no opportunity of estimating its usefulness.

263. All the children in the school were Roman Catholics, and most of them very poor, but they did not present the same appearance of destitution as was so strongly visible at St. Michan's and the Denmark-street schools. The neighbourhood of this school is apparently inhabited by persons in a more prosperous condition.

264. The North Brunswick national school is attended by Roman Catholics only, according to the returns of the police, but I did not visit the school.

Blackhall-place national school.

265. The national school in Blackhall-place is held in a vault under the Wesleyan chapel. It so far satisfies the conditions required by the Commissioners, that there is no internal communication with the chapel above, but the transition from the school to the chapel is the shortest possible, merely an ordinary flight of area stairs. The room is very long and low, but is fairly lighted, and as the children occupy only one end of it, the air is by no means oppressive. The room affords space for 128 children, but the number present at my visit was 22; the number returned by the police was 44, which was much nearer to the average attendance recorded in the report-book of the school. Both boys and girls attend the school, but they do not complete their education in it. The schoolmistress told me that nearly all of them went elsewhere to be "finished." No scholars had reached the fourth class, but seven were in the third class. I examined them and the children in the second class, in the usual subjects. All the children were backward in arithmetic; the children in the second class could not do more than add, and not all of those in the third class knew the four compound rules. The writing and spelling in both classes were good.

Teaching staff Wesleyan.

266. The schoolmistress was in the first division of the third class, and had been trained in the model schools. Her salary was derived from the stipend paid by the National Board, and from the school-fees, and amounted in 1867 to £45 9*s.* 8*d.*, but no residence was provided for her. She had one female assistant teacher, but no monitors or monitresses. She and her assistant were Wesleyans; the pupils were of various religions. The number on the roll was 53; of these, 22 were members of the Established Church, one was a Roman Catholic, and the rest belonged to different Protestant bodies, but were chiefly Wesleyans.

St. Paul's Parochial school.

267. St. Paul's parochial school is a very small establishment. It is held in a house close to the church; the boys' school in one room, and the girls' school, which serves also as an infant school, in another. Only 12 boys were present on the day of my visit, and 27 girls and infants. I did not examine the children at all, so that I cannot say whether the school is efficiently conducted or not, but its appearance is unfavourable. The master was parish clerk, and received £50 annually and a residence. The schoolmistress received £22 10*s.*

School unnecessary.

268. The school is entirely dependent on voluntary aid, and I understood from the rector that there was considerable difficulty in collecting sufficient funds to support the school, and that probably one great source of income would cease to be productive, so that the prospects of the school are not promising. If the school were discontinued, the loss would not be irreparable. At St. Michan's parochial school there is room for many more scholars than those who attend this school, and the same sort of instruction is given. These schools are instances of the unnecessary multiplication of parochial schools. If both were united, the result would be a very small school, and at present the expense of separate buildings and additional teachers is incurred with no corresponding advantage, except to the teachers who are paid for doing very little work.

269. The two schools in the parish of Grangegorman are both national schools. The Manor-street school is within the limits of the city, but not far from the outskirts: the Phibsborough school is suburban.

Manor-street National school.

270. The school in Manor-street has been established only one year, yet, already the number of children in attendance was 145 in the girls' school, and 150 in the infant school, and the numbers returned by the police were not much less—139 and 135 respectively—so that the need of a school in the district must have been great. The school is an offshoot from the King's Inns-street Convent School, and many of the children had formerly attended that school. The religious instruction in this school is given by Sisters of Charity, and they exercise a general supervision in the school, but take no part in the secular instruction. For this purpose there are teachers regularly classed, and paid by the National Board.

Infant school.

271. The rooms are exceedingly good, they are well lighted and ventilated, supplied with excellent furniture. The only objection that can be made to them is, that the separation between the two rooms is so slight that the noise from the infant school causes great inconvenience in the other. The accommodation afforded by the rooms is quite insufficient for the number of children attending the school; the infant school-room ought not to hold more than 105, the girls' school not more than 112, yet the numbers crowded into them are much larger. The Sister in charge of the school told me that the number of children was too large, but that they could not be sent away, and the crowding was relieved as much as possible by sending out the classes for recreation at different times.

272. The children in the infant school seemed to be very well looked after; many of them were very ragged, but they were all neat and clean. Throughout my examination of schools I think I could always notice a difference in this respect, in the appearance of children in schools where the buildings were bad, and the rooms dirty and ill-constructed, and in schools like this, where the buildings leave nothing to be desired.

273. In the girls' school the proportion of scholars in the higher classes was very large, and many of them were above thirteen years of age. They wrote well and their spelling was very fair, in arithmetic they were backward, but their work was unusually correct. Most of them had already been at school elsewhere, the greater number at the King's Inns-street school, and had migrated to this school when it was established. Girls' school.

274. The teaching staff in this and the infant school was the same. In each the chief teacher was in the first division of the third class, and was assisted by two classed teachers and three paid monitresses. Thus there was a teacher and a monitress for forty-nine children in the girls' school, and for fifty in the infants' school.

275. The Phibsborough school was a large establishment with four departments, two for boys, one for girls, and one for infants, formerly the girls' school had been divided into two, but the numbers now in attendance were not sufficient to render the division necessary. The opening of the Manor-street school, which I have just described, had lessened the attendance here considerably. The school is vested in trustees, so that the National Board contributed to the erection of the school-house. The buildings are new and very good; the only fault that can be found with them is, that sufficient provision for ventilation has not been made, and the debased perpendicular style which the architect adopted has caused the windows to be badly placed, and filled with ugly tracery which succeeds in excluding the light. This causes the room on the ground floor to be very dark, on the higher floor the effect is not so sensible. Phibsborough school. Good buildings.

276. The two school-rooms for boys occupy the ground floor, they are separated by a wooden partition only. The larger room contains space for 96 boys, and is used for the higher school; the number actually present at my visit was 53. The other room affords space for 51 boys, and actually contained 36, thus, there is accommodation for 147 boys, and the number present was 89; this number is much less than that returned by the police, viz. 141, but my visit followed the end of the vacation very closely, and the police return is, I believe, a fairer representation of the average attendance. Boys' schools.

277. The boys in the third and fourth classes wrote well, and were able to spell very correctly, and in this point were much superior to the boys in most schools of the same class. Their arithmetical work was good, and as far advanced as the programme requires. The furniture was sufficient, and in excellent order, the boys were well supplied with books, and the school seemed to be conducted most efficiently. The master had one assistant and two monitors; he was in the second division of the first class, and had been trained at the model schools. His salary from the National Board was £59 10*s*., and the manager paid him £20 instead of the school-fees, no residence was provided for him.

278. The second boys' school is for little boys who are reading in the First Book only, the boys in the highest division read their book with ease, copied sentences from it on their slates, and could add four columns of figures correctly. There was only one classed teacher, but he was assisted by two paid monitors. The teacher was in the first division of the second class, and had been trained; his salary from the National Board was £32, and the manager paid him £16 instead of school-fees.

279. On the first floor are two rooms, both of which were formerly used as the school-rooms for girls, but at present one is found to be sufficient. Adequate accommodation is provided for 165 girls. The number present at my visit was 52, and the number returned by the police, 70. This was also a very good school, but the girls were not equal to the boys in the other department. In arithmetic, their inferiority was most marked; they were backward and incorrect in their work. Still their proficiency was above the average. The schoolmistress had just been appointed; she was in the first division of the third class, and had been trained in the model schools. Her salary from the National Board was £20, and she received £8 from the manager. There was one classed assistant teacher, besides two monitresses. Girls' school.

280. The infant school was on the second floor at the top of the building, a considerable height for some of the smaller children to ascend. It was the brightest and most airy room in the building, and afforded space for 128 children. The number actually present in it was 78, the number returned by the police was 105. The children were clean and neat, and seemed to be in very good hands. There were more teachers here than in any other of the schools. Besides the principal teacher, there were two assistant teachers and two monitresses. The chief teacher was in the first division of the second class, and had been trained. Her salary from the National Board was £26, and she received £10 from the manager, but no residence was provided for her. All the children in these schools were Roman Catholics, and though they were all of the poorer class, did not show any of these signs of extreme destitution which I had noticed in the schools in the more central districts of the city. This was one of the best schools that I saw, and the causes of its excellence are not difficult to find. The buildings are good, the teachers efficient, and the manager interests himself actively in the welfare of the school. Infant school.

281. My account of the schools which I visited in North Dublin is now complete. It is, I hope, a fair representation of the state and efficiency of two great classes of the schools which educate the children of the poor. The question as to the sufficiency of the schools for the wants of the population has already been discussed, so far at least as relates to the amount of accommodation afforded. The advantage derived from attendance in the schools, and the extent to which the existing means could supply the wants of an increased number of scholars may now be considered. On the first point it appears to me that the elements of secular knowledge are taught thoroughly in the National schools, and fairly in the parochial; but in the former, the efficiency of the schools is very much lessened by the wretched buildings which are used as school-rooms. The difference in the proficiency of children in well and ill-built rooms is very striking; probably the manager who provides a good school-room provides a good teacher also; but this cause is not the only one. The foul air and the dirt make the teachers' work more difficult, and the children less able to learn. With regard to the second point, though the existing schools are not used to their fullest extent in all cases, yet a very slight increase in the number of children would fill the schools to repletion, and if any provision is to be made for the large number of children now habitually absent from school, the present schools will be found insufficient. On both these points, however, the information which I have given with respect to the schools which I have visited, will, I hope, enable any person to form a just opinion, and I think it unnecessary further to obtrude my own. Schools on the whole efficient, but then buildings require alteration.

PART II.

Section IV.—3. Schools in South Dublin.

South Dublin.

282. The district of South Dublin may be divided into three portions, of which the characteristics are marked by considerable differences; the central parts of the city, on the western side of Grafton-street, which include some of the poorest and most wretched districts in the city, and of which these districts are the distinguishing feature; the part of the city on the east of Grafton-street, which includes the most wealthy quarter of Dublin, and where, except in the neighbourhood of the docks, comparatively little poverty exists among the inhabitants; and the suburbs which surround the city, from Inchicore to Ringsend.

Western district generally poor.

283. Of the first of these districts the part near Grafton-street is intersected by busy streets, which have every appearance of prosperity, and where no traces of poor inhabitants are to be observed. In the neighbourhood of St. Patrick's the district changes its character completely, and becomes a network of filthy lanes and courts, intersected by a few large streets. The Liberties and the many streets in the neighbourhood of the quays and on each side of the main artery of James's-street are almost entirely inhabited by persons who are apparently in a state of great destitution. My observation agrees with the information which I received from persons living in the district. They said that poverty, drunkenness, and vice prevailed to a great extent. In such places it may be imagined that education does not prosper. The schools are attended with extreme irregularity, and the proficiency of the scholars is much below the standard reached in schools situated in more favourable circumstances.

Incorporated Society's school, Aungier-street.

284. In the better portions of the district there are no primary schools. I visited a school, partly maintained by the Incorporated Society, in Aungier-street, but the master informed me that elementary instruction was not given in the school, but that classics, mathematics, science, and other branches of a general and commercial education formed the curriculum of the establishment.

Whitefriar's-street national school.

285. Not far from this school, in Whitefriar-street, there is a large national school under the management of the Very Rev. Dr. Spratt. The school contains four separate departments—two for boys, one for girls, and one for infants. The boys' schools are on one side of the street and the girls' and infants' on the other. The buildings of both schools, but especially the former, are exceedingly bad. The boys' schools occupy two large rooms, one above the other, both of which are as unsuitable for their purpose as they can be. Each affords accommodation for 169 pupils, and though the number present fell considerably short of this, yet the state of the rooms was almost unendurable. I remained in the upper room, which is used by all the boys above the first class, long enough to examine the boys in the third class and part of the second class. The number present was 64, and a large part of the room was unoccupied, yet the want of ventilation, and the foul air ascending from the room below rendered the atmosphere so unhealthy that I was forced to hurry through my examination with all speed and make my escape into the street. The boys wrote fairly, but were backward in arithmetic and very slow and incorrect in their work. The teaching staff was inadequate; the master had neither assistant nor monitors and it is not surprising that the boys showed the want of efficient instruction. The master had been trained at the model schools and was in the second division of the second class. His salary from the National Board was £28, and from school-fees he received £5 1*s.* 1*d.* in the year 1867. He received a small sum for superintending a drawing class during the hours preceding the commencement of the daily school work. In order to increase the attendance in his school he had admitted lately some boys who were unable to enter the second class and who should have attended the lower school.

Boys' schools.

286. In the lower school 114 children were present, all in the first class, and with very few exceptions under ten years of age. This room was quite as bad as the other as regards ventilation, and had the additional fault of being extremely dark. The master had been trained in the model school, was in the third division of the first class; he had a classed assistant teacher, but no monitors; no boys fit for the office could be found. The master's salary from the National Board was £38, and from school-fees £8. These schools are mentioned unfavourably in the report of the Endowed Schools Commission; the same remarks which were made about them there might be repeated on the present occasion.

Girls' and infants' schools.

287. The girls' and infants' schools are held in a large building which was formerly a Methodist chapel. On the ground-floor the desks for the girls' school are placed, and in a gallery which surrounds three sides of the building, the infants are collected. The windows are large and numerous and when they are open the ventilation is better than usual. The room is far too large and very inconvenient, but is very much better than either of the boys' schools. The number of girls present was 114, the number for which there was room 225. This school was not more efficient than the boys' school. The girls were unusually ignorant of arithmetic, and wrote badly. The same cause cannot be assigned for the low standard of proficiency attained by the children; for in this school, besides the principal teacher, were two classed assistants and three monitresses. The children did not belong to the poorest class, as all except ten paid the school-fees with regularity, but they were most of them very young.

288. In the infant school there was room for 290 children, and 260 were present. Four classed teachers and two monitresses conducted the school; the principal teacher had been trained and was in the third division of the first class. The school-fees in this and in the girls' school were paid to the manager who distributed them among the teachers. The teacher of the infant school received £30 from the National Board, and £10 from the manager; one teacher of the girls' school received £26 from the National Board and £16 from the manager.

These schools mentioned in the Report of the Endowed Schools Commission.

289. These departments of the school had also been inspected by the Endowed Schools Commission, and the remarks made in the report are applicable to the present condition of the school. Many deficiencies were then pointed out but nothing has been done to supply them, and the school is now by no means so efficient as it should be.

St. Bride's national school attended by Protestants and Roman Catholics.

290. In the same parish, and at no very great distance from this school, there is another national school of which the manager is the rector of St. Bride's. This school, I was told was the most remarkable instance of the success of the National system in educating children of both religions together. If this be the case the success is not great; on the roll of the boys' school were 30 scholars, of whom 5 were Roman Catholics, the rest members of the Established Church; on the roll of the girls' school 40 scholars, of whom 7 were Roman Catholics, and out of 96 infants present in the school 5 were

Roman Catholics. On the day of their visit the police found 14 Protestants and 4 Roman Catholics in the boys' school, 15 Protestants and 6 Roman Catholics in the girls' school, 50 Protestants and 15 Roman Catholics in the infant school.

291. The two schools are held in the same room, a curtain being the only separation between them: the available space is three times as much as is required for the number in attendance, and the room is very airy and light. The boys were young and backward, especially in arithmetic; the girls were older, but not more proficient. The schoolmaster had been appointed only two months before my visit. He was trained in the model school and was in the first division of the third class; his salary from the National Board was £24, from the manager £36 and a residence rent free, was provided for him. The schoolmistress was appointed in 1843, and had been trained at the Church Education Society's school in Kildare-place; she had never been classed under the National Board and received a probationer's salary, only £14, the manager gave her £20, but no residence was provided.

292. The infant school-room is a new addition to the school buildings, but is in every way inferior to the rest. The room is small, dark, and utterly without ventilation; it affords accommodation for 56 children, but 96 were crowded into it on the day of my visit. All of them except 3, who were Roman Catholics, were members of the Established Church; the police found only 65 children in attendance, but of these 15 were Roman Catholics. The teacher had been trained in the model schools, and was in the first division of the third class; her salary paid by the National Board was £26, by the manager £10, and she had a residence. There was a classed assistant teacher, but no monitress. All the teachers were members of the Established Church, and as no Roman Catholic clergyman or other qualified person exercised the right which he possessed of giving religious instruction to children of his creed at convenient times, these children received secular instruction only. The teachers told me that no Roman Catholic would be permitted to visit the school for the purpose of instructing the children in religion, but they were probably ignorant that the school, being vested in trustees, the regulations of the National Board required that free access should be allowed to fit persons approved of by the parents as instructors in religion. Infant school.

293. This school possessed unusually large local support from endowment and collections. From the first source £122 were received in 1866, from the proceeds of a charity sermon £48 5*s.* 10*d.*, and from private subscription £11, altogether £181 5*s.* 10*d.*; the school-fees in the same year amounted to £3 11*s.* 3*d.*, and were added to the general fund. The portion of this sum expended in increasing the teachers' salaries amounted to £75, the aid received from the National Board amounted to £76, the average daily attendance was 105, thus the total expenditure per head was £1 8*s.* 9*d.*, and the local contribution 14*s.* 9*d.* The value of the teachers' residences is not included in this calculation, nor is any account taken of the large portion of the sum raised in the locality which is devoted to other purposes than the increase of the teachers' salaries. Large support from local source.

294. Not far from these schools, but farther to the west and in poorer districts of the city, are situated the national schools attached to the Roman Catholic churches of SS. Michael and John, St. Audoen, and St. Nicholas, besides several parochial or quasi-parochial schools.

295. SS. Michael and John's school is near the river, in a very crowded and dirty neighbourhood; the girls' and infant schools are held in an old building which was formerly a merchant's dwelling and warehouse; the boys' school is at a short distance and possesses new and excellent buildings, erected expressly for the purpose. New schools for the girls were nearly ready, so that the existing unsatisfactory accommodation is likely to be soon much improved. Close to the girls' and infants' schools is a large bacon factory, besides other establishments which poison the air by the stenches emitted from them. The girls' schools are two in number, one for scholars in the first class only, the other for the more advanced scholars. The rooms were exactly alike, occupying the first and second floors of the warehouse; each was large enough to accommodate 154 children, but the numbers present were 55 in the higher school, and 61 in the lower. Though so large a portion of the available space was unused, yet in consequence of the absence of any means of ventilation, except by the windows, and the impossibility of admitting a current of pure air even by these, the state of the school-rooms was such as to render a prolonged inspection of the schools impossible. The teachers complained very much of the difficulty they experienced in conducting the schools in a place so unfit for the purpose; one of them who had not been there two years, and who had previously been employed in the country, said that her health had suffered so much that she should soon be compelled to leave her post. The children also seemed to be oppressed by the unhealthy atmosphere in which they were living, and the schools, as far as I could judge from appearance, were in a state of torpid inefficiency; nothing better, however, could be expected under such circumstances. As I have already mentioned new buildings are nearly ready, in a better situation and constructed with care; but I have thought that it was necessary to draw attention to the existing school arrangements, in order to point out by an example the great deficiencies in the school accommodation which have been, and elsewhere are, allowed to remain apparently unnoticed, except by a paragraph in the report of the Inspector. SS. Michael and John's national schools. Wretched situation of the girls' schools.

296. In the higher school 55 children, out of 106 on the roll, were present; in the lower school 61 out of 116, all of them Roman Catholics. The teacher of the higher school, who had been trained at the model school and was in the second division of the first class, was assisted by a monitress only; the teacher in the lower school, who had also been trained and whose grade was the second division of the second class, was assisted by another classed teacher. The school-fees from both schools were paid to the manager, who gave the two teachers £10 and £11 respectively every year. Although neither schoolmistress had any interest in attracting a large number of scholars to their schools, yet the teacher of the higher school said that a number of children were detained in the lower school when they were fully qualified to join the other. At the time of my visit 23 girls in the lower school were reading the Second Book who, if the scheme for the arrangement of the schools had been strictly followed, would have been promoted to the higher school.

297. The infant school was held in a large room at the top of the dwelling-house; the height to which it was raised above the surrounding buildings was such as to render the atmosphere tolerably pure, and, though the room was crowded to excess, yet it was far less unhealthy than either of those already mentioned. The number of children present was 202 out of 343 on the roll; the accommodation was sufficient for 189 children only. Most of the children were collected in the large room, but Infant school badly conducted.

a number of the younger children were shut up in a small class-room, which had been made by raising a division near one end of the large room. These babies, for many of them are best described by the name, were left in charge of a little girl four or five years old. The room was very small, the window was shut, and the day exceedingly hot; on entering this room from the other the shock to the senses was almost overwhelming, and I understood that it was usual to put the little children day after day in this black hole, because there was no place for them elsewhere. Besides the principal teacher, four classed assistant teachers were engaged in the school, yet the children who required at least as much care as those who were older and stronger were left with a child herself too young for any but an infant school. It is almost incredible that such a state of things should have been allowed to exist unnoticed; if want of space be pleaded as an excuse, it may be hoped that the removal of the school will cause improvement, but for the neglect on the part of the teachers nothing can be said.

Boys' schools; good buildings, but bad situation.

298. The boys' school is at a small distance from the other in a narrow street with an opening on the quays which would in a great measure neutralize the bad effects of the confined situation of the school if the river bed did not, except at high water, emit most nauseous exhalations. The school buildings have been erected by the present manager, the parish priest, on freehold ground which he had purchased. They are, without exception, the best schools which I saw; every care had been taken to make the buildings suitable for the purpose, and to maintain them in proper order. The rooms are large and lofty, and exceedingly well ventilated; they are abundantly supplied with excellent school furniture, and are kept scrupulously clean. Though the space on which the building was erected was very limited, nothing offensive to the senses could be noticed.

299. The building contained two rooms, one on the ground floor, the other on the floor above; the higher room was rather larger than the other, and was used by the older boys; in the lower room all the scholars were in the first class. The number for which accommodation was provided was 227, the number actually present on the day of my visit 153, 20 more than the number returned by the police. The number on the roll was 276, all Roman Catholics. Rather more than one-fourth of the boys present had passed through the second class and entered the higher classes, but I was told by the teacher that the great majority of boys cease to attend school before they are fit to enter the third class. The highest class was the fourth and contained 9 boys, of whom not one was more than thirteen years of age. They wrote from dictation with unusual rapidity, and their handwriting and spelling were very good. All could work sums in proportion, and five of them worked a sum in practice correctly; some of the others who were ignorant of this rule, unprompted applied the principle of proportion to the same sum. These boys also showed a very fair acquaintance with the elements of geography, and answered my questions in the most intelligent manner. I examined half of the boys in the second class; they were able to read fairly in their lesson book, and write on their slates an easy sentence from dictation, but not one could write down correctly the names of the days of the week; about two-thirds of them could work sums in simple multiplication. The boys in this class were exceedingly irregular in their attendance, and this reason is sufficient to account for their inferiority when compared with the boys in the highest class; two or three of the younger boys, whose attendance was exceptionally regular, reached as high a standard in the subjects they had learned as any of the boys in the fourth class.

300. The head teacher in this room presided over the whole school, as the teacher of the lower school chose to be an assistant instead of the principal of a separate department; his choice was the more remarkable, because he thus voluntarily placed himself under the orders of younger and more recently appointed teachers. Besides these there were three other classed assistant teachers and one paid monitor, so that the teaching staff was quite sufficient for the wants of the school. The head teacher was in the third division of the first class, and had been trained in the model school. His salary amounted to £77 10*s.*, including £54 10*s.* class salary and good service pay from the National Board, and £23 from the manager. The last item included the school-fees and the remuneration which the manager gave him for holding an evening school and a Sunday school.

Evening school.

301. The evening school, contrary to the general rule, was in operation during the summer and I had an opportunity of visiting it. Forty-five pupils were present, of whom four were more than twenty years of age, but the greater number were between the ages of fifteen and twenty; a few of them were still younger and had quite recently ceased to attend day schools, two of them being less than eleven years old. With three exceptions, all the pupils had previously attended a day school for some time, yet some of them were learning to read, and many of them could scarcely write at all. The schools which were most largely represented were those of the Christian Brothers. Several of the pupils had in former years remained in the Christian Brothers' schools long enough to reach the third class, and had learnt to read well, but this was the whole extent of their knowledge; they had almost forgotten how to write, if they had ever known, and were very ignorant of arithmetic. This result confirms an opinion which I have stated on a previous page, that the system of the Christian Brothers is not remarkably successful in the case of those boys who leave school before they reach the highest class. Of the pupils present seventeen were doing the work prescribed in the programme for the fourth class. They wrote from dictation a passage which I had been accustomed to give in the day schools with much greater accuracy than the ordinary scholars, and though they were slow they succeeded in working correctly sums in practice and proportion; one of the best of them had never attended any other school, and had learnt everything he knew in this school. This class was the most satisfactory of the whole; in the lower classes many of the pupils failed in writing and arithmetic. The head teacher of the day school conducted this school without any assistance, and as the exceedingly quiet and orderly behaviour of the pupils allowed him to devote all his energy to actual teaching, the services of an assistant were not required.

Local support.

302. These schools possess a small endowment of which an account is given in the report of the Endowed Schools Commission, but the chief source of support is an annual charity sermon. By these means sufficient funds had been raised to buy the site, and to meet the expense of building new schools, both for boys and girls. The case is especially worthy of notice, because it shows how much can be done under favourable circumstances, by local effort. In other places as much money may have been raised for the maintenance of schools, but nowhere has so good a use been made of the available funds, and

this single instance of success of local efforts in providing efficient schools, shows only more clearly the general failure.

St. Audoen's national school.

303. St. Audoen's national school situated in a similar neighbourhood, and attended by children of the same class, presents a striking contrast to the last-mentioned school. It is held in a vault under the Roman Catholic church, which is built on a steep declivity. At one end of the church the floor is on the level of the top of the hill, at the other end in consequence of the steep slope there is space below the floor sufficient to make two large rooms. The rooms are very dark and damp, and in winter must be exceedingly cold, they are very dirty and ill ventilated. The boys' school is divided into two parts by a wooden partition, in the outer room the boys in the first class are placed, the rest in the inner room. There is accommodation for 234 scholars, but the number present on the day of my visit was 105, of whom 53 were in the lower school; the number returned by the police was 101. The rolls contained the names of 172 scholars, all of them Roman Catholics. I saw the school under somewhat unfavourable circumstances, as the principal teacher was absent, and the teacher of the lower school with the assistance of one monitor, was left in charge of both schools. The disorder which prevailed, rendered any satisfactory examination of the scholars difficult. Only ten had passed through the second class, and they fell short of the standard required for the higher class; the boys of the second class whom I examined were also inferior. The attendance was exceedingly irregular, and very few of the boys remained at school after they were eleven years old. The children seemed to be of the poorest class. The principal teacher had been trained in the model schools, and was in the first division of the second class, his salary amounted to £49 10*s.* 7*d.*, including £32 from the National Board, and £8 from the manager, and the school-fees.

Boys' school.

Girls' school.

304. The girls' school which was attended by a few little boys too young for the other school, was held in one large room very like the boys' school-room, but was not so dirty and disorderly. The number of scholars present was 89, of whom 14 were boys: the police return gives 91 girls as the number in attendance, and makes no note of the presence of any boys. One of the girls was a Protestant, she had come to the school for the first time, on the day before my visit. There is a parochial school close to this school, and the teachers informed me that occasionally Protestant children came to the national school by mistake, but they never remained more than a few days. The principal teacher of this school, also, who was the daughter of the schoolmaster, was absent, and the school was in charge of the assistant and one monitress. The children were much more orderly than the boys, but I was unable to examine into their proficiency, as the time for closing the school had come. Only six had reached the third class, and very few were twelve years old; some of them were mere infants who came to this school because there was no separate department for them. The principal teacher had been trained at the model school, and was in the first division of the third class, her salary amounted to £26, the stipend paid by the National Board being £20 and the rest derived from school-fees.

Ex. §§ 90, 265.

305. The peculiar situation of the school, underneath the church, has been mentioned; I saw no other Roman Catholic school so placed, but several Protestant schools in a somewhat similar position. I have on a previous page referred to the regulation of the National Board which bears on such cases, and which these schools seem to evade. There is one point in which this school differs from the others, the entrance is at some distance from the entrance to the church, and can only be approached by a lane leading out of High-street, which does not pass the church door; the Protestant schools were entered by doors which were in the same position with regard to the door of the chapel as the area door to the chief entrance of a dwelling-house.

St. Catherine's national school.

306. St. Catherine's national school in Meath-street, is situated in a district which in outward appearance, at least, is by far the worst that I saw. The houses are wretched and dilapidated; the lanes and courts filthy, and crowded with ragged children who ought to be at school; and the chief industry of the district seems to be engaged in processes evolving stenches which poison the air. The situation of the school is, perhaps, as good as it was possible to find in the neighbourhood, but is most unfortunate.

Buildings insufficient, and incapable of extension.

307. The West Dublin Model schools are very near these schools, but nevertheless the accommodation afforded by this National school in Meath-street was used to its fullest extent. The building was a large rectangular block, containing one large room on the first floor used as the girls' school-room, and another room on the ground floor not quite so large, and divided into two parts by a wooden partition, which was used by the boys and infants. No site was available for the erection of another school-room, and when the school was first established the buildings were constructed so as to contain two rooms only, because no separate department for infants formed a part of the scheme. On the formation of an infant school the only way of providing accommodation which could be devised was to take a portion of the boys' school-room. The consequence is that both the rooms are most inconveniently crowded, especially the infant school, in which nearly three times as many children were collected as the room ought to contain. The dimensions of the room are 21½ feet by 40 feet, and therefore 108 is the greatest number of children that ought to be assembled in the room. On the day of my visit 301 children (when the police counted, the attendance was 268) were present. The room is tolerably lofty, and nearly the whole of its area is occupied by a gallery, and thus space is found for the large number of children. The windows are well placed, and some attempt has been made to provide means of ventilation, so that the atmosphere is not so oppressive as might have been expected. The room was very clean and neat, and great care seemed to be taken of the children; though some of them were very ragged they were not dirty or untidy, and in appearance contrasted very favourably with the children in many of the schools.

Infant school.

308. The principal teacher had just been promoted, she had been formerly one of the assistants, of whom there are three, besides three paid monitresses. The head teacher was educated at the King's Inns-street Convent school, and was in the first division of the third class; her salary was £30, of which £20 were paid by the National Board, and the rest by the manager, who took the school-fees.

Boys' school.

309. The boys' school afforded space for 200 scholars, but contained 209 on the day of my visit, and 212 when the police counted the attendance. Here also the effects of the crowding on the atmosphere of the school were lessened by some attempt at ventilation, but another evil scarcely less injurious was caused. The noise of so many boys collected in one room was overwhelming; and I received a practical demonstration of the advantage of the arrangement commonly adopted in these schools, for placing the younger boys in a room by themselves. Not quite one-seventh of the boys

present had reached the third class, and the teachers told me that the proportion of boys who remained at school long enough to do this was very small. The greater number left school finally before they had passed through the second class. Judging from the proficiency of the boys in the third and fourth classes, I should think that the school was very efficiently conducted. These classes, however, contained the most promising scholars.

310. The number of classed teachers was four, but there were no monitors. The principal teacher was in the third division of the first class, but had not been trained in the model school. His class salary paid by the National Board was £38, and the manager gave him £22 instead of the school-fees.

Girls' school.

311. The girls' school-room occupied the whole of the upper part of the building, and was rather larger than the other two united; it afforded accommodation for 347 scholars, but only 229 were present on the day of my visit, and 244 when the police counted the attendance. Here the noise was worse than in the boys' school, and I was told by the teacher that the Inspector had recommended very strongly the division of the room into two separate parts. The ventilation was tolerably good, and the room and furniture were in excellent order. The proportion of scholars present above the second class was one-fifth; but I was told that most of the girls left school before they had advanced so far. The girls in the third and fourth classes wrote fairly from dictation, and rather more than half of them worked the sums I gave them correctly, but they did not reach the standard prescribed in the programme issued by the National Board. Four classed teachers and three monitresses formed the teaching staff. The principal teacher had been trained in the model school, and was in the second division of the second class. Her salary paid by the National Board was £24, and the manager gave her £12.

Want of judgment shown in the construction of the school buildings.

312. Great pains had clearly been taken to make this school efficient, and it is unfortunate that for want of good direction the result is not entirely satisfactory. The situation is not good, but probably no better could have been found in the district; the faults in the construction of the building which must interfere seriously with the efficiency of the school are just those which would have been avoided if the designs had been examined by an authority competent to decide on their fitness, and to suggest alterations and improvements. The buildings are quite new, and must have cost a considerable sum, which was raised from local sources only.

St. Nicholas' National Schools.

313. St. Nicholas' National school is situated on the edge of this district, and the immediate neighbourhood is in appearance very superior to the part in which the schools, which have been described, are situated.

314. The schools contain two separate departments for girls, and one for infants; there is no National school for boys, but the Christian Brothers have a school quite close to these. The girls' schools are not as in most cases senior and junior departments merely, but each school is complete in itself; the new admissions are divided between the schools, but no further attempt is made to keep them on an equality. The buildings consist of one large block containing two rooms, one on each floor, occupied by the girls' schools, and a smaller detached building which is used for the infant school. The girls' school-rooms were large and airy, and in excellent order, each afforded accommodation for 150 scholars, but the numbers present in them were 101 and 108; the numbers returned by the police were 136 and 138. All the scholars on the roll were Roman Catholics.

Unusual division of the girls' schools.

315. In one of the schools the number of classed teachers was three, and of monitresses, three; in the other, the number of teachers was the same, but there were only two monitresses. The proportion of scholars present in each school who had reached the third class was about one-fourth, and I was told that a large number of the girls remain at school long enough to become fit for the third, or even the fourth class. It is significant that this change in the duration of the school course is found where the inhabitants of the district are apparently in less straitened circumstances. I examined the girls in the third and fourth classes; they all read and wrote well, and the girls in the fourth class worked sums in practice and proportion, but the girls in the third class were not able to go beyond the simple rules. The quietness and order maintained were remarkable, and the schools appeared to me to be in all points thoroughly efficient. The principal teachers of each school had been trained in the model school, one was in the second division of the second class, the other in the second division of the first class. Their salaries included the payment from the National Board, corresponding to their classes, and a share of the fees paid in all the schools. These were paid to the manager who divided them equally between the teachers of the different schools. The share for last year was £7, so that the salaries of the two teachers mentioned were £31, and £37 respectively.

Infant school.

316. The infant school-room was very inferior to the others. When it was built the owners of the adjoining property forbade the opening of windows on one side of the room, and consequently all the light and air is admitted in one direction. The want of ventilation is very severely felt, especially as the room is rather crowded. The number of children for whom there is accommodation is 159, but the number present was 185, and the number returned by the police 230. The teacher complained very much of the want of fresh air, and with reason. The number of classed teachers was four, and of monitresses two; the principal teacher had been trained at Marlborough-street, and was in the second division of the first class. Her salary from the National Board was £36, and her share of the school-fees, as I have already stated, £7.

317. These schools have not been built many years, and are better than most National school buildings; the form of the girls' school might be more convenient, but this is a trifling defect; the chief necessaries, air and light, are abundantly supplied. The infant school is inferior, and should not have been built in such a situation, but this is only an instance of the numerous cases in which local effort has failed in providing good buildings either from want of money, or as here from want of proper direction.

Other national schools in this part of Dublin.

318. There are two other National schools in this district, one in John-street under the management of the Rev. P. Pentony, for girls and infants only, the other nearer the outskirts of Dublin, but in a very poor neighbourhood, and attached to the Roman Catholic church of St. James. The former I did not visit; the latter was closed for vacation, and I could only see the place in which it was held. This was an old dwelling-house, and as unfit for the purpose of a school as it possibly could be. A new building, however, was almost finished, which was to contain school-rooms for boys. When this was ready the manager of the school told me that he intended to withdraw his school from the

superintendence of the National Board and place it under the Christian Brothers. He said that his chief reason for this step was a strong persuasion that the effect of the rule of the National Board which forbids any allusion to religion or the exhibition of a religious emblem, except during the time of religious instruction, was most pernicious. The same objection was made to me by several managers of National schools, but no other had proceeded so far as to remove his school from connexion with the National system.

319. This ends my account of the National schools situated in the poorest and most densely-populated districts of Dublin. For the great mass of the poor, which is composed of Roman Catholics, these are the only schools available, and though, as has been shown, the accommodation provided is not used to its utmost extent, yet a very slight increase in the number of scholars would render an increase of the existing means of education necessary. Throughout the district the attendance of scholars is most irregular, and the amount of knowledge gained during the few years that they remain at school is so slight that it is hardly possible for them to retain it long. A boy who cannot read a newspaper, write without a copy, or work sums with ease in the first four rules of arithmetic, will probably when he ceases to go to school speedily relapse into perfect ignorance; and this is the case with the majority of the children in this part of Dublin since they do not rise above the second class before they leave school. It is not difficult to suggest the cause of the large per-centage of Roman Catholics who, according to the Census returns, are unable either to read or write.

320. The Protestant children in the same district attend the parochial schools, of which there is a great number, besides one or two endowed schools attended by children of the same class. In the parish of St. Bride the parochial school is in connexion with the National Board, and has been already described; the other parochial schools which I visited were St. Peter's, St. Nicholas, St. Catherine, St. Michael, and St. John, besides St. Patrick's Deanery and Knight's endowed schools. These do not exhaust the list of parochial schools, but are sufficient to give a fair representation of schools of this kind. Parochial and endowed schools.

321. St. Peter's parish includes a large portion of the suburbs of Dublin, and is divided into several ecclesiastical districts; in all of them there are parochial schools, but the schools which bear the name of the parish are situated in the city on the outskirts of the central district. St. Peter's Parochial Schools.

322. The schools contain a boarding establishment for boys and girls, and day schools for boys, girls, and infants. The boarders are of two classes, "orphans of respectable Protestant parentage, who are maintained entirely at the expense of the charity," and a small number admitted as far as there is accommodation on the annual payment of sums varying from £10 to £15. At the end of 1866 sixteen boys and seven girls were boarded free of expense; five boys and three girls were paid for by their friends.

323. The boys' school-room is separate from the rest of the buildings; it was large enough to accommodate many more boys in addition to those generally in attendance, and is well appointed and in good order. The number of scholars present on the day of my visit was forty-three out of sixty-one on the rolls of the school; all of them were members of the Established Church. The number returned by the police was forty. I examined the higher classes, in which the boys professed to have reached the standard of proficiency prescribed for the third and fourth classes in National schools. The boys wrote from dictation remarkably well; indeed they all escaped errors in spelling, which was a most unusual occurrence; in arithmetic they were rather backward, but very correct in their work. The boarders were quicker and more intelligent than the rest, as might have been expected. They all knew something of geography and of the history of England as related in a small compendium published by the Society for promoting Christian Knowledge. The school appeared to me to be one of the most efficient of its class, and contrasted very favourably with the great mass of such schools. The master, who had no assistance, was an English certificated teacher, and had been educated at the Exeter Training College. He lived at the school, and superintended the boys' boarding establishment. Boys' school.

324. The girls' and infant schools were held in two large airy rooms in the boarding-house; the girls' school-room was not nearly full, but the infant school could not have accommodated many more children. The number of girls present was thirty-eight out of fifty-five on the roll; the number returned by the police was thirty-three; all were members of the Established Church. The girls, like the boys, seemed to belong to a different class from that which furnishes scholars for the National schools; they were all well dressed, and a large proportion of more advanced age. I was told that most of the scholars remained at school until they were thirteen years old, and some even longer. The mistress had received no special training, she had no regular assistants, but ladies living in the parish frequently visit the school and teach some of the classes. Girls' school.

325. In the infant school 108 children were present out of 159 on the rolls, all of them being members of the Established Church. The children remained in this school until they were able to read, and consequently many of them were of considerable age. Some children I was told did not pass on to the other schools before they were eight or nine years old. Three teachers conducted the school; the head teacher had been trained at the Church Education Society's model infant school in Westland-row. Infant school.

326. The salaries of the five teachers amounted in 1866 to £210 5*s.* 6*d.*; but in addition to this the master of the boys' school and the mistress of the girls' school, who took care of the boarders, were boarded and lodged free of expense.

327. These schools are managed by a parochial committee and are not in connexion with any society. The system adopted is however the same as that recommended by the Church Education Society; every child, who is able, reads Scripture daily; further religious instruction is not compulsory; but as all the children were members of the Established Church no case had occurred of a refusal on the part of a parent to allow the children to learn the Church Catechism. The schools are examined annually by the Inspector of the schools on the foundation of Erasmus Smith, and gratuities are awarded to the teachers if the report is favourable. This arrangement is not of long standing, but was adopted because it was found that some more stringent examination was necessary in order to maintain the schools in a proper state of efficiency. Regulations by which these schools are conducted.

St. Nicholas' and St. Luke's Parochial School.

328. The parochial school of St. Nicholas and St. Luke is situated like the last-mentioned school on the outskirts of the poor and populous central district of Dublin; it is in connexion with the Church Education Society, and is a day school, with separate departments for boys, girls, and infants. The situation of the school, nearly surrounded by a large extent of open ground, is good, and the buildings are very fair; the boys' and infants' schools are large and airy, the girls' school not so good. The number of boys present was thirty-six out of fifty-eight on the roll; they were all Protestants. The police returned forty-five as the number in attendance, including two Roman Catholics. The room could accommodate a larger number of children, but additional furniture would be necessary.

Boys' school.

329. I examined the boys in the two higher classes, which contained exactly half the number present. The boys in the highest class wrote answers of some easy questions on English history; the rest wrote from dictation. The handwriting in both cases was good, but the spelling was incorrect, and the substance of the answers given by the boys in the highest class curiously at variance with facts. The boys were very weak in arithmetic; a few of them had learned a little Euclid, but they could not work a sum in practice, and many of the rest were unable to work sums in the four compound rules. I saw the school under very unfavourable circumstances, as it had been closed for six weeks in the end of the spring in consequence of the illness of the master. It had then been re-opened for a week and again closed for the summer holidays, which lasted more than four weeks, so that the school had not been in regular operation for nearly three months. The master had been trained in the Church Education Society's model school in Kildare-place; he had no assistant, and monitors were not employed. His salary as schoolmaster was £50, he received £20 in his capacity of parish clerk, and a residence rent free was provided for him. He said that the number of boys generally in attendance (forty-seven) was rather too large for him to manage; he occasionally got a good class at the head of the school, but when the boys composing it left school he was compelled to return to the younger boys; what became of them whilst he was devoting his attention to the boys in the highest class he left me to infer. Since his illness the clergyman had told him to cease teaching Euclid, as such work was too exhausting; it was certainly unnecessary whilst the boys were ignorant of more elementary subjects.

Girls' and infant schools.

330. In the girls' school thirty-five scholars were present out of sixty-nine on the rolls—all Protestants, the number returned by the police was forty-one. The room was inconveniently crowded, and not at all fit for a school; there was a class-room which seemed not to be used. Here, as in the boys' school, the scholars were older and apparently in better circumstances than those who attend National schools. The schoolmistress had been trained at the Church Education Society's model school, and her salary was £30, but no residence was provided for her.

331. In the infant school sixty-one children were present, all of them Protestants; the number returned by the police was seventy-one. The children remained in this school until they were able to read words of one syllable, and consequently there was a considerable number of children more than five years old. The schoolmistress received £30 annually and her assistant £15: but no residence was provided for either of them.

332. The schools are supported out of funds collected in the parish for charitable purposes in general, by charity sermons, subscriptions and bequests. Thirty boys and twenty girls are clothed, and, when fit, apprenticed, and the children in the infant school receive a portion of bread daily. This information was supplied by the rector of the parish, but he did not mention the sums which were spent on these various objects.

St. Catherine's Parochial School.

333. St. Catherine's parochial school, which is also in connexion with the Church Education Society, is very near the National school in the same parish, but has a better situation as it stands in a piece of open ground. There are two departments, one for boys, the other for girls and infants; the schoolmaster's wife, assisted by their daughter, teaches the girls and infants. The rooms were large enough to accommodate many more scholars, but contained no more furniture than was necessary. In the boys'

Boys' School.

school twenty-nine scholars, out of forty-one on the rolls, were present, all members of the Established Church; the number returned by the police was twenty-six. I examined all the boys except those in the lowest class, in reading, writing and arithmetic. They were weak in spelling and arithmetic, and inferior to boys of the same age at National schools. The master, who was also parish clerk, had been nearly thirty years in charge of the school. His annual salary amounted altogether to £40, and a residence rent free with fuel and gas was provided for him.

Girls' School.

334. In the girls' school, seventeen girls and fourteen infants were present at my visit; when the police counted the attendance, twenty-one girls and eighteen infants were present, all of them Protestants. I examined the girls in the two higher classes, of whom there were six. Two of them read very indifferently, and none of them could write well or spell correctly. They were also very weak in arithmetic. The children in both schools were younger and apparently of a poorer class than those in the two parochial schools last mentioned, but the difference in these respects is hardly sufficient to account for the inferiority of the school. The schoolmistress had been trained in the Church Education Society's school in Kildare-place; her salary was £30, and her daughter's £15, thus the whole family received £85 and lived in the residence which was provided for them free of charge.

335. The sums raised annually for the support of this school are very large; the amount in 1866 was £276 15*s*. Of this, £140 resulted from an endowment; £89 11*s*. were contributed by the trustees of the parish estates and £47 4*s*. were the proceeds of a charity sermon. It is not very clear how so large a sum can be spent on the schools unless a considerable amount is devoted to extraneous objects, such as clothing and apprenticing the scholars; but on these points no information was given me.

St. Michael's Parochial School.

336. St. Michael's parochial school, which is in connexion with the Church Education Society, contains separate departments for girls and infants. There is no boys' school; the boys from the infant school, as they become old enough, are generally transferred to St. John's parochial school, which is very near this school. The rooms were of sufficient size to accommodate a larger number of children than that which was present at my visit, but the furniture was inadequate and badly arranged. In

the girls' school I found twenty-nine girls and three boys present; the numbers returned by the police were twenty-nine girls and five boys, all of them Protestants. The boys, I was told, had attended the infant school with their sisters, and, at their parents' desire, continued to go to the same school with them. The schoolmistress and her daughter conducted the school, the former was appointed in 1844, and managed without assistance until 1867, when her daughter came to help her. Each received £30 a year, and lived in the residence which was provided for the school teachers.

337. The infant school was held in the same building, but in a smaller room; the number of children present was sixteen, all members of the Established Church. The number returned by the police was twenty-three. The schoolmistress, who had no assistance, had been trained in the Church Education Society's model infant school in Westland-row; her salary was £20 a year, but no residence was provided for her.

338. In both these schools every child paid a school-fee of 1*d.* per week, yet the teachers assured me that the parents were exceedingly poor, and utterly careless whether the children came to school or not.

St. John's Parochial Schools.

339. St. John's parochial schools, also in connexion with the Church Education Society, contain separate departments for boys, girls, and infants. The school-rooms were large and airy, but the furniture was not good nor well arranged. In the boys' school twenty-five scholars were present, out of thirty-two on the roll, all Protestants. The number returned by the police was twenty-four. I examined the boys in the two higher classes which contained nearly half the school. They were very weak in arithmetic, wrote badly, could not spell, and though professing to know the elements of geography and English history, were very ignorant of those subjects. The master said that the irregularity of attendance was extreme, and that the boys left school much too soon. Very few of them had reached the age of thirteen years; but in this respect the school did not differ from national schools, where the boys very seldom remain after they are thirteen years old. In the national schools, also, the attendance is very irregular, yet the scholars are much less ignorant than the boys in this school of the same age.

Boys' school.

340. The master was also parish clerk, and was paid £60 a year, £30 for teaching the day school, £10 for holding a night school during part of the year, and £20 on account of his clerkship; besides this a residence was provided for him.

Girls' school.

341. The girls' school was even less efficient than the boys'; the scholars wrote badly, could not spell, and were backward in arithmetic. The same complaints about irregularity of attendance were made, and the age of the older girls was less than is usual in parochial schools. The number present was eighteen, out of twenty-six on the roll; the number present when the police counted the attendance was sixteen, all of them Protestants; but the teacher told me that they were all considered to be Protestants, though many of them were the children of mixed marriages. The teacher's salary was £26, and a residence rent free was provided for her.

Infant school.

342. The infant school was the largest establishment of the three; fifty children out of 120 on the rolls were present; the police found forty-nine in attendance. They were all Protestants, though here also several were the children of mixed marriages. They remained in the school until they could read, and in general passed on to the other schools when they had reached the age of eight years. Two teachers conducted the school, the chief had been trained at the Church Education Society's school in Westland-row, and had been appointed to this school in 1853. Her salary was £30, the assistant's, £20, but no residence was provided for either of them.

343. All the children in these schools are free, much to the disadvantage of the school in the opinion of the manager, who is the clergyman of the parish, but he found it impossible to alter a custom which had prevailed for many years.

St. Patrick's Deanery Schools.

344. St. Patrick's Deanery school is a school for girls and infants, situated in the precincts of the cathedral, and is like other parochial schools. It is nominally under the control of a Board of Trustees, but Dr. Marks, one of the cathedral clergy, takes the active part in superintending the school.

Girls' school.

345. The girls' school is held in a room of an ordinary private house, not well suited to its purpose, and with insufficient and ill-arranged school furniture. Twenty-seven girls out of thirty-two on the rolls were present; the number present at the visit of the police was eighteen; one of the girls was a Roman Catholic, the rest were members of the Established Church. I examined the highest class, which contained ten girls; they wrote fairly, but could not spell correctly, and were unable to work sums in the four elementary rules of arithmetic. The school was one of the least efficient which I saw, and I think the cause of its inferiority may be attributed to the want of inspection. Other schools of the sort are inspected by the officer of the Church Education Society, or some other person who is not immediately concerned in their management, but this school, as far as I could learn, never underwent any inspection more serious than the casual visits of the clergy or others who had some local connexion with it.

Its state shows the need of inspection.

346. The mistress had been trained at the Church Education Society's model school in Kildare-place; her salary was £38 per annum; but no residence was provided for her.

Infant school.

347. The infant school was held in a detached building, erected from a modern Gothic design, in which provision for light and air had been sacrificed to architectural effect. The room was large and in excellent order, and apparently great care was taken of the children. Seventy-eight were present out of one hundred and fifty on the rolls, but whether they were all of the same religion was uncertain. I understood that no inquiries on that point were made when children were admitted to the school. Most of the children were, of course, very young, but a few were learning to read.

348. The schools are maintained by the proceeds of funds bequeathed for charitable purposes and by voluntary subscriptions. No separate account is kept for the school, and it is impossible to say how much is expended upon it.

Knight's Endowed School.

349. Knight's endowed school is close to the last-mentioned schools, and completes the system. It was I believe originally founded for the education in the Protestant religion of the male children of poor Papists; now, however, none but Protestants avail themselves of the privilege of education here. A full account of the school will be found in the Report of the Endowed Schools Commission.

350. At the time of my visit 15 boys were present out of 22 on the rolls; the police found 16 in

attendance. The room was small but quite large enough for the number of scholars, the furniture was sufficient. The instruction is supposed to be superior to that given in ordinary parochial schools, but the only subject in which any unusual proficiency was shown was handwriting. Much of the boys' time must have been wasted in learning to execute useless flourishes, and ornamental writing of different sorts. The four boys who were most advanced, wrote from dictation exceedingly well, their handwriting might have been taken from a copy book, and the spelling was faultless, but they were very slow; only one of them could work a sum in practice, the rest attempted it but made great mistakes; they had learnt something about the history of England and a little geography. The school on the whole appeared to be fairly efficient, and so far, its state appears to be the same as it was when inspected for the Endowed Schools Commission.

Parochial schools in this district too numerous, and less efficient than the national schools.

351. This is the last school of the parochial class situated in this part of Dublin, which I visited. There are several others, most of them very small. The number of such schools is far in excess of the wants of the population, though the actual accommodation afforded is not too large, and on this point the opinion of some managers of parochial schools confirms my own. The schools though attended by a class of children who may be expected to attend with regularity, and to remain at school, till they reach the age of thirteen, at the least, are distinctly inferior to the national schools, where the efforts of the teachers are continually thwarted by the irregularity of the scholars. The parochial school buildings are in general sufficient for their present purpose, but could not accommodate a larger number of scholars without considerable alteration, especially in the fittings of the rooms. If, however, several of them could be united into one large school, and the large funds which are at the disposal of the managers, were judiciously expended in providing proper school requisites and good teachers, there would be no reason why these schools should not rival or excel the national schools. At present the funds, which united would be sufficient to maintain one large and efficient establishment, are wasted on numerous petty schools of which but few are of real use. There should be some distinct understanding as to the manner in which the school funds are spent; at present the school is only considered as one of the parochial charities, and the expenditure is not separately provided for; in the school accounts, where they are kept, such items as apprentice fees for scholars, food and clothes for the poorer children occur. Such expenses may be perfectly legitimate, but cannot be said to be necessary in order to maintain the schools.

The proportion of adults able to read and write no accurate test of the efficiency of schools.

352. It may be thought that the inferiority of these schools to the national schools must be imaginary, because the per-centage of persons of the Established Church living in this part of Dublin, unable to read and write is much smaller than the corresponding per-centage of Roman Catholics, and the latter have been educated in national schools, whilst the former have attended parochial schools. There are two answers to this objection: the richer classes contain a much larger proportion of Protestants than the poorer, and such extreme ignorance is found among the poor only, therefore per-centages calculated on the whole population are not a fair test of the relative state of education among persons of the two religions; and secondly, the children in the parochial schools generally remain at school long enough to acquire the power of reading with ease, and this is sufficient to preserve them from a relapse into utter ignorance.

353. If the scholars in the national schools attended as long and as regularly as those in the parochial schools, and the per-centages unable to read and write of persons of the poorer class only were calculated, the result might be considered as a test of the relative excellence of the education which persons of different religions had received. If, however, the efficiency of a school be judged by the proportion of the whole number of scholars which attains the standard required in the different classes. there can be no doubt that the national schools will appear decidedly superior to the parochial schools The knowledge which the majority of the children in national schools profess to have gained is but small, but in general it has been acquired; in the parochial schools, the scholars almost universally fell short of the standard which they said they had reached.

Eastern district of South Dublin.

354. In the quarter of Dublin situated on the eastern side of Grafton-street, the number of primary schools is not very large, as might be expected in a district of which a large part is occupied by the wealthier classes. The part which the national system takes in education is here smaller than usual, especially in the case of boys. There is but one national boys' school, and that not very large. The girls' schools are, however, more numerous; the great convent school in Baggot-street, and two ordinary national schools, one in St. Andrew's parish and the other attached to a convent in Stephen's-green, educate a large number of girls; besides these there is a small national school in connexion with the Wesleyan chapel in Lombard-street. The school which is frequented by the most of the Roman Catholic boys, is conducted by the Christian Brothers, and is nearly as large as the Baggot-street convent school. There are several parochial schools, an establishment supported by the Irish Church Mission Society, and two endowed schools. One of these, on the foundation of Erasmus Smith, has already been mentioned; the other is called the Hibernian Marine School, and is not a primary school merely, but an orphanage for the children of seamen, and the course of instruction includes such subjects as navigation and elementary mathematics.

Lombard-street National School.

355. The only national school which I visited was the Wesleyan school in Lombard-street; it is held in a room under the chapel like the school in Blackhall-place, which it resembles in many other respects. I saw the school under very unfavourable conditions, as a school treat had been given on the previous day, and the attendance was very small. Only 21 children were present, and they were little more than infants; the school apparently was not visited by the police, as no mention is made of it in their returns. The school was taken into connexion by the National Board in May, 1868, but had been in operation for some years. The schoolmistress had been there since the beginning of 1864; she was not classed under the National Board, but had been continued in her post as a probationer; she was a Wesleyan. Of the children on the roll 23 were members of the Established Church, and 33 belonged to other Protestant denominations. The teacher's salary amounted to £37, of which sum the National Board paid £14, the manager, from funds collected by voluntary subscriptions, £10, and the school-fees amounted on the average to £13. The children seldom remain in this school after they reach the age of ten or eleven years but go to larger schools: this is little more than an infant school.

356. Not far from this school is the Irish Church Mission school for boys in Townsend-street, and the girls' school in Luke-street; the boys' school is called a ragged school, though why such a name should be given is not very clear, as the boys were far better clad than many of the scholars in parochial schools in other parts of Dublin, not to speak of National schools. The number of boys present was 89, out of 116 on the roll; the number present at the visit of the police was 109, of whom 75 were Protestants and 34 Roman Catholics. The master could not tell me the numbers of each religion; no distinction is made in the instruction given to the scholars, all are trained in "controversy" and are supposed to be Protestants. I was told that the first object of the school was to instruct the boys in religion, and that the end was so far attained that most of the scholars who attended regularly became conscientious Protestants, whatever their creed might have been before they came to this school. The boys who attend regularly are rewarded with clothes and food, and by this means a much better attendance is obtained at this school than at most others. The age of some of the scholars was more advanced than usual, but their proficiency in secular knowledge, though fair, was not at all remarkable. Irish Church Mission Schools, Townsend-st. and Luke-st.

357. In Luke-street is situated a large school for girls and infants, supported by the same society. Most of the girls are clothed, boarded, and educated; they are, of course, instructed in the principles of the Protestant religion. The schoolmistress told me that many of the children were Roman Catholics when they first came to the school, but that they generally became Protestants, and eventually she hoped Christians, under the influence of the instruction which they received. The chief aim of the school was to bring up the children in the religion which the promoters of the school considered to be correct, and no secret was made of this. Parents, therefore, who allow their children to go to the school can have no reason for complaint if they find that the children are educated in a different creed from their own.

358. The number of girls present was 54, and of these 21 were nominally Roman Catholics; the infants were not in school during the time of my visit, and therefore I did not find out how many were in attendance. The police returns give 63 as the number present in the girls' school, and 100 in the infants' school; 65 of the children were Protestants and 98 Roman Catholics.

359. The society has other schools in Dublin but I did not think it necessary to visit them, as I was assured that the same system was adopted in all.

360. St. Anne's parochial school, like St. Peter's, is independent of any except local control, and is a boarding as well as a day school. It contains separate departments for boys, girls, and infants, the two latter being day schools only. St. Anne's Parochial School.

361. The boys' school-room is sufficiently large, well-ventilated, and properly supplied with furniture. The number of boys present was forty-two, all of them Protestants; the number on the roll was seventy-two, including fifty-seven members of the Established Church, eleven Presbyterians, and four Roman Catholics. The system of the national schools is followed except with regard to religious instruction, all children being required to read Scripture daily, but the national school books are used, and the programme issued by the Commissioners regulates the course of instruction. Rather more than half of the boys present had reached the third or fourth class, and most of them came up to the standard of proficiency required from these classes. They wrote from dictation with more than usually correct orthography, and their arithmetical work was very fair. The boys were young, only one or two being more than thirteen years of age. Their proficiency is rather remarkable, when their age is taken into consideration; but it must be remembered that many of them are boarders, and consequently, regular in their attendance. The school is, however, one of the most efficient not only among parochial but among schools in general which I saw. The master had been trained at Kildare-place. His salary was £77 a year, and a residence, fuel, and gas were provided for him; but for this remuneration he undertook the care of the boarders as well as the day school. He had no assistance of any sort. Boys' school.

362. The infant school-room was a part of the same building as the boys' school. The number of children present was sixty-five out of 100 on the roll. Rather more than two-thirds of them were Protestants, the rest Roman Catholics. They were left in charge of one teacher only, but she seemed quite able to conduct the school. Her salary was £32, but no residence was provided for her.

363. The girls' school was held in a public room, known as Molesworth Hall. The girls were collected in one corner of the room, in which scarcely any school furniture had been placed. The number present was thirty-five out of sixty on the roll. Four of the scholars on the roll were Roman Catholics, but all who were present were Protestants. I examined the girls in the highest class. They wrote badly and were not very correct in spelling; in arithmetic also they were backward and very inaccurate. This department of the school was very inferior to the rest; but I think that the chief cause is the extreme difficulty of conducting a school at all in such a place and with such means as were provided for this school. The teacher had been trained at the Church Education Society's school in Kildare-place. Her salary was £30, but no residence was provided for her. Girls' school.

364. I did not see any more schools in this part of Dublin. The most important, viz., the Baggot-street school, the Christian Brothers', and the model schools of the Church Education Society in Kildare-place, were not included among those which were subjects for my inquiry, and of the rest those I have described are sufficient representatives. Other schools in the district.

365. In Moss-street, one of the narrow and crowded thoroughfares which lead from the City Quay, there is a private adventure school, which has already existed over seven years, and presents many points of interest. I did not visit the school personally, but I am able to supply the following authentic description:— Private school in Moss-street.

"The school is conducted in a room on the first floor, which is rather small for the number of scholars, although not open to more serious objection on this account than many of the National schools. The teacher is a Roman Catholic, and had never been trained in any institution. He seemed a quick, intelligent man, reminding one forcibly, by his manner and conversation, of the traditional description of the old Hedge schoolmaster. His pupils, according to his own account, average in number from forty to fifty. As their attendance is capricious, his arrangement with them is weekly. The 'beginners,' who constitute the largest number, pay 2*d.* a week; the 'spellers,' who average fifteen, 3*d.*; and the 'readers,' of whom there are six, 6*d.*; but he

quaintly says, that 'he looks upon himself as a rich man the morning upon which his weekly income, all told, reaches from six to seven or eight shillings.' The books used are Carpenter's Spelling Book and the Christian Brothers' books. The children were almost exclusively Roman Catholics, and daily learned their Catechism, which was explained to them by the master. There were two Protestants in the school, but they were required by the master to retire during the religious instruction of the Roman Catholic children. They were also permitted to bring with them any reading books which their parents might choose, and use them instead of the books of the Christian Brothers. The subjects taught were reading, spelling, writing, arithmetic, and the master laid special stress on his efforts to teach thoroughly the English grammar. The school being situated almost on the quay, and in the very midst of the chief resort of the shipping, it was not surprising to hear that some boys learned geometry, algebra, and the elements of navigation. He stated, also, that occasionally pupils of a more mature age came to be specially prepared in subjects connected with seafaring pursuits; and but for the assistance derived from this source, he would scarcely be able to maintain his position, humble as it is.

"It was not possible to examine any of the classes. The children seemed intelligent, and were much cleaner, neater, and more orderly than I should have expected. About one-third of those present were girls."

366. The apparently flourishing condition of such a school, situated in one of the poorest and most densely inhabited districts of Dublin, seems to indicate a deficiency in the school accommodation provided wholly or partly by the State. At the same time it must be observed that some of these scholars could not belong to that poorest class for which it is most necessary to provide the means of education. The regular payment of such fees as were required in this school is probably beyond the means of many parents; yet it is worthy of consideration whether a similar stimulus to regular attendance cannot be used in all cases.

367. With regard to the sufficiency of the school accommodation for the wants of the population I discovered nothing which conflicts with the general state indicated by the tables at the beginning of this portion of my report. No complaint was made of the redundancy of parochial schools, which are much less numerous in this part of Dublin. Dr. Dickinson, the rector of St. Anne's parish, in a letter, which will be found in an appendix, makes some important observations on the state of education in the district to which it is only necessary to refer.

Suburban district.

368. The semicircle of suburbs extending from Ringsend to Inchicore which I have included in the district of South Dublin consists of the towns of Ringsend and Irishtown, the parish of Donnybrook, and the towns of Rathmines, Rathgar, and Harold's-cross. Ringsend and Irishtown differ from the rest of the district. Their population is chiefly of the labouring class, whilst elsewhere the middle class element predominates. At Ringsend and Irishtown there are national schools and no others; in other parts of the district there are not many national schools, and only a few parochial schools, but a large number of schools of a superior class.

369. Ringsend town is inhabited by persons engaged in the docks and in factories or in fishing. It is situated on the property of Lord Pembroke, who gives very liberal support to the national school.

Ringsend School.

370. The school is vested in the Commissioners of National Education, and they have appointed J. E. Vernon, esq., Lord Pembroke's agent, manager of the schools. The history of the schools as related to me on the spot, is very remarkable. When the schools were established the Protestant rector of Donnybrook and the Roman Catholic parish priest agreed that they would support the schools and encourage the attendance of all children over whom they had any influence. The school then contained two departments, one for boys and the other for girls, and it was settled that the rector should appoint the teacher in one school, the parish priest the teacher of the other. Both of these clergymen are no longer living in the neighbourhood, and their successors do not follow the same line of conduct with respect to the schools. This statement, however, I have reason to think incorrect, as Mr. Vernon was entirely ignorant of such an arrangement. The tradition of the appointment of the teachers has, however, been observed, and the master of the boys' school is a Roman Catholic, whilst the head teacher of the girls' and the infants' schools are Protestants. Whether under the previous circumstances the attendance of children of all religions at this school was obtained I do not know, but during the last few years the attendance of Protestants has been decreasing. From information which I received from the manager of the national school in the adjoining district of Irishtown I should conclude that no great success had attended the efforts of the clergy. At present the proportion of Protestants attending the school is very small, though larger than in most National schools where the scholars are chiefly Roman Catholics. The total Protestant population of the district is not quite one-fourth of the whole, and therefore, not quite one-third of the Roman Catholic population. Of the boys on the roll of the school ninety-seven were Roman Catholics and only four Protestants, of the girls 129 were Roman Catholics and seventeen Protestants, and of the infants 136 were Roman Catholics and eighteen Protestants. It will be observed that the proportion of Protestants is larger in those departments of the school in which the head teacher is a Protestant.

371. Some additional information with regard to this school which Mr. Vernon has kindly supplied will be found in Appendix III. to my report.

372. The buildings are not very modern, and though kept in excellent repair and in good order, are not well suited to their purpose. The want of ventilation was very sensible, yet none of the rooms were occupied to the full extent of their capacity.

Boys' school.

373. In the boys' school, 76 scholars were present at my visit; the police found 111 scholars, of whom five were Protestants. Of the whole number in attendance I found that only four had reached the third class, and that the larger portion of the children was included in the first class. The master told me that very few of the boys ceased to attend school before they reached the second class, but that the number of those who advanced beyond the second class was not much larger. This argues ill for the state of education among the inhabitants of the place, and accounts for the unusually large proportion of persons unable to read or write. The age at which boys leave school is very early; as soon as they are able they go to sea in the fishing boats, whenever their services are required. Besides this attraction, there are factories of different kinds in which they can obtain employment. I examined the boys in the third and fourth classes, and some of those in the second. The result was most satisfactory. All were able to write well, and to spell with more than the usual correctness. The boys in the higher classes worked sums in the rules prescribed by the programme

correctly and rapidly; the boys in the second class were a little backward, but fairly correct in their work. The school appeared to be most efficiently conducted; the boys were very quiet and orderly, and the teachers, judging from a lesson to which I listened, well qualified for their posts. The number of classed teachers was three, and there was one monitor, all Roman Catholics. The head teacher had been trained in the model school, and was in the first division of the first class. He conducted the evening school also, and his annual salary from all sources amounted to £102, exclusive of a good service pension, which I understood the inspector had suspended. The portion of the salary paid by the National Board was £52, the manager paid him £30 on account of the day school, and £20 for the night school, but took the school-fees. A residence at the school was provided rent free for the teacher, where also his son, who was the first assistant, lived.

374. The night school was not in operation during my visit, but some returns which have since been forwarded to me show that the average attendance during the month of September was fifty-one, and that the average age was thirteen years. A copy of these returns will be found in Appendix III.

375. The master told me that the establishment of the Christian Brothers' schools in Westland-row had seriously injured his school. The class of boys who in former times used to remain at his school now attended these notwithstanding the distance at which they were situated. He gave me to understand distinctly that the parents were strongly recommended by their clergy to send their children to the Christian Brothers in preference to the National schools, because of the more religious training given by the former. Schools injured by the establishment of schools by the Christian Brothers.

376. The girls' school-room was not so large as the boys' room, and was rather crowded, though the number present, sixty-five, was considerably less than the number, ninety-five, which the room could accommodate. The number returned by the police was ninety-two, including five Protestants. Eight scholars had advanced beyond the second class, but I was told by the schoolmistress that the majority of the girls left school before they reached the third class. I examined the girls in the fourth class and some of those in the second. The writing and spelling were far above the average, and the knowledge of arithmetic, though limited in extent, was remarkably accurate. They worked the sums I gave them correctly, and were able to write down in figures a number of six digits which I dictated; this was an accomplishment which no other school children whom I saw possessed. The number of classed teachers was two, but no monitresses were employed. The head teacher was, as has been mentioned, a Protestant, but the assistant was a Roman Catholic, and on her their duty of giving religious instruction devolved. The head teacher had been trained in Dublin, and was in the first division of the first class; her salary amounted to £62, of which sum the National Board contributed £42, and the manager, £20; a residence at the school was provided for her rent free. Girls' school.

377. The infant school was the smallest of the three; it was held in a room of sufficient size, but not well ventilated. There was space for seventy-two children, the number present was sixty-four, out of 136 on the roll, the number present at the visit of the police was sixty-five, of whom five were Protestants. Five of the children had begun to read in the Second Book, and still remained in the infant school. The principal teacher was a Protestant, the assistant and the monitress, Catholics, and the religious instruction was almost entirely given by them, though when any Protestant children attended the head teacher instructed them. Her salary from the National Board was £24, and from the manager, £15, and a residence rent free was provided for her. Infant school.

378. This school was built, I was told, by the late Lord Herbert, and its chief local support is given by the agent of the Pembroke estate. The school is now vested and had been visited by the officer of the Board of Works in the early part of the year 1868. The amount contributed in the locality towards the teacher's salaries in 1866 was £117, besides £12 derived from school-fees. The aid given by the Board in the same year amounted to £237 8*s.* 4*d.*, but this includes the grant to the evening school, towards the expense of which the sum of £36 10*s.* 1*d.* was raised in the neighbourhood. Mr. Vernon has sent a full account of the sums expended on this school by Lord Pembroke's guardians since 1866, which, with the rest of his valuable information, will be found in Appendix III.

379. The Irishtown schools have not always been national schools, but were formerly in connexion with the Church Education Society. The local support was, however, insufficient to maintain the schools and they were placed under the National Board. They are non-vested. The patron is the Rev. Dr. Wall, the chaplain of St. Matthew's, Ringsend, who first established the school, collected the funds with which the buildings were erected, and is the patron. He sent me some valuable remarks on the state of education in this district, which will be found in Appendix I. to my report. Irishtown National school.

380. The school-rooms are large and well appointed, but not well ventilated. The boys' school-room is on the ground floor, the girls' on the floor above. In the boys' school sixty-four scholars were present out of 105 on the roll; the number returned by the police was only seven; so the school cannot have been in full operation when the attendance was counted. Boys' school.

381. Of the scholars on the roll ninety-three were Protestants and twelve Roman Catholics. A very large proportion of the scholars had reached the third class, and I was told that it was very unusual for boys to leave school finally before they had entered the third class at least. In this respect the school presents a marked contrast with the Ringsend school; probably the cause of the difference is the greater poverty of the children who attend the latter school. I examined the fourth class and part of the second, the same classes as I had examined at Ringsend, and I found that the boys were distinctly inferior. They attained, however, the average proficiency in the usual subjects. The head teacher was assisted by a monitor only. He had been the master of the school before it was placed under the National Board, and was continued in his post. He had been trained at the Church Education Society's school in Kildare-place, and, after examination, had been placed in the first division of the third class in the classification adopted by the National Board. His salary from the Board was £24, and from the school-fees and manager £40, also a residence was provided for him at the school.

382. The girls' school-room was smaller than the former, but still was large enough to accommodate not only the number of scholars generally in attendance, but also the whole number on the rolls. This was sixty-eight—sixty-four Protestants and four Roman Catholics. The number present at my visit was forty-three, of whom about twenty were little more than infants. The girls were, however, Girls' school.

younger and less advanced than the boys; only three had entered the third class. I examined these girls, and some of those in the second class, and they were, if anything, superior to the boys of the same standing in the other school. The schoolmistress was assisted by two monitresses. She had been trained in the model schools and was in the third division of the first class. Her salary amounted to £67, of which sum the National Board paid £30, the manager £30, and the school-fees supplied the rest. No residence was provided for her.

383. The school receives considerable local support. The private subscriptions in the year 1866 amounted to £52 14*s.*, and the sum of £11 13*s.* 8*d.* was collected after charity sermons.

Donnybrook. 384. In Donnybrook the parochial school on the foundation of Erasmus Smith is the only primary school. There are National schools at Milltown and other places at no great distance which the Roman Catholic children attend if they go to school at all.

Donnybrook parochial school. 385. The parochial school had not been in full operation during the first six months of 1868. The boys' school had been in a state of great disorder, because no schoolmaster could be permanently appointed. On the day of my visit twenty boys were present, fifteen Protestants and five Roman Catholics. The police found sixteen boys in attendance, of whom four were Roman Catholics. I examined the boys whom the master selected as the most advanced. They wrote very badly, their spelling was exceedingly bad, and though they professed to have made considerable progress in arithmetic, their knowledge of its first elements was quite worthless. The wretched state of the school was not so very unintelligible when the long-continued state of disorder is taken into consideration.

Girls' school. 386. The girls' school was much more satisfactory. It is held in a large, well-appointed room, which was kept in excellent order. The number of girls on the rolls was fifty-six; the number present was thirty-six, of whom four were Roman Catholics. I examined the girls in the highest class. They wrote from dictation and worked sums in arithmetic without making any mistakes, and answered my questions on the history of England and on geography with great intelligence. I saw some excellent dictation exercises which the younger girls had just written on their slates in the ordinary course of the school-work. The girls in the highest class were rather older than usual; but making every allowance for their age, their proficiency showed that they had been very carefully taught. The schoolmistress had no assistance. She had been trained in the National model schools and was placed in the second class when she passed the teachers' examination. Her salary amounted to £45, towards which the Board of Erasmus Smith contributed £30, and the rest was raised by subscription in the parish. A residence rent free, with gas and fuel, was also provided for her.

387. The school is supported principally by local subscriptions, the aid given by the Board of Erasmus Smith being limited to grants towards the teachers' salaries. In 1866 the local subscriptions and collection after the charity sermon produced about £75. Besides this sum the school-fees amounted to £7, and there is a small endowment producing rather more than £2 per annum.

Harold's Cross. 388. Of the rest of the suburban towns I visited Harold's Cross only. The places are much alike, and any one is a fair representative of the rest. At Harold's Cross there is a national school for boys, and attached to a convent there is a school for girls, in which the secular instruction is given by ordinary classed teachers, but the religious instruction is provided by the nuns.

National school. 389. The boys' national school is held in a room of sufficient size, but without means of ventilation except by the windows. The room was kept in excellent repair, and the furniture was very good. In the large room, and a small class-room, accommodation was afforded for 144 scholars, two less than the number on the roll. The number present at my visit was ninety-seven, the number returned by the police was ninety-eight. All the scholars on the roll were Roman Catholics. Rather more than one quarter of the boys present had passed through the second class and entered the higher classes; only five, however, had reached the fourth class. I examined them, and some of the boys in the second class, with most unusually satisfactory results. They wrote well, could spell correctly, and had reached the standard of proficiency in arithmetic required in the programme. They had some knowledge of geography, and answered my questions with great intelligence. This school was one of the best which I saw, and could hardly be improved except by the erection of new buildings. The teacher told me that many of the boys were the children of persons in comfortable circumstances, and that their attendance was fairly regular. Certainly the scholars showed none of those signs of poverty which can be so easily noticed in the city schools.

390. The number of classed teachers was two, and there were two monitors. The head teacher had been trained in Dublin, and was in the first division of the first class. His salary amounted to £91; the stipend paid by the National Board was £70, the manager gave him £12, and the school fees amounted to £9 on the average; no residence was provided for him.

St. Clare's National school. 391. St. Clare's national school is held in a large room of inconvenient shape, consisting of two parts at right angles to each other, either one of which would have been sufficiently large for the number of children present when I examined the school. This number was 72 out of 148 on the roll; the number returned by the police was 170, which must include an infant school which I did not visit. About one-fifth of the whole number of girls had reached the third class, and six of these were in the fourth class. Many of the girls were little more than infants, but I was told that almost all remained at school until they entered the higher classes, though the small proportion of the whole number contained in the higher class would seem to indicate a less satisfactory state of affairs. The girls in the higher classes wrote from dictation fairly, and their arithmetical work was tolerably correct; those girls in the second class, whom I examined, were comparatively inferior, especially in arithmetic. Still, on the whole, the school was efficient, though by no means equal to the boys' school which I had just before visited.

392. Two classed teachers and two monitresses formed the teaching staff. The head teacher had been trained in Dublin, and was in the third division of the first class; her salary amounted to £39, of which sum the school-fees produced £9, and the rest was paid by the National Board.

393. An orphanage is attached to the same convent, but is perfectly distinct from the school; only eight children were there when the police counted the attendance.

R. Macklin's school. 394. Ralph Macklin's school is on the edge of this district, but is within the city. I have already mentioned this school at § 35, as being very inefficient, and at the same time pretentious. The

scholars who attend are nearly of the same class as those who go to the parochial schools; but there are no poor children among them. I was told that parents preferred this school because attendance at it was supposed to indicate the social superiority of the scholars. The desire of obtaining the best instruction for the children could not have been the motive which prevailed when the school was selected, for it was one of the worst which I saw. I did not examine the girls' school; it is held in a room of the same house, which is not large enough, and utterly without ventilation. I visited it at the end of the day, and found the state of the atmosphere so intolerable that I could not remain there.

395. The schools are under the control of a board of trustees, of whom the Rector of Maynooth is apparently the active member, and visits the school once in every week. In answer to some inquiries which I addressed to him, he gave me the following information:—

"(1.) The endowment was originally given for a poor school, to be held on Sundays and Thursdays; but on the best legal opinion the trustees had made it a daily school.

"(2.) The annual amount of the endowment is at present about £150.

"(3.) The school embraces the objects of a primary and better class school. There is no fixed rule with regard to religious instruction; but the children of the Established Church are examined in Scripture and the Church catechism.

"(4.) The salaries of the master and mistress are £45 each, and their posts are held on the condition of the satisfactory discharge of the duties attached, which they have done most faithfully for many years."

396. This concludes my description of the primary schools in south Dublin which I visited. Most of the principal National schools have been mentioned, and all other schools to which my attention was directed. It must be remembered, however, that my account is but a partial representation of the existing means of educating the poor, because very nearly one-half the scholars attend the Christian Brothers, the convent, and the model schools, and these were expressly excluded from the list of schools, into the circumstances of which I was to inquire.

PART II.

Section IV.—4. Schools in the Suburbs of Dublin.

Suburbs of Dublin.

397. I now proceed to give an account of the purely suburban district, of which Kingstown is the chief place, and which consists of the towns of Blackrock, Booterstown, Monkstown, Dalkey, Kingstown, and the adjacent counties. I was unable to examine more than a part of the schools situated in the district, but the general similarity which I noticed in the schools which I saw leads me to think that no advantage would have been gained by extending my inspection to a greater number of cases.

398. The following tables drawn up in the same way as those relating to Dublin indicate the proportion of the children of school age who are attending schools, and the kind of schools most frequented.

Table L.—Attendance of Scholars on June 19, and estimated Number of Children of School age.

Booterstown, Blackrock, Monkstown, Kingstown, &c.

——	Established Church.			Roman Catholics.			Presbyterians, &c.			Total.			Per-centage of the whole number at School.		
	M.	F.	I.	M.	F.	I.	M.	F.	I.	M.	F.	I.	M.	F.	I.
National Schools, . .	1	–	–	267	258	154	–	–	–	268	258	154	23	22	21
National Convent Schools,	–	–	–	–	469	337	–	–	–	–	469	337	–	39	46
Convent Schools, . .	–	–	–	–	202	–	–	–	–	–	202	–	–	17	–
Christian Brothers' Schools,	–	–	–	354	–	–	–	–	–	354	–	–	30	–	–
Parochial Schools, . .	101	69	156	–	–	–	8	3	4	109	72	160	8	6	22
Private Schools, A,* .	34	59	83	–	52	–	–	–	–	34	111	83	3	10	11
Do., B,* .	241	51	–	165	8	–	6	13	–	412	72	–	36	6	–
Total, . . .	337	179	239	786	989	491	14	16	4	1,177	184	734	100	100	100
Estimated number of school age, . .	434	441	303	1,240	1,267	757	108	107	76	1,782	1,815	1,146	–	–	–
Per-centage present in the school, .	85	41	79	63	78	65	13	15	5	66	65	54	–	–	–

Large number of superior schools causes an apparent increase in the proportion of scholars.

399. The large proportion of scholars in attendance at private schools of a superior class is peculiar to this district. Many of the scholars are boarders, and come from other places, and their presence in these schools raises unduly the per-centages of the whole number of children which is in attendance at school. The tables indicate a larger attendance here than in any other place which I visited, but I was assured by persons living in the neighbourhood, and able to speak with authority on the subject, that the irregularity of the children who frequent primary schools is at least as great here as anywhere else. In the summer especially great difficulty is found in procuring at all frequent attendance. The national schools, excluding the convent schools, do not take as large a share as usual in educating the poor, and the absence of Protestant children from them is almost complete. This is not remarkable, because occurring in a district in which so many of the inhabitants are of the wealthier class, and no difficulty is found in collecting money to support schools. Indeed I was told by the manager of a parochial school, that so far from finding any difficulty in collecting funds for his schools, the money subscribed was more than he wanted.

* See paragraph 400 for an explanation of the classes of schools grouped as A and B.

400. The private schools mentioned in the tables are of two kinds. Those distinguished by the letter B belong to the superior class already mentioned, the rest entered as "private schools A," include two orphanages only. One of these is for Roman Catholic girls, the other known as the "Bird's Nest," is an establishment supported by the Society for promoting Irish Church Missions. I heard the school frequently mentioned with very various comments, but I came to the conclusion that it was unadvisable to make any personal inquiry into the objects and method of conducting the school.

Booterstown National school.

401. The schools which I visited were these: the national schools at Booterstown and Blackrock, the national convent schools at Booterstown and Kingstown, the Christian Brothers' school at Kingstown, and the parochial schools at Booterstown, Blackrock, Monkstown, Stillorgan, and Glasthule.

402. The Booterstown and Blackrock national schools are under the management of Monsignor Forde, the parish priest of Booterstown. The school at Blackrock contains departments for boys, girls, and infants. The school at Booterstown is for boys only. The building, which is vested in trustees, has been recently erected, and is exceedingly good. The accommodation is sufficient for a much larger number of scholars even than the number on the rolls. The number present was fifty-four, all of them Roman Catholics, but the police found fifty-seven scholars present, one of whom was a Protestant. The schoolmaster had no assistant and only one monitor. He had been trained in the model schools and was in the first division of the first class. His salary amounted in all to £82; of this sum the National Board paid £63, the manager £12, and the rest was derived from school-fees. No residence was provided. The teacher was able, however, to increase his income considerably by giving private instruction. The manager told me he believed that a great part of the teacher's spare time was spent in this sort of work. It is the only instance of the kind of which I heard; but it is strange that other teachers do not endeavour to help themselves in the same way. This means of adding to the teacher's salary would not be available in the country, where no persons are to be found desirous of receiving instruction; nor would any but teachers of high qualifications be likely to obtain private pupils, and they are not the class of teachers who are in most straitened circumstances.

Convent school.

403. The national convent school at Booterstown was in many respects very different from all other schools of the kind which I saw. The buildings were not too small; the chief room was more than sufficient to accommodate the number of children in attendance, and there was a class-room besides; but the ventilation was wretched, and the offices were so badly placed as to poison the air which entered by the door and windows. The number of children present was 119, the number on the roll 145, all of them Roman Catholics. All the scholars, both girls and infants, were collected in the large room, but I found the state of the atmosphere so oppressive that I was very glad to go into the class-room, which is detached from the main building, and there examine the class I selected. This was the third class, the highest in the school, and containing nearly a quarter of the children present. Many of the girls had been but lately promoted, and consequently the usual proficiency was not to be expected from them. After making every allowance, however, the fact cannot be disguised that the majority of the girls were quite unfit for the class. Some of them read very badly, many could not write properly, and their knowledge of arithmetic was very limited, as nearly half of them were unable to work a sum in simple multiplication. The school is attached to a convent of Sisters of Mercy. Two of the Sisters conduct the school with the assistance of four senior and nine junior monitresses.

Booterstown parochial school.

404. The Booterstown parochial school was a very small establishment. It contained separate departments for boys and girls. Fourteen scholars were present in one and twenty-three in the other. The boys were very backward; they could read, but their writing and spelling were both very poor, and their knowledge of arithmetic was very limited in extent. In this subject, however, their work was more satisfactory than in any other. Two boys were more than fifteen years old, and two others more than fourteen; so that a higher standard of proficiency might have been expected. The clergyman told me that the schoolmaster had a great difficulty to contend against in the extreme irregularity of the children. Their parents were servants or lodge-keepers in the neighbourhood, and did not reside there permanently, and of course took their children with them when they moved. Books or clothes were given to the children at Christmas as rewards for regular attendance, but they did not prove very effective. I did not examine the girls' school. It seemed very quiet and orderly, and was held in a good school-room well supplied with furniture. The teachers of both schools had been trained in the Church Education Society's model schools. They lived in the school-house and were provided with fuel and gas. The schoolmaster was paid £32 10*s.*, the schoolmistress £22 10*s.*, besides the small sum which was received in school-fees. The school was entirely dependent on local subscriptions, which were quite sufficient for its support.

Blackrock National school.

405. The Blackrock National school contains three separate departments for boys, girls, and infants, all of which occupy the same building. The girls and infants' schools are on the ground floor; the boys' school on the floor above. The school-house was in good repair; the rooms were more than sufficient for the number in attendance, and well supplied with furniture. In the boys' school there is accommodation for 186 boys in the large room and a smaller class-room attached to it. The room is lofty and well ventilated. The number of scholars present was sixty-nine; the number on the roll 124, all of them Roman Catholics, but the police found forty-five scholars only in attendance. Not quite one-fourth of the whole number of boys present had passed through the second class. I was told that most boys remained at school long enough to reach the third class. I examined the third and fourth classes and part of the second; the boys wrote very well from dictation, and were very accurate in their arithmetical work; they had reached the standard prescribed in the programme. These satisfactory results were especially creditable to the teacher, because the school had only been in operation for three days since the end of the summer holidays, and therefore the boys must have been very thoroughly taught. The master had two classed assistants, but no monitors. He had been trained in the model school and was in the third division of the first class. His class salary was £38. The manager paid him £20 annually, and the school-fees amounted to £7 10*s.*

Girls' and infant schools.

406. The girls' school-room was much crowded and was not so well ventilated as the last. The infants' school, which was close to the other, was of much the same character. The number of children present was 223, of whom 168 were in the first class and belonged for the most part to the infant

school. The number of scholars on the roll was 352, all Roman Catholics. The school was conducted by two Sisters of Mercy, who came over daily from the convent at Booterstown; they were assisted by one pupil-teacher, five senior, and six junior monitresses. The proportion of girls in the third class was about one-fourth of the whole number, and I was told that most girls reached the third class before they left school finally. None had reached the fourth class.

Local support given to these schools.

407. These schools were also under the management of Monsignor Forde; he told me that in addition to the aid granted by the National Board, he was able to collect sufficient funds to maintain the buildings in a proper state, and to make any addition or alteration that might be necessary, besides supplementing the salaries of the teachers, not only of these schools, but also of others situated in the parish.

Carysfort parochial school.

408. There is a small parochial school in connexion with the district church at Blackrock, but it is little more than an infant school. On the day of my visit thirty children were present, eighteen girls and twelve boys, two of them Roman Catholics. The schoolmistress said that when the boys were old enough they generally went to the Booterstown school, but that girls frequently remained with her. One or two of the boys remained at this school because their sisters were there, and the parents did not wish their children to be separated. The room was of good size, airy and light, but was not well supplied with furniture. The mistress lived in the house, and was provided with gas and fuel; her salary amounted to £24 annually.

Kingstown Christian Brothers' school.

409. At Kingstown the Christian Brothers' school, and a convent school in connexion with the National Board, are the most important schools. I visited the former on a very unfavourable occasion, when many of the boys were at the church assisting at the celebration of some festival peculiar to the place. I went over the school-room, and examined some of the boys who were present. The schools seemed to me to be almost exactly like those at Drogheda, which I have described in a previous part of my report. Some of the boys here were more advanced than any in that school. There was a class learning Latin in preparation for the entrance-examination at Maynooth; and the director told me that he had made arrangements for teaching French to some boys. The class of boys who attend this school was unusually mixed; many boys were the sons of tradesmen, who were in comparatively easy circumstances, whilst the parents of others were labourers in the harbour, and many of them exceedingly poor. The boys of this class were less regular in their attendance, and remained at school for a shorter period than the others, and very few of them reached the highest department of the school, but they were treated in the same way as the rest of the boys. No great objections were made by the parents to the association of their children with those of a different class; yet elsewhere I was assured that it would be useless to try to induce persons of what may be called the lower middle class to send their children to schools attended by the poor.

Mixture of classes in this school.

410. The number of boys present when the police counted the attendance was 354, all of them Roman Catholics. A Protestant had attended the school for some time quite lately without receiving any religious instruction, or joining in the devotional practices of the rest of the school, but he had left the school for another, because his solitary position among companions of another religion was intolerable. A similar reason may have weight with Protestant parents elsewhere in making choice of a school to which they should send their children. Indeed it has been mentioned to me more than once in the course of conversation, that a few Protestant children in a Roman Catholic national school might be perfectly protected from any attempt to interfere with their religion on the part of the teachers, but that no regulation could neutralize the effect of association with Roman Catholic children.

National convent school.

411. The convent school is conducted by nuns of the Dominican order, who also maintain a school of a higher class which is not in connexion with the National Board. The poor school is held in a large building detached from the convent, and which can be approached without passing through the ground in which the convent stands. The school is divided into three branches, an infant school, a school for girls who have passed through the infant schools, and another for girls who have come to school in a state of ignorance, and at an age too advanced for the infant school. This arrangement is in some respects excellent, as I have frequently found in large schools of this kind, that a class of little children contained a few girls of much greater age than the rest, and who were generally the most ignorant of the number. Not uncommonly these great girls had been placed in a class far too advanced for them, simply in order to save their feelings. All the school-rooms were good, and though well filled were not at all over-crowded. They were well provided with school furniture, and kept in excellent order. The proficiency of the girls whom I examined was not as great as might have been desired. They were decidedly inferior to most girls of the same standing in writing, spelling, and arithmetic. I selected the two higher classes in the upper school, which might have been expected to contain the best scholars, so that their unsatisfactory state argues ill for the efficiency of the rest of the school. I was unable to see the report book in which the daily attendance is registered. It was doubtful whether the roll had been taken, though the hour at which it ought to have been done was past, and no one seemed to know what had become of the books. The school, generally, seemed to want organization, and a more efficient staff of teachers. The number of children present when the police counted the attendance was 592, 340 girls, and 252 infants, all of them Roman Catholics.

Monkstown parochial school.

412. Kingstown is situated in the parish of Monkstown, but there are two parochial schools situated in the district, one at Monkstown and the other at Glasthule; the latter is in the district attached to the church at Kingstown, known as the Mariners' Church. Both are in connexion with the Church Education Society. The Monkstown school contains separate departments for boys, girls, and infants; the infants' school is not held at the same place as the others, and has no connexion with them, except that the manager is the same for all the schools. I visited the boys and girls' schools only. They are held in a large building near the church, containing a residence for the teachers as well as the two school-rooms. These are very good and well supplied with furniture; but the passages by which they are approached were very sensibly deficient in ventilation. The number of scholars on the roll of each school was the same—eighty-three, all Protestants; the number present in the boys' school twenty-eight, in the girls' school twenty-three; the corresponding numbers

returned by the police were twenty and twenty-one. I examined half the scholars in each school, including the two higher classes, the third and fourth. The boys wrote well, the girls fairly, from dictation; in arithmetic the boys were rather more advanced than the girls, but their work was not at all more accurate. Both boys and girls did fairly in this subject. History and geography were learnt, the latter with more success than the former. On the whole the school seemed to be fairly efficient; the boys' department in particular seemed to be in a satisfactory state. The master and mistress were married, and occupied the school-house. Their joint salary, including the master's stipend as parish clerk, was £80. Gas and fuel were provided for them. The master had been trained in the National model schools, but the mistress had received no special training.

Glasthule parochial school, visited in the company of the Inspector of schools in union with the Church Education Society.

413. I visited the school at Glasthule in company with the Rev. H. Hamilton, Inspector of the Church Education Society, when he made his annual inspection of the school. He kindly furnished me with a copy of the report which he made to the Society on the school; this will be found in the appendices to my report, and shows clearly what sort of supervision the Society exercises over schools in union with it. The buildings were very fair and quite sufficient for the number of pupils assembled. There are two rooms, one for boys the other for girls and infants. Fifty-three boys were present in the former, thirty-seven girls in the latter. At the visit of the police five days before ours forty-six boys, twenty-two girls, and eighteen infants were present.

414. Mr. Hamilton examined the lower classes in the girls' school very rapidly, promoted many of the scholars to a higher class, and then dismissed all the children. He then sent for the two higher classes from the boys' school, united them with the corresponding classes in the girls' school, and made them read the parable of the tares verse by verse. Their Bibles were taken away and they began to write the parable as well as they could from memory, with such an interpretation of it as they could invent or remember. Whilst they were thus engaged Mr. Hamilton examined the younger boys and made a large promotion. It should be noticed that a small gratuity is given to the teacher for every scholar promoted. The examination of these boys was as rapid as in the case of the same class of girls, and I could form no opinion of the amount of knowledge which the children possessed. As, however, the children remain at school long enough to reach the higher classes, the proficiency of the scholars in them is a sufficient test of the usefulness of the school. After the little boys had been dismissed the higher classes of boys and girls were called upon to show what they had written. They stood up in class and read in turns what had been written on the slates. The account of the parable they gave was very good and contained less imitation of Biblical language than I should have expected. Their comments were not very closely connected with the subjects, but consisted of vague generalities expressed in the ordinary language of sermons. Indeed I could not but think that the recollections of previous Sundays had supplied the material of most of the compositions. I should like to have seen the actual writing on the slates, but Mr. Hamilton seemed to think that any interruption of the ordinary course of the examination was undesirable. He afterwards read a list of words for them to spell, which most of them succeeded in writing correctly; but an exercise of this sort is not a good test of habitual accuracy in spelling. Long passages from Scripture were then repeated, and questions on other portions of Scripture which had been specially prepared were answered readily and well. The handwriting of the scholars was supposed to be sufficiently tested by an examination of the copy books, whilst they were working sums which Mr. Hamilton proposed. The last sum given was an example of compound long division, which two-thirds of the scholars finished correctly. Some elementary questions on geography and grammar, which were answered with intelligence, would have concluded the examination had not the schoolmaster obtained permission to ask some difficult questions in all subjects, in order to show the proficiency which the best pupils attained. One or two of the boys gave a fair explanation of the meaning of the terms longitude and latitude, and calculated the difference in time between two places whose longitudes were given, without understanding, as far as I could judge, the principle of the method they adopted. The impression which I received from this part of the examination was, that some of the more promising scholars had acquired a good deal of miscellaneous information, but it was not possible to estimate the real value of their knowledge. The school was considered by Mr. Hamilton to be one of the best of those in connexion with the Society, and my experience leads me to think that his opinion is just.

Stillorgan parochial schools.

415. The Stillorgan schools were mentioned to me by Mr. Hamilton as especially worthy of a visit, but he did not accompany me on this occasion. The schools contain separate departments for boys, girls, and infants. The two former occupy rooms which form part of the same building; the last is in a separate building. The boys and girls' schoolrooms were both of them excellent and in admirable order. The accommodation was sufficient for a considerably larger number of children. The number of scholars present in each school was the same—seventeen, all of them Protestants; the numbers returned by the police were, for the boys' school twelve, and for the girls' school nine. In both schools the scholars were more successful than usual in writing from dictation, but their knowledge of arithmetic was very limited and inaccurate, though not below the average of parochial schools. The infant school wanted ventilation, and was rather crowded; many of the children in it might have been transferred to the other schools with advantage, as they were far too old for an infant school. Children were kept in the infant school until they were able to read a book of the same difficulty as the Second Book of the series published by the National Board, and in consequence some of the infants were of tolerably mature age. In these schools unusual efforts were made to procure regular attendance, and prizes of books or clothes were annually given to the pupils who had attended the school most regularly. Books were the rewards preferred by most of the children, so that it may be easily believed that their condition was far removed from poverty. The number of teachers was three, one in each school; they had all been trained in the Church Education Society's school in Kildare-place. The salary of the schoolmaster was £40, including his stipend as parish clerk. The salary of the girls' schoolmistress was £24, and of the infant schoolmistress £21. A residence, with fuel, was provided for each of the teachers.

PART III.

Workhouse Schools.

416. I have now concluded the account in detail of my examination of ordinary schools, situated in the district assigned to me. There still remains one class of schools of which I visited a few specimens, but which are not intended for the population in general—workhouse schools. These are attended by children living in the workhouses only, and therefore, in constructing the tables which show the numbers of children actually at school, I have taken no account of workhouse schools. As the inmates of public institutions in which workhouses are included, form a class by themselves in the Census returns, any error in estimating the proportion of children of school-age actually in attendance at school by excluding those attending workhouse schools was avoided by omitting the inhabitants of public institutions from the sum of the population. Workhouse schools, attendance in them not included in the preceding tables.

417. The workhouse schools which I visited were situated at Naas, Drogheda, and in Dublin, where there are two workhouses.

418. All these schools, except the South Dublin workhouse school, were in connexion with the National Board. Grants of books were made to them on condition that the rules applying to non-vested schools were observed, and the Inspectors or other officers deputed by the Board freely admitted. No further assistance was given, the teachers' salaries, and other expenses connected with the school were borne by the rates.

419. I visited the school at Naas, but did not examine the children. The rooms were large and well appointed, very superior to the ordinary National school-rooms in every respect. In one room the girls and infants were collected, in the other the boys. The number of girls was fifty-five, and of male infants fifteen; the number of boys thirty, all of them Roman Catholics. None of the children were very old, and in this respect the school differed from all other workhouse schools which I saw. I understood, however, that when they were old enough the boys were sent to work in the fields for a portion of the day, and the girls engaged in household work. In the girls' school were two teachers, both of them classed according to the regulations of the National Board; the principal teacher was paid £25, the assistant £12, annually. The schoolmaster had no assistance; he also was a classed teacher; his salary was £30. All the teachers lived in the workhouse free of expense, but the children were considered to be under their charge out of school hours. The school was entirely separate from the rest of the workhouse, and the children were not allowed to leave their part of the building. Many of them, I was told, were orphans, or had been deserted by their parents. Naas workhouse school.

420. The school at Drogheda was, in many respects, like the last-mentioned school. The rooms were large, airy, and well furnished, but some of the scholars were much older than those in the school at Naas. The rule here was to keep both boys and girls in the school until they were fifteen years old, and then to transfer them to the adult ward. The school-hours were different from those generally adopted. Work in school lasted from nine o'clock until one, and the rest of the day was spent by those boys who were old enough in field work, and by the girls in household work. Many of them become habitual paupers; they leave the house for a short time, and finding life outside more disagreeable than they expected, return to the place which is to them their home. Their early life and education in the workhouse effectually prevents any such feeling of repugnance to the life of a pauper as is common among the poor who have not entered its walls. The children who have parents in the house, and who follow their parents in their frequent departures from the workhouse, return to it as hopelessly pauperized as those who always remain in the house, and lose the advantage of the education which regular attendance in the school affords. Drogheda workhouse school.

421. In the boys' school thirty-eight scholars were present, with one exception, all Roman Catholics. Eight of them were in the third class, the rest had not advanced so far; a larger number of boys ought to have reached the higher classes in a school like this, where the attendance is so much more regular than in ordinary schools, and where the boys remain to so late an age. The proficiency of the boys whom I examined was, however, unusually great. They wrote from dictation, and worked sums on paper for the first time in their lives, yet the results were very superior to those which I was accustomed to obtain. The boys were able to spell correctly and write legibly; their arithmetical work was in general correct, and quite as quickly done as in other schools. In the girls' school, thirty-five girls and four little boys were present; all of them Roman Catholics. Ten had reached the third class, and though not quite equal to the boys, were very superior to most girls of the same standing in ordinary schools. It should, however, be noticed that both boys and girls in this class were of considerable age; three of the boys were fifteen years old, and only two under eleven years; four of the girls were above twelve, and only three under ten years of age.

422. The schoolmaster had been trained in the model schools, and was in the second division of the third class; the schoolmistress had also been trained, and was in the same class. Their annual salaries were £25 and £20 respectively, and in addition to this they lived free of expense in the workhouse.

423. The schools of the North Dublin Union workhouse are divided into distinct establishments. The girls' schools are at the workhouse in North Brunswick-street, the boys' are situated in the suburbs of Dublin. The buildings of the latter are merely wooden sheds, which were used as habitations during one of the severe attacks of cholera which the city has suffered, and afterwards were taken by the guardians of the North Dublin union in order to relieve the crowding in the workhouse. The school accommodation consisted of three rooms which communicated by folding doors and could be thrown into one large room. They were very hot but fairly ventilated and not at all crowded, as the space was sufficient for 280 scholars, and the number actually present was only one hundred and fifteen. The furniture was sufficient and good, in fact everything had been done to make the rooms fit for their purpose, but without overcoming the radical defects of such a building. Still many ordinary National schools are worse lodged. The number of pupils on the roll, that is, the number of boys actually living in the house was 143, but some of them were absent from the school and at work when I made my North Dublin Union schools. Boys' school.

visit. The master told me that all boys above the age of twelve were kept in the school during half the day only; the rest of the time was spent in teaching them some trade. After the age of sixteen had been reached the boys were no longer retained in the school, but were transferred to the adult ward, unless some means of employment could be found for them. This, however, could seldom be done, as boys from the workhouse found it almost impossible to get masters to take them, and, in consequence, many of them became habitual paupers whilst they were still young. Others, who do succeed in getting work often return to the house in order to lead a life of comparative idleness. Some enlist, or go to sea, and they return to the workhouse less frequently than any others. The schoolmaster told me that the prejudice against workhouse boys was not altogether groundless. They were unaccustomed to really hard work, and were neither willing nor at first able to exert themselves in the same way as other boys who had been used to hard labour from a much earlier age. The education given in the workhouse schools is good enough to fit the boys for situations requiring something more than mere manual labour, but very few persons are willing to trust such boys; and thus these means of gaining an honest livelihood are unavailable. The prospects of these boys appear to be almost hopeless. No one could fail to notice the difference between the appearance of the scholars in this school and of the scholars in ordinary schools. Here the boys showed none of the signs of want and destitution, but they had a dull and almost brutal look, which I noticed nowhere else. About three-fourths of the whole number were orphans or deserted by their parents; the rest the children of paupers resident in the house. Nearly one-third of the boys present had reached the third class. Six were in the fourth class, but they were older than the rest. The boys could write and spell better than most boys of the same standing in other schools, and their arithmetic work was better; yet they seemed much less quick and intelligent than the boys usually met with in schools. The number of teachers was three, two of them Roman Catholic the other Protestant. The head teacher had been trained in the model schools, and was in the third division of the first class. All the teachers were boarded and lodged free of expense in the workhouse. The head teacher was paid £45, the second £40, and the third £35 annually.

Infant school.

424. There was an infant school for boys, which I did not visit, in which, according to the return made by the police, ninety-one children were present. The girls' schools are, as I have said, a part of the workhouse itself. There are two school-rooms; the larger used by the girls' school, the other by the infants' school. The latter was not at all crowded and in excellent order. The children were well clothed, and seemed much better cared for than the children in the ordinary National schools.

Girls' school.

The girls' school-room was large, airy, and very well supplied with furniture. The number of scholars present was 106, of whom eight were Protestants; many were of comparatively advanced age, and a fair proportion had reached the third or fourth class. I examined the third class, which contained twenty girls, the youngest of whom was ten years old and the eldest fifteen. They could read well and write fairly; their spelling was not very correct, and their knowledge of arithmetic was limited; but they did not fall below the average proficiency of girls in the same class. Better results might have been expected in a school where the attendance of a large portion of the scholars is so regular.

425. The teaching staff was large, consisting of the schoolmistress and two classed assistants, besides two girls who acted as monitresses without being paid for their services. All the teachers were Roman Catholics. The principal teacher received £35, each of the others £30 per annum; they lived free of expense in the workhouse. The infant schoolmistress received £20 besides board and lodging.

426. The girls were, of course, far better clothed than most of the scholars in ordinary schools and showed no trace of poverty or want, but they seemed far less bright and intelligent. I was told that no great difficulty was experienced in providing the girls with employment when they became old enough to work. Soon after the age of fourteen most of them were sent out as servants, no objection being made to them on account of their pauper education. Many, however, afterwards returned to the workhouse either because they did not like work or when they had left one place and were waiting for another. More than half of the girls were orphans or deserted children; the rest came into the house with their parents and left it again, commonly remaining out for very short periods only. To girls of this class, of course, the remarks just made do not apply.

South Dublin Union schools denominational.

National system of instruction adopted in the Roman Catholic school only.

427. The schools of the South Dublin workhouse are not in connexion with the National Board and are denominational, at least to such an extent that separate schools are provided for Protestants and Roman Catholics. The number of schools in the system is eight: an infant school for Roman Catholics of both sexes, a senior and junior school for Roman Catholic boys, and a school for Protestant boys of all ages, a senior school for Roman Catholic girls, two junior schools for Roman Catholic girls, and one school for Protestant girls of all ages. The National school books are used in the Roman Catholic schools, and the programme issued by the Commissioners is used to regulate the course of instruction; but in the Protestant schools the books used are the same as those commonly found in parochial schools. The Roman Catholic teachers had been trained at the National model schools, the Protestants at the Church Education Society's schools in Kildare-place. The two methods of instruction are here in operation under very similar circumstances, and an excellent opportunity is afforded of estimating their relative efficiency. It should, however, be noticed that although the children in the two sets of schools are of the same age, and living in the same place, yet the Protestant children are constantly changing, whilst most of the Roman Catholics remain in the house. Thus the Protestant teacher has to contend with the difficulty of irregular attendance which scarcely affects the Roman Catholic teachers. On the other hand, the proportion of teachers to pupils is very much larger in the Protestant schools than in the Roman Catholic schools. . All the school-rooms were very good and well supplied with furniture. The Roman Catholic schools were more crowded than the others, but in them there was space for more scholars.

Roman Catholic infant school.

428. The Roman Catholic infant school contained 120 children of both sexes and of all ages between two years and a half and seven years. The schoolmistress was assisted by three monitresses, who were chosen from the other schools, but were not paid for their work. The proportion of teachers to children is smaller in this school than in ordinary schools, but the children evidently did not suffer from want of care.

429. The junior girls' schools had been recently formed; the girls in each were of the same standing and age, and were only placed in separate schools because their number was so large. Formerly they had been divided according to their proficiency, but the present arrangement had been adopted with the hope of exciting some emulation between the teachers and scholars in the two schools. The number of scholars in one school was sixty-one, and in the other sixty-eight. In each one classed teacher conducted the school without any assistance except from monitresses who were not paid for their work. Some of the girls in each school had been placed in the third class, but fell short of the standard required in the programme. Their writing and spelling were indifferent, their knowledge of arithmetic limited and their work incorrect. Roman Catholic junior girls' schools.

430. The senior girls' school contained scholars in the fourth and fifth classes only. The girls in the higher class were not at all superior to the others as far as I could discover, and certainly all were inferior to girls of the same standing in ordinary schools. This was the case, notwithstanding the greater age of the girls in this school. Their writing was very bad, but for this the teacher alone was to be blamed, for she made them practise an illegible angular hand which she considered good; their spelling was very bad, but they were more successful in arithmetic. The number of girls present in the school was thirty-six; all were more than twelve years old, and some of them more than fifteen. Roman Catholic senior girls' school.

431. The Protestant school was almost the worst I ever examined; the girls read badly, wrote badly, could not spell, and were very ignorant of arithmetic; yet some of them were by no means young. The number of girls present was thirty, of all ages, from two or three years to sixteen. Protestant girls' school.

432. The Roman Catholic boys' schools were much like ordinary National schools of the same kind. The junior school contained boys in the first class and a few in the second, the senior school the rest. The number present in the junior school was ninety-four, of whom seventeen were in the second class. The teacher was assisted by two monitors who were not paid for their work. In the senior school sixty-six boys were present, of whom thirty were in the third class, and nineteen in the fourth. Some of them were more than fifteen years old, and none appeared to be less than eleven or twelve. The boys in the fourth class wrote well, and were able to spell tolerably; they worked sums in practice readily and correctly, the most satisfactory of all those which I examined. The schoolmaster was assisted by three unpaid monitors. Roman Catholic boys' schools.

433. The Protestant school was better than the girls' school, but not equal to the Roman Catholic boys' school. The boys in the highest class could write, but their spelling was bad; they had learned a little arithmetic and were able to work sums in the four simple rules correctly, but were not so successful with examples of the compound rules. The number present was twenty-one; the eldest boy was only fourteen years old, and some were little more than infants. The teacher was assisted by one unpaid monitor. Protestant boys' schools.

434. The salaries of the male teachers were equal, £35 a year; four of the female teachers received £25, but the teacher of the infant school only £20. They all lived in the workhouse free of expense, but were expected to take charge of the children at all times. Salaries of teachers.

435. The master of the workhouse gave me much the same account of the scholars in these schools as I had heard at the other schools. He said that the number of boys and girls who remained for a short time in the school was large, and their consequent irregularity in the attendence at school prevented any satisfactory progress. The Protestants, as I have already mentioned, were especially remarkable for the brief period during which they remained continuously in the workhouse.

436. These schools were certainly less efficient than those of the North Dublin workhouse, and the cause of the inferiority can, I think, be easily assigned. In these schools the proportion of teachers to children is much smaller than in the others, and the number of children who live permanently in the workhouse is a smaller fraction of the whole number present at any time. Thus the teachers have at once more children to teach and worse material to work upon. The arrangement of the schools adopted does not allow the teaching power to be used in the most efficient manner. The boys' schools, for instance, are divided into three distinct schools, each under a separate teacher. One teacher has eighty boys under his charge, another 100, and the third only twenty. If the smaller school were combined with either of the others, the two teachers would be able to conduct one school of 100 or 120 boys much more efficiently than the single teacher can now manage the school of 100 boys. In the girls' school also a combination which would allow two or more regular teachers to be present in the same room, would render the efficient performance of the work of teaching much more attainable. This method is adopted in the North Dublin schools. In the boys' school three classed teachers were provided for 115 boys, and they were all present in the same room so as to be able to give the greatest assistance to each other in the work of teaching. The arrangement in the girls' school is the same, only the proportion of teachers to scholars is larger; three teachers for 106 scholars. The North Dublin schools are visited by the Inspectors of National schools; the South Dublin schools have no such advantage. Comparison of these schools with the schools of the North Dublin Union.

437. This concludes the account of the schools which I visited in the course of my inquiry. I have endeavoured to give a plain narrative of facts which I observed, uncoloured by my own opinion. The result will I hope, enable the reader to form a just estimate of the sufficiency of the existing means of educating the poor in those districts to which my report relates.

438. The appendices which follow contain some important information relating to particular schools, and a collection of answers to a circular of questions which I sent to all persons living in the district who were likely to be interested in the subject of education. Much of the contents has been embodied in my report, but the original documents are, in many cases, worthy of study.

439. It only remains for me to express my sense of the courtesy which was shown me by all persons with whom I was brought in contact in the course of my inquiry. I must notice especially the assistance which the teachers of schools gave me in the work of school examination, and the readiness with which they supplied me with all information that I desired.

I have the honour to be, my Lords and Gentlemen, your obedient servant,

THOMAS KING.

Appendix I.

The following circular of questions with which I was supplied from the office I sent to all persons whom I thought likely to be able to give useful information on the different subjects mentioned.

The answers were not very numerous; all which extend beyond a few words are subjoined.

1. The means of education in your neighbourhood. Are they sufficient for the poorer classes?
2. Reluctance of parents to avail themselves of the existing means. When it exists is it due to the distance of schools, the amount of school-fees, want of confidence in the teacher's skill, religious and conscientious objections, inability to forego children's wages, or any other cause that you can assign?
3. Industrial occupations that prevail in your neighbourhood, and their effect on school attendance.
4. Plans for securing increased or more regular attendance.
5. Local aid that may be expected in providing proper and efficient schools.
6. Government aid. Is it ever abused or misapplied?
7. Comparison of schools aided by the State or unaided, in reference to efficiency.
8. Mixed education, *i.e.*, education of children of different religious denominations. Is it beneficial or otherwise?
9. Gratuitous education.
10. Schools for boys and girls. Is the popular feeling in favour of the head teacher being a master or a mistress?
11. Evening schools.
12. Ragged schools.
13. Infant schools.

On any one of the questions suggested, or on any subject connected with the question of primary education, I shall feel obliged by the full expression of your views.

From the Very Rev. J. Spratt, D.D., Patron of St. Peter's, Whitefriar-street, National Schools.

1. There seems to be sufficient school accommodation for the children in attendance.

2. There is no reluctance on the part of Catholic parents to send their children to schools under the management of the Catholic clergy or the Catholic religious bodies. They would not be willing to send them to schools under Protestant management, even to National schools. Beyond this I am not aware of any *reluctance* on the part of parents to avail themselves of the existing means of education; but there is frequently inability or indifference. The inability arises from poverty, consequent upon the often recurring want of employment. When the parents cannot find employment, as so frequently happens, and in some trades at certain intervals and for long periods, they are obliged to keep the children at home for want of clothing, and not unfrequently on account of insufficiency of food.

The apathy of the parents arises mainly from their own ignorance, in the first instance, and secondly, from their not perceiving any immediate benefit to be derived from education *in their humble callings*. No doubt, bad habits also are engendered when they are obliged to keep their children at home through poverty, so that, even when they again find employment, they do not avail themselves of their opportunities as promptly and punctually as if there had been no interruption.

3. The introduction of sewing and other machines has caused the withdrawal of a number of young girls at an earlier age than was hitherto customary, owing to the *immediate* remuneration given, no lengthened apprenticeship being necessary. This has the effect of allowing a much smaller number of children to attain to the higher classes in the female schools. With this exception the industrial occupations of the neighbourhood are only those of the ordinary trades, to which children are not put until the usual age, for serving their apprenticeship.

4. Two modes suggest themselves—the hope of reward and legal compulsion. There remains little to be done to render the schools attractive, while there is, as a rule, nothing to make them repulsive or objectionable; so that, speaking at least for the city, little can be done by local parties to render the attendance larger or more regular. To offer rewards to the parents for sending their children to school would entail enormous expense, not to speak of other and more objectionable results. One, then, naturally falls back on the power of the law. It is dangerous to have recourse to legal assistance to make parents avail themselves of so great a blessing as education; but when one walks through the streets of Dublin and sees crowds of children lying about idle, during school-hours, hearing and seeing everything from which they should be carefully guarded, getting, in fact, trained in vice, while their neglectful parents can offer no reason whatever for keeping them from school, it seems wrong to allow such a power for evil to rest in the hands of unforeseeing people. And indeed it must be admitted that such a law would not be a greater interference with individual freedom and parental right than many already in existence, such as Vaccination Act, Factory Act, &c.

5. Very little local aid may be expected in my neighbourhood in providing proper and efficient schools.

6. No such abuse or misapplication has come under my notice.

7. The principal schools attended by the Catholic poor, of which I am able to speak, unaided by Parliament, in the neighbourhood, are the Christian Brothers' schools—to the efficiency of whose system such high testimony has been borne, that it is almost unnecessary for me to add a word in its favour. It is to be noted regarding these schools, that they not only enjoy that confidence of the parents which is accorded to all schools conducted by the Catholic religious bodies, but, that their system of secular instruction seems to commend itself specially to the approval of the parents. I attribute this to the fact, that the Christian Brothers have aimed specially at giving effective instruction in the essential branches, reading, writing, and arithmetic, confining their junior classes to these subjects, and not extending their course until the children arrive at the higher classes, when, if their parents can allow them to remain at school, they are introduced to a more extended course. This system it must be admitted secures to the pupils solid instruction in the essential branches, and I think the parents like to see that done. In the National schools an opposite course is taken, the children, even when mere infants—being introduced to the abstruse subjects of English grammar, to geography, and many other branches. Another and the principal advantage which the Christian Brothers' schools possess over the National schools is that being unrestricted by any rule forbidding reference to religion during the hours of secular instruction, they are able to pursue a constant and unceasing system of moral and religious training of their pupils, check a tendency to any vice by the most effective means—the motives and aids of religion, and obtain a moral control over their pupils which is not permitted to the teachers of a National school, all of which tells on the tone of the school, and tends to render it efficient and popular.

8. In the city of Dublin there is practically no mixed education *outside* of the *model schools*. Each religious denomination has its own schools, and the parents of one denomination will not send their children to schools under the management of another; thus, in my neighbourhood the Catholic parents would not send their children to St. Bride's National school, because it is under the management of the Protestant Rector (otherwise one of the most popular and charitable gentlemen in Dublin), whilst on the other hand Protestant children are not sent to my schools. We are indeed *hampered by a code of rules* constructed for an imaginary mixed attendance, but in fact the schools are purely denominational. With regard to mixed education I would refer you to the resolutions presented by the Catholic hierarchy to Mr. Cardwell, when Chief Secretary for Ireland, as embodying the views of the Catholic clergy of Ireland.

9. In all cases in which the circumstances of the parents enable them to contribute towards the education of their children, I think payment should be enforced, as it tends to make them take a greater interest in the progress of their children, to see that they prepare their lessons at home, and attend school constantly and punctually. But I should be sorry to see the children deprived of the means of education on account of the poverty of their parents.

10. There are no such schools in the city of Dublin, except *infant schools*, in which, on account of the tender age of the children, female teachers are decidedly preferable.

11. Evening schools, have not on the whole, perhaps, been very successful—but no doubt they have a great many difficulties to contend with. I am not prepared to say that under very judicious management, and with adequate means of instruction some might not be carried on with advantage to the young men of the city. At the same time, as our boys are generally left at school till a tolerably advanced age, they do not stand so much in need of instruction as they would in a factory district, where there is a demand for labour at even the earliest age. This absence of manufacturing enterprise perhaps supplies another reason that evening schools are not so much required here—namely, that there are not so many opportunities for advancement to artisans having superior information on special subjects, and consequently no motive for the acquisition of such knowledge. I do not know that there are any evening schools for females in existence here. I should consider such decidedly objectionable.

12. There is, no doubt, a great deal of poverty among the class from which the children attending the National schools are drawn, and assistance in the form of food, and occasionally clothing, is often very much needed. But the parents have a decided aversion to availing themselves of ragged schools for the purpose of receiving such aid. They feel the distinction humiliating and degrading, especially when this distress is but temporary. It might be possible to give such assistance through the medium of the ordinary National schools, and it would doubtless induce greater regularity of attendance.

13. Infant schools may be regarded as an absolute necessity in the city. They serve to preserve the children from the numerous physical and moral dangers of the streets—affording them amusement and such instruction as their years admit of, while at the same time they relieve the parents from a troublesome and embarrassing charge, leaving them free to pursue their various avocations or attend to other domestic duties.

A few years ago infant departments were very rare, but so thoroughly have they been appreciated by the people that they have been added to nearly all the parochial and other National schools in Dublin, and are everywhere well attended.

John Spratt, D.D.

From the Rev. W. Purcell, C.C.

Sir,—In reply to your communication I shall endeavour to give you all the information in my power. I speak only of the neighbourhood of St. Patrick's schools.

1. I think the means of education are scarcely sufficient for the very poor, so numerous in and about Mecklenburgh-street.

2. Many parents do not send their children to school, because of their poverty and nakedness, many are exceedingly careless, and this arises sometimes from slothful habits, sometimes from drunkenness—now and again children cannot go to school, as they have to mind infants, go of messages, attend to sick brothers and sisters, but very frequently they "mitch." The school is very central. The very poor are admitted gratuitously, no fee asked. The teachers are industrious, attentive, and kind to the children.

3. There is no factory or place of that kind near the school. There is no industrial occupation for children under twelve or thirteen years of age.

4. Plans for securing increased and regular attendance might be the securing of employment for parents, getting clothes, and even breakfast for the more needy children. We have not means to do these things.

5. As to local aid, the people are ever giving charity. Through the goodness of the poor, and by "penny a week" collections, we succeeded in building St. Patrick's, and in supporting them until we placed them in connexion with the Board of National Education.

6. "Government Aid."—We get no aid from Government except the salaries for the teachers, who are poorly paid. There is no misapplication or abuse in disbursing this money.

7. Comparison, &c. I believe the Christian Brothers' schools, unaided by the State, as also some convent schools similarly circumstanced, rank higher as to efficiency than the schools aided by the State, with perhaps a few exceptions. Yet, I cannot see why schools aided by the State *cæteris paribus* would not rank as high in efficiency as other schools, and higher too.

8. "Mixed Education."—It is not suited for the proper instruction of our children. Denominational education is preferable; because religion, which is the groundwork of proper education, has its true position in the denominational system, and the fear of proselytism is removed.

9. "Gratuitous Education."—In such a wretchedly poor locality as Lower Mecklenburgh-street, the majority of the children, *the great majority*, must be taught gratuitously.

10. "Schools for Boys and Girls."—Except in infant schools, boys and girls should be educated separately. It is not a correct thing to have grown girls taught by a master in National schools, nor grown boys taught by a mistress, unless she have attained a certain age, or be a married woman. Whenever such must be done, as in some country parts, if the teacher be a prudent man and married, I believe the feeling is in favour of a male teacher.

11. "Evening Schools."—Such would be very desirable for boys and girls whose education was neglected in youth, or who have to earn a livelihood during school-hours in the day time.

12. "Ragged Schools."—The term is insulting to the poor. There must be poor schools in a city where there is such distress and such a want of employment.

13. "Infant Schools."—These, to my mind, are the most important of all schools. The proper training and moulding of the children at a very tender age, when the mind is open to good impressions, are of the first importance. If infant schools are well managed they lay the foundation of future good.

I have thus roughly given you my views. They are merely local, and they are the results of my limited experience.

I enclose a reply regarding local support received.

I have the honour to be your obedient servant,

William Purcell, C.C., Marlborough-street.

7th October, 1868.

From the Rev. W. Murphy, C.C., National Convent Schools, King's Inns-street.

Presbytery, Marlborough-street,
October 21, 1868.

Sir,—May I beg you to excuse me for having so long deferred to forward to you the answers which I have deemed it incumbent to give to the inquiries made by you in the sheet sent to me and which I now return.

1. The means, though considerable, might, if under proper supervision, be enlarged with advantage.

2. The reluctance of parents arises chiefly from their conscientious objection to place their children under the care of a teacher not of their own religion. It arises sometimes also from the difficulty found to exist in convent schools in procuring the classification which the acquirements of their children would easily obtain for them in model schools.

3. As no factories are in this immediate neighbourhood children are not kept from school by the occupation they afford.

4. The plans existing are the interest and vigilance exercised by the conductors of schools in inducing the children to attend and in endeavouring to get parents to second their efforts.

5. Already the Catholic population of the district are too heavily taxed for educational purposes.

6. Not that I am aware of; unless the vast sums spent on model schools, sums wholly disproportionate to the number of children attending them, are to be considered misapplication of public money.

7. Comparing the National schools with which I happen to be connected with those in the district not having Government aid the efficiency of the former is decidedly superior to that of the latter. This observation refers exclusively to the few female schools in this district, which are not connected with the National Board. The admirable boys' schools under the care of the Christian Brothers in this locality far surpass in every respect any National school of which I have any knowledge.

8. Mixed education is certainly not beneficial.

9. The education in parochial schools is, to a great extent, gratuitous, owing to the inability of parents to pay school-fees for their children.

10. Popular feeling would seem to be in favour of having teachers of both sexes in schools frequented by boys and girls.

11. Evening schools for girls, when under the care of ladies of a religious order, are productive of the best results to a class who are unable to go to day schools.

12. I have no experience of ragged schools.

13. Infant schools wholly indispensable.

In reference to query 4 it occurs to me to observe that the carrying out of any plan that would provide a residence for the teacher near the school would greatly tend to make children attend in larger numbers and with more regularity.

I have the honour to be your obedient servant,

W. Murphy.

From the Rev. J. Gaffney, S.J., Patron of St. Francis Xavier's National Schools.

Presbytery, Upper Gardiner-street, Dublin,
27th July, 1868.

Sir,—In reply to your circular of the 25th instant, on the subject of primary education, I have only a few observations to make, but shall be happy to afford you any information you may require with regard to the National schools under my care. I am of opinion—

1. That the means of education in this immediate neighbourhood are sufficient for the poorer classes.

2. That the attendance of children might and ought to be greater.

3. That the non-attendance of the children is chiefly to be attributed to the neglect of the parents.

4. That a good plan for securing increased and more regular attendance would be a proper distribution of rewards given to the children according to their attendance during the year, or half year, which would be easily ascertained by reference to the rolls in each school.

I have the honour to be your most obedient servant,

T. King, esq. John Gaffney, S.J.

From the Rev. C. L. Grant, Wesleyan Minister, Manager of Lombard-street National School.

8, Lower Abbey-street,
27th July, 1868.

Dear Sir,—I am in receipt of your circular of inquiry respecting primary education in Ireland and have pleasure in submitting my opinions on some of the points suggested. I should premise that by the usages of the Wesleyan Methodist Church ministers are changed from one place to another, at farthest at the end of three years, so that my answers cannot have an exclusive reference to any particular locality. As I have been twenty-two years a minister, and during that time occupied stations north, south, and centre of Ireland, for many years a member of the Education Committee, and taken a deep interest in everything touching primary education in Ireland, I may perhaps, claim some acquaintance with the subject. I shall take the inquiries in order.

1. So far as I know the means of education are sufficient in my present neighbourhood.

2. I have only known children to be kept from school from two causes; first, the extreme poverty of the parents, being unable to pay any

amount of school-fees; second, from the prodigality of parents, and their consequent indifference to the future well-being of their children. No instance occurs to me in which even the poorest members of the Methodist Church neglect the education of their children.

3. I am not aware that the industrial occupations of this neighbourhood prevents, in any measure, school attendance.

4. A compulsory system, with entire exemption from payment in cases of extreme poverty, are the only plans which I can suggest.

5. My experience is that local aid cannot to any extent be relied on, and that a much larger amount of Government aid is imperatively required. One special requirement is a large increase to the salaries of teachers.

6. The only tendency to abuse or misapplication of Government aid which I have known has been an endeavour on the part of certain religious communities to make Government aid to schools a direct or indirect means of promoting the spread and influence of their own peculiar views.

7. In my judgment the schools aided by the State, taken as a whole, are much more efficient as regards apparatus, method, fitness of teachers, and education given, than the schools maintained by the several religious denominations.

8. I am strongly, very strongly, in favour of mixed education. In my judgment the bane of Ireland is the intense zeal for creeds and forms of worship as such which prevail in this country. A spirit of exclusiveness in business, of general distrust, of religious hatred, are the results even now; but if this zeal were fed and fanned by the establishment of denominational schools, supported by the State, the evil would greatly increase. To unite the youth of Ireland during the period of education, whether in the college or in the village school, in my opinion would greatly contribute to the future peace and prosperity of the country. Primary schools, on the principle of the National model schools, or a purely secular system of education seem to be methods of most good and least evil for Ireland.

9. Am in favour of gratuitous education, at least for the working classes.

10. When the children of schools for boys and girls are advanced I think the popular feeling is in favour of the head teacher being a master; when the children are very young a mistress.

11. I have not any opinion on the subject of evening schools.

12. I am doubtful about the success of ragged schools as such in this country, but think the interest involved would justify an experiment.

13. The infant schools of the National Board are extremely popular and deservedly so.

The establishment by the Government of a class of schools intermediate between the National schools and the Queen's Colleges, in which ancient and modern languages as well as science would be taught, has for a long time seemed to me to be absolutely necessary to the completenesss of National education in this country, and also to the full efficiency of the Queen's Colleges. It would be difficult to overestimate the advantages which schools of this class would confer. The Royal schools do not answer the purpose desired. They are costly, denominational, and connected with Trinity College, Dublin, and their curriculum arranged accordingly. Other intermediate schools are either denominational, and therefore, unsuitable to a mixed community, or private, and therefore, too costly for the means of the lower grade of the middle classes.

Trusting that I have clearly expressed my views on the above subjects, and grateful for the opportunity of doing so,

I am, my dear sir, your obedient servant,

Thomas King, esq. C. L. Grant, Wesleyan Minister.

I asked Mr. Grant to explain his remarks in answer to question 6, and received the following reply :—

8, Lower Abbey-street,
28th July, 1868.

My dear Sir,—I am in receipt of your favour of the 27th instant and hasten to give you some explanation on the remarks you quote from my letter of the same date. You ask me to give you an instance of attempt to make Government aid a means of spreading religious opinions. Permit me to refer you to two books issued by the Commissioners of National Education in December, 1867, called the Second and Fourth Books, "revised," and thereby judge of the tendency of the teaching contained in the following extracts:

"Her *beads* while she *numbered*,
The baby still slumbered,
And smiled in her face as she bended her knee;
'Oh! blessed be that warning,
My child, thy sleep adorning,
For I know that the angels are whispering to thee;
And while they are keeping
Bright watch o'er thy sleeping,
Oh! *pray to them* softly, my baby with me.'"

—See Second Book, p. 180.

Again—

"Soon after the good lady *made the sign of the cross on her breast*, and having recommended to God the king and her youngest son, Thomas, who was present, gave up her spirit, which I firmly believe was caught by the holy angels and carried to the glory of heaven, *for she had never done anything by thought, or deed, that could endanger her losing it.*"—See Fourth Book, p. 171.

I have given the above extracts as specimens of the books named and underscored the parts against which every *Protestant* in the land will protest. Many of the pieces have attached to them the rather suggestive name of Dr. Newman. These books are the joint production (as compilers) of two Inspectors of National Education in Ireland, received the sanction of a majority of the Commissioners and the Lord Lieutenant, and cost the Government upwards of £3,000. You will judge what must have been the pressure used to obtain a result like this, and also whether it does not amply sustain what I have said of "an endeavour on the part of certain religious communities to make Government aid a direct or indirect means of promoting the spread of their religious opinions."

This was what I had chiefly in view in my letter of the 27th. I do not say it was the only thing I had in view, but as you asked me for "*an instance*" I have given this as one which you may search out without stirring up any bad feeling or placing individuals in painful positions; and I humbly venture to think you will see it is very suggestive.

With regard to the school under my patronage I think the average attendance is about thirty-five, but I am not very clear as to the exact figures. The time of vacation is fully expired but the school-room is being cleaned and painted and will not be finished till the end of this week. The delay is with the painter; he has taken two weeks longer than the agreement, and scarcity of work I believe is the reason why he has failed in keeping his contract.

I am, my dear sir, your obedient servant,

C. L. Grant.

Thomas King, esq.

P.S.—Perhaps I should add that in consequence of the remonstrances of some Protestant Churches in Ireland, the Commissioners have withdrawn the books complained of; but of course this does not, in the slightest degree, alter the fact; it is rather an admission on the part of the Commissioners themselves that the charge was well founded.

C. L. G.

From the Rev. R. H. Wall, D.D., Chaplain of the Royal Chapel of St. Matthew, Ringsend, and Patron of the Irishtown National Schools.

Irishtown.—Subjects of Inquiry proposed by the Commission of Primary Education in Ireland, 1868—Replies thereto.

1. I think they are—there are in the English town of Ringsend (or Ringsend proper) three schools, viz., boys', girls', and infant schools, under the National Board—the two former principally attended by Romanists—the last by Romanists and Protestants—and in the Irish town of Ringsend, where Her Majesty's Chapel of St. Matthew, Ringsend (commonly known as Irishtown Church), is situated, there are two, viz., a boys' and a girls' school, these are likewise under the National Board, principally attended by the children of Protestants. Lately there have been erected a school at Tritonville by the Presbyterians, and one at Sandymount by the Wesleyans. Of these last mentioned I am not able to say anything, having been unable since their erection, from delicacy of health, to take any active part in the affairs of the neighbourhood, farther than my own immediate duties are concerned when health permits, but I have no doubt they will be efficiently conducted.

Of the first five mentioned I consider they have been well managed, according to the views of the respective patrons—some Protestants occasionally are found to attend the boys' and girls' schools in Ringsend, and *vice versa* some Romanists attend the Irishtown schools, but this is generally a result from mixed marriages.

I would observe, however, that though all the schools of Ringsend and Irishtown are *bona fide* conducted in accordance with the rules of the National Board, as far as I could ever learn, yet, *practically* they may be considered denominational—the parents, through fear of interference with the religious principles of their children, or in many cases *without that fear*, but unwilling to act against the directions of their clergy, selecting the school prescribed by *them*.

On the whole, in reference to the subject of inquiry No. 1, the means of the neighbourhood *with the present aid* are sufficient, *without it* not, so far as literary education is concerned; but *industrial* education is sadly needed, and there is a wide field for it in these populous villages.

2. No one in this neighbourhood can complain of the distance of the schools.

When I came first to this neighbourhood in 1818, there was no school, except occasionally an attempt at establishing a private school by roomkeepers, and when after some time I attempted to build the house in which the Irishtown schools are now carried on, I could not procure in the neighbourhood a tenth of the sum required. By extern aid (collected I may say *undique* among my private connexions), the house was erected. Through the same channel the annual expenses were for some years maintained, and when this aid failed, it became necessary to close the schools until I got assistance from the National Board.

I should observe that the care of schools is unconnected with my official position as Chaplain of the Royal Chapel of St. Matthew, Ringsend—anything done in that way is *extra-official*; yet seeing the deplorable ignorance of the surrounding pauper population, I could not rest satisfied with confining myself to my actual duties. I collected as many children as I could, something between two and three hundred, out of whom not a dozen could read, and not double that number could say the Lord's prayer. Now, though most of the parents are anxious to have their children earning before they ought, yet very few of them leave school before they can read, write, and know something of arithmetic, and other useful matters usually taught in such schools. I have noticed, during a long experience, parents of all ranks, and none more than those least able to judge, express a want of confidence in the skill of the teacher, especially when the pupil wishes to leave the school, and assigns to the parent as a reason, that the "teacher does not know how to teach him," and *that*, perhaps, because said teacher requires him or her to evidence more diligence than he or she finds agreeable.

I do not believe that either here or in any part of Ireland the amount of school-fees required in National or parochial schools keeps any child away from school. On the contrary, the Irish undervalue any school, where education is given gratis. One penny per week (the fee required in National and parochial schools for primary education) deters no one that *wishes* to have his child educated.

I remember well the hedge schools in the country parts of Ireland, which were well attended in the wildest parts of the country, and where (notwithstanding the abuse which it has been latterly fashionable to heap upon them) a rough, but sound education was to be had. In these the fee varied from three pence to ten pence per week (according to the branches learned by the pupils), nor have I ever known an instance, in which the schoolmaster had to complain of being unpaid, though he were to let it run unpaid to the end of the quarter, or half-year. No, the humbler class of the Irish feel a pride in *paying* (no doubt as little as they can bargain for) for the education of their children; they *will not* have them called "poor scholars."

3. The only industrial occupations in the neighbourhood of Irishtown, which affects the attendance at the schools is FISHING. This often takes *boys* away altogether, or causes them to be irregular in their attendance. *Girls* are often kept at home to mind the house or rooms, and young children, while the mother is away on some industrial pursuit, or perhaps to bring their meals to fathers or brothers employed at work at some distance.

4. I have, when able to attend myself at the schools, tried many plans, but without success; nor do I see any that can succeed. The general bulk of the school pupils will, by good looking after, attend regularly, and must be taught in classes. To let some come or go away at one hour, and some at another for this or that call of *home duty*, would destroy the efficiency of any school. To meet such cases would require a distinct school-room, and distinct teachers; and, perhaps, even if such expense could be afforded, would not make matters a bit better.

The Sunday school, when they can be got to go to it, is the only remedy I see for this class for *girls*, and the night school for boys; but such persons are not easily induced to go to either. They generally acquire a *distaste* for learning.

5. I believe the only local aid that can be expected in the neighbourhood is already in requisition, viz., small private subscriptions and charity sermons.

6. I do not believe it is.

7. I have no hesitation in stating that it is my firm conviction, that (although it is not entirely what I would desire, yet perhaps as much so as the circumstances of the country will admit) the education afforded under the National Board, *through the aid of Government*, when fairly and honestly carried into operation, is the very best, that in my long experience I have anywhere met; and I farther volunteer an opinion, that, *under the modification of the rules*, for some years now existing, where the patron is so inclined, the pupils, whose parents desire it, can get as great an amount of Scriptural instruction, suited to their capacity, as reason or Scripture warrants the patron of any school to enforce. Where the parents refuse to have their children instructed in the Sacred Scriptures, I never could believe that either the State or the clergy of any denomination, have any right to force such instruction upon them. This, however, is very different from the rule, which at the first foundation of the Board (at least the interpretation of that rule), required the clergyman, if the patron of the school, to be the *instrument in turning out* the children from the room in which such instruction was being given.

While this duty of *driving away* any children was required of the patron, I declined seeking any aid from the Board, even though for want of funds I had to close the schools until I found the operation of the rule alluded to was so altered that it might be expressed in the words, "no restriction, no compulsion;" then I thankfully availed myself of the Government aid.

8. I myself believe that if the clerical element were more limited in its power of interference with the parents of the children, and the parents left to themselves to select the schools to which they would send their children, the system called "*mixed education*" is not only the best and most suited to the requirements of the country, but what nine-tenths of the parents of the humbler classes would prefer, and I am convinced that a patron of a school, of no extreme or party views, would be able to gather into his school that proportion of the children of all denominations. This view I hold from what very many of those who differ from me in religious opinions have often expressed to the following effect:—"We like the schools and the teaching, but you know we cannot go against our clergy." While this clerical interference is permitted, the schools will be practically denominational.

9. This answered in No. 2.

10. Not only in Irishtown, but as far as I know, the general feeling through all Ireland is so strong against having boys and girls meet for instruction, in the same room, that (unless in the Sunday school, and even there only when it cannot be avoided) it is only a matter of necessity arising from the poverty of the district that would cause parents to submit to have their children under the care of a teacher not of the sex of the pupils respectively.

11. Evening schools for young lads whose education has been neglected are of the greatest use, wherever they can be got up; but it is very difficult to induce those, for whom they are suited, to attend them; or a master who has been fagged in the day-school, to be efficient in the evening or night-school.

Against an evening school for girls there are insuperable objections. It would be likely to produce a vast amount of harm.

12. I have not had much experience of what *are called* ragged schools, but the very name is calculated to prejudice the parents *even of ragged* children in Ireland against them. In any of them that I have seen, the pupils were, nevertheless, far better clothed than many in the National or parochial schools.

13. I have had the experience of an infant school under my own patronage at Irishtown, for some years, and so convinced was I of its usefulness, that it was with great reluctance I gave it up, being unable to raise funds to support it, especially after the Hon. Sidney Herbert established one at Ringsend.

For an infant school I consider none but a female suited to be the teacher, and she (to be useful) should be of a respectable class, of good temper, great patience, and cheerful disposition, joined with steadiness and a natural love for children. Such a combination of qualities is not easily found in one person, and if found, in order to retain her, must be well paid.

The children, too, must be fed while at the school. All these requisites make infant schools expensive, if they are to be efficient; but they are worth the expense if it can be afforded. The advantages are numerous—the young minds are drawn out—their powers developed—their lungs exercised in cheerful noise, not in fretting and sullenness—not in crying all day and being beaten for it and into it by an ill-tempered mother or sister. They learn a great deal more, and retain it more lastingly than most people imagine they are capable of, in a way that keeps them amused, and their mothers or sisters are released from the care of them for so many hours of the day, and enabled to attend to the household and family concerns, which they could not if the young urchins were at home.

These advantages and many others quite independent of the moral and religious training which they get, should make it an object with any Government, to support liberally infant schools, as if they were the *foundation stone* of their whole educational system.

Moreover, the poorer the place, the more need is there for Government aid, which should not be withheld on the ground that no subscription can be raised in the locality. This being in my view, the very reason why Government should step in and do for the poor what they cannot do for themselves.

Indeed the same argument applies to all schools, and should cause a considerable modification in the rule which refuses aid in cases where the locality does not first contribute a certain amount. In many places the whole district is so poor, that the required amount can never be raised.

RICHARD H. WALL, D.D.,

Chaplain Royal Chapel of S. Matthew, Ringsend, and Patron of the Irishtown National Schools.

July 29th, 1868.

From the Rev. A. G. Ryder, D.D., Rector of Donnybrook.

St. Mary's, Donnybrook, September 1, 1868.

SIR,—I shall endeavour to reply to your queries *seriatim*.

1. There are two National schools and one Erasmus Smith "English" school in my parish, affording adequate means of instruction to the poor.

2. The Roman Catholic clergy naturally object to the attendance of children belonging to their Church at the Erasmus Smith school; hence those children are almost invariably withdrawn as soon as they can read. The "inability to forego children's wages" also operates adversely to a considerable extent, causing either total absence, or what is nearly as bad, very irregular attendance.

3. Fishing; bottle-works; iron-works; laundry.
4. See concluding remarks.
5. See answer to Circular "*A. C.*, 15."*
6. Not as far as my experience goes.
7. As a general rule schools aided by the State must excel in efficiency those depending on precarious or gratuitously administered funds.
8. In this parish the Erasmus Smith school and the Irishtown National school are attended almost exclusively by Protestants; the Ringsend, by Roman Catholics. Hence, I cannot answer this query from actual experience. But I am convinced that the "mixed education" system, if *faithfully and impartially administered by the State*, is calculated to produce beneficial results.
9. Gratuitous education, if not compulsory, appears to me objectionable. What is not paid for is seldom appreciated. Pupils who pay are much more regular attendants than free pupils.
10. A master for boys; a mistress for girls and very young boys.

On the general question of primary education, I am strongly inclined to think that it ought to be made, to a certain extent, compulsory. Many of the existing impediments might, I believe, be modified or wholly removed, if the system of "Morning school," was introduced, say from 6–9, A.M., in summer, and 7·30–9·30 in winter. The hours of subsequent instruction might be curtailed, and attendance during them left optional.

Girls ought to be trained systematically in household duties (including the economic cooking of food), and far more time assigned to sewing than is now done in our schools.

I incline to think that catechists should be appointed wherever practicable by the State, and charged with the duty of the religious instruction of the children of their own persuasion at stated hours. Such appointments being offered in the first instance to the clergy of the several districts, but if declined by them, being tenable by laymen or women.

The increased expenditure to which the above suggestions point might in time be wholly defrayed if the State would assume the control of the endowed schools, and apply their funds, in part at least, to the benefit of that class of the community whom they were originally intended to serve.

Your obedient servant,

ARTHUR G. RYDER, D.D., Rector of Donnybrook.

From the Rev. R. B. Stoney, Curate of Donnybrook.

1. Quite sufficient.
2. None of the reasons assigned in question 2 have much effect on the children's attendance, except the "inability to forego children's wages." Distance certainly has not, as many children both from Ringsend and Irishtown attend schools one mile and two miles distant, some because they have been in the habit of so doing for years—the school in Irishtown was shut for a time some years ago—or because they think the other schools are of a more advanced nature, and therefore suit them better. The reluctance in Irishtown and Ringsend of parents to send their children to school generally arises from either pure indolence, that will not take the trouble to have the children ready in time and to send them to school, or that the children in some cases are wanted at home for household work, and nothing surprises one more when walking through Ringsend than the number of children one sees playing about the streets during the hours of school. Of course this is partly accounted for, in Ringsend being a fishing village.
3. In the immediate neighbourhood of Irishtown there are two or three rope-walks, a foundry, a very large glass-making establishment, and one or two ship-building and boat-making establishments. These, and employment in the boats with their fathers or relations, generally take away the poorer children that do not become labourers or mechanics; clerkships, messengerships, and employment in shops, generally take away the better class of children at the age of fourteen or fifteen, and some become apprentices to the higher mechanical branches of trade.

The girls generally go out either as apprentices in shops or as dressmakers, or stay at home if there are but few children, assisting in the household work. The poorer girls go out as servants or stay at home till they are married.

Nothing strikes a visitant of the Ringsend and Irishtown schools more than the apparent youth of most of the children, particularly in the boys' schools. This is, I believe, the case with most town schools, and arises from the readiness of finding employment. The average age in the boys' school in Ringsend is about nine; I almost think a little under. Irishtown is about the same.

If there were more paid monitors to take their turn at *different* hours of the day, and so get some education themselves while being monitors, or if the education was of a higher nature than it is for the bigger boys, this would be much remedied I believe. At present when a boy has learned to read and write, and to work some sums, and knows a little geography and Euclid, he has not much more to learn, and therefore leaves the school on the first opportunity; whereas, did some of the boys stay on and get some good posts, some that would be considered prizes, the school would have a great impetus given to it.
4. I would give money rewards in the Irishtown school as is done in the Ringsend, and which is found to work very well, to those children who come in time, and who are well conducted.

I would give a special certificate at the end of the half year or year, and also when leaving school, to those children who had attended *really* regularly. There might also be one given for general good conduct.

I would allow children to come for half the day, the first or second half to be agreed on hereafter, and teach during that portion of the day reading, writing, and arithmetic, and only these. The other lessons and those to be learnt at home could be got over during the other half of the day.
5. Lord Pembroke would willingly assist, and does very largely assist, the Ringsend National school.

The best local aid is, I believe, to be found in a good attendance of respectable children.
7. The schools aided by the State are, as far as my experience goes, and I have been in a great number of schools, by far the best. This arises from (1) their having in general better buildings, a better supply of school materials, and better teachers, and (2) from the inspection being of such a superior order to any other I have ever seen.
8. Decidedly beneficial.

I would add as reasons:—

1. It teaches the children of the different denominations to live in peace and harmony, a thing which is necessary for them in afterlife, and it teaches them this from their very earliest years. Children sitting at the same form for years can hardly learn to hate one another in afterlife.
2. It teaches the Roman Catholic children that neither are the Protestants nor their clergy those irreligious, careless set that they are so often represented to be and *vice versa* the Protestant children.
3. As for an Established clergyman to have an objection to teach in a National school, it is simply preposterous; the children are there and he should be glad to teach them; besides, he does teach *under the very same conditions* when he undertakes the chaplaincy of a workhouse; and I never heard of a clergyman who had a conscientious objection, where well paid, to take the latter. He goes into the workhouse, promises to teach only the Protestant children, to speak to only the Protestants, and to do this at only the fixed or convenient time; and what else does the National Board require?
4. The National system of Ireland is *the system* that they are aiming at as perfection in England.
9. Perfectly gratuitous education is the worst thing possible; the children almost invariably come very irregularly. Something, however small, should always be charged, then the parents and children will value the education given.
11. There is an evening school in Ringsend which is, I understand, very successful.

ROBERT B. STONEY, Clk., Curate of Donnybrook.

5, Leahy's-terrace, Irishtown.

From the Rev. H. H. Dickinson, D.D., Vicar of St. Anne's Parish, Dublin.

1, Upper Merrion-street, Dublin,
August 11, 1868.

SIR,—I answer your inquiries on the subject of primary education as follows:—

1. The means of education in my own parish are—
   I. The parochial schools, boys', girls', infants' (day schools).
   II. The Kildare-place Model Schools, do.

These are sufficient for the parish.

2. There is no reluctance on the part of Protestants, but there are swarms of *Roman Catholic* children in the lanes and alleys of my parish who are left in ignorance, not from any "objection" on the part of parents, but from simple indifference; their priests do not look after the children, and do not appear to care whether they are educated or not, being only careful that they should *not* be sent to Protestant schools.
3. Industrial occupations have no effect; the only apparent occupation of the children who do not attend school, being street-idling.
4. In Ireland nothing will be effectual as regards Roman Catholic children, but the adoption of the compulsory system of education *for all* denominations, religion being, of course, *not compulsory*.
5. The local aid already given is liberal; I do not think that local aid would be given to Government schools in my neighbourhood, unless the *administration* of the system be better secured against alteration and tampering than the National Board, as at present constituted, *is*.
6. Government aid is, I believe, largely abused and misapplied in Dublin, and in Ireland generally. I have always been a strong and

* This refers to some information with regard to the amount of local support which is given to schools: the substance of Dr. Ryder's answer is given at page 62 of my report.

thorough advocate of the National Board *system*, but the abuses of it in the covert and indirect promotion of denominationalism in monks' and convent schools, have prevented me from ever identifying myself with a Board in which I have no confidence, whose functions ought to be merely executive, and are in fact mischievously legislative.

7. I have no doubt that schools aided by the State are superior in secular efficiency, *as a general rule;* but the constant superintendence of the clergymen will in particular cases (as I believe in my own and other parishes) secure a school's efficiency, and make it quite equal to that of a Government school.

8. I think mixed education is a good—the separation of children for religious teaching has been objected to as a continued and daily direction of the children's minds to the fact of their religious differences—but this seems a less evil than total separation; and companionship in secular education must have a tendency to promote kindliness and good will, and is, I think, so far beneficial.

9. Education ought not in my opinion be ever *gratuitous*, except in the case of infants. No fees are paid in my infant school. Boys and girls pay a penny per week.

10. Popular feeling is generally in favour of the head teacher being a master for boys; a mistress for girls.

11. I tried an evening school for about five years with fair success, and only closed it when pupils were drawn away to the evening school at Marlborough-street, which offered a wider curriculum.

12. "Ragged Schools," *as such*, I hardly approve of; I do not think raggedness should be a disqualification; but on the other hand, I do not think it ought to be in a sort advertised as a *qualification* for attendance. Better take them in, however ragged, and by penny clothing clubs, &c., teach them to be decent in dress, as in behaviour.

13. I think the number of teachers usually supplied to infant schools is inadequate.

I think that grammar as usually taught in our primary schools is the most profitless occupation of the pupils' time that could be devised, and I believe that instruction in common things should be much more aimed at than it is. The cultivation of music wherever practicable, I think of great importance, and for boys in rural districts, some knowledge of agricultural chemistry would be very useful.

I have always thought that the non-vested schools were a mistake, and I am convinced that if Government schools (so called instead of "National") had been established everywhere, on the principles of mixed secular, and non-compulsory religious education, the "conscientious objections" of priests and parsons would not have been brought forward, and being relieved from personal responsibility, and from scruples of conscience, clergymen of the Established Church, and perhaps Roman Catholic clergy too, would have generally adopted or fallen in with the Government system; just as they have done in the case of poorhouses and gaols.

I am, sir, your faithful servant,
HERCULES H. DICKINSON, D.D., Vicar of St. Anne's, Dublin.

Thomas King, esq., &c., &c.

From the Rev. R. Barton, Vicar of St. George's Parish, Dublin.

St. George's Parish.

SIR,—In reply to the list of questions contained in your printed circular of the 29th inst., I beg to state that there are in this parish four schools for the education of the children of the poorer classes, attended principally by the children of Protestants, namely, the parochial school in Portland-street, comprising a boys', a girls', and an infant school, under the superintendence of the clergy of the parish. The Summer-street schools, connected with the Free Church, under the superintendence of the Rev. John Hare. The Phibsborough schools, under the superintendence of the Rev. Francis Le Hunte. And the Retreat School, Drumcondra, under that of the Misses Smith. These schools, I believe, afford sufficient means of education for the children of the poor of this parish. The following answers have reference to the parish schools only.

1. I am not aware of any reluctance on the part of parents to avail themselves of the existing means of education.

2. There is an extensive brewery and a large baking establishment in this parish, but the employment of parents in these establishments does not appear to interfere with the attendance of the children in the parish schools.

3. Our present arrangements include examinations at certain periods in the year, when premiums are awarded to the children for regularity of attendance and superior answering in their classes.

A good meal once a day would be a great boon to many of the children, and would conduce to a more numerous and regular attendance. This we are unable to do from the means at our disposal, except in the case of the infant school.

4. The local aid for providing proper schools is given by those parishioners who subscribe to the school fund, which consists of dividends payable out of certain charitable bequests.

5. No Government aid.

6. I should suppose that schools aided by the State would be more efficient than those deriving no assistance from the Government.

7. Mixed education decidedly beneficial when it can be accomplished; but of late years the Roman Catholic clergy do not permit their children to avail themselves of the instruction given in our parochial schools.

8. Such of our children as can afford it pay one penny a week for their education. This money is added to the fund for providing premiums.

9. In the St. George's schools there is a master for the boys' school—and two mistresses, one for the girls' school, and one for the infant school. In this I believe we are in accordance with the popular feeling.

10. No evening schools.

11. No ragged schools.

12. A numerously attended infant school.

Your obedient servant,
RICHARD BARTON, Rector of St. George's.

July 31, 1868.

From the Rev. R. Vance, Vicar of St. Catherine's, Dublin.

Dublin, 24, Blackhall-street, 1st August, 1868.

SIR,—In reply to your printed circular of the 29th July, I beg to say that the means of education in my neighbourhood are superabundant, so much so that it is not at all uncommon for parents to remove their children from one school to another for the most trivial and sentimental reasons. In some of these schools the children pay a penny a week for instruction; in others, as in my own parochial schools, the instruction is gratuitous; in others again, not only is the instruction gratuitous, but the children who attend the school receive one meal a day; and, in addition to these three kinds, there is the ragged school. Again, as a general rule, each place of worship has a school in connexion with it.

One impediment to the instruction of the children pervades all these schools, viz., the removal of the children from school at the age of eleven or twelve years, with a view to the assistance which such children are able to give at home or the wages which they are then able to earn. Different plans have been tried to counteract or overcome this impediment, *e.g.*, night schools, which have not been successful in consequence of the children being too tired after a day's work to derive much benefit from the instruction at night. Then, the payment of monitors has been tried; but this method, operating at best only to a very limited extent, has not, from the small amount of money usually placed at the disposal of the master for such purpose, been found to be a sufficiently powerful corrective. An idea then occurred of giving orally a sort of homely practical instruction to the fathers and mothers themselves at what have been called "fathers' and mothers' meetings." This has been tried in St. Catherine's parish and with some success. But the success will greatly depend upon the superintendent of such meetings. However, I think there exists in society much latent energy that might be utilized for this purpose.

The plan adopted for securing regularity of attendance at St. Catherine's school is this. If a child has been present at or before ten o'clock on *each* day of the week a penny is set down to its credit at the end of the week, and the sum thence arising at the end of the year is added to the money value of the premium, which the child may have gained for distinguished answering, and then the resultant sum is given to the child either in clothes or books as the child or its parents may desire. In this way a sum of about £36 is annually given to the children of the school.

St. Catherine's schools are supported by private grants, generally of an old date, made by parishioners, the amount of these grants being supplemented by the proceeds of an annual sermon on behalf of the schools.

In the year 1854 a private Act of Parliament was obtained for the better protection and management of these school and other parochial funds. And although that Act of Parliament especially provided that the trustees thereby appointed of these funds should not interfere in ecclesiastical or educational matters, yet this proviso is found to be practically inoperative in consequence of the power left in such trustees to vary at their pleasure the salaries of ecclesiastical and educational officers. Hence, I would strongly recommend that in any legislation whereby the management of educational or ecclesiastical funds is intrusted to local boards, the meaning of the words "ecclesiastical and educational matters" and the meaning of "interference with such matters" should be precisely defined, if it be intended to confine such boards to financial matters, and to exclude them from interfering in matters of an ecclesiastical or educational nature.

I believe a united secular education, a separate religious education, and Government inspection, to be requisite and beneficial.

The master of my school answers Nos. 9, 10, and 13 of your printed circular thus—

"Gratuitous education is good in poor districts, but it always tells against the respectability of the school.

"The popular feeling is in favour of the head teacher being a master.

"Infant schools are very important in poor districts, where the mothers are generally employed at home or in some factory."

I have the honour to remain your faithful servant,
ROBERT VANCE, Vicar of St. Catherine's, Dublin.

From the Rev. T. S. Gray, D.D., Incumbent of Stillorgan.

Stillorgan Glebe, Blackrock, co. Dublin,
August 14th, 1868.

Dear Sir,—I herewith send my answers to some of the subjects mentioned in your printed form.

1. In *Stillorgan* the means of education are sufficient for the poorer classes; but a good school is much required at Newtown Park village in the same parish.
2. Inability to forego children's wages is the principal cause of irregular attendance.
3. Agriculture is the prevailing occupation, and at times it keeps many of the children from school.
4. I find attendance cards and annual rewards the best means of securing regular attendance.
5. The local aid that may be expected would not be more than *half* the sum necessary for the support of efficient schools.
6. No Government aid is received.
8. I have never found *mixed* education beneficial.
9. I think it a good plan to make those who can afford it pay, even though a small sum, for their children's education.
10. Mixed schools of boys and girls are not popular. Parents will not allow their daughters to attend them after eleven or twelve years of age. When two schools cannot be had then a master is preferable to a mistress.
11. An evening school is much needed, but we have no funds for the support of one.
12. Infant schools are most essential. We have one; another at Newtown Park would be most beneficial.

I consider the only plan of education likely to succeed in Ireland, and one that would, so far as my knowledge and experience goes, be acceptable to *all parties*, would be payment for results in secular education under Government inspection.

I remain yours faithfully,

Thomas Sill Gray, d.d., Incumbent of Stillorgan, co. Dublin.

Thomas King, esq., &c., &c.

From the Rev. J. F. Peacocke, Curate of Monkstown.

Monkstown, County Dublin,
9th September, 1868.

Sir,—In reply to your paper of questions regarding the state of primary education in this neighbourhood, I beg to offer the following remarks, premising that in what I say, I *refer exclusively to the Protestant portion of the population*, and the schools existing for their benefit.

1. The means of education I consider to be quite sufficient for the poorer classes. Protestant parents have every facility of procuring a good primary education for their children without any cost to themselves.
2. The parents, as a rule, show no reluctance to avail themselves of the existing means. The schools are sufficiently close to the homes of most of the children. There are no school-fees. The parents, as a whole, are sufficiently satisfied with the skill of all the teachers. No religious objections keep children of any Protestant denomination from the schools. Where there is reluctance on the part of the parents to send or keep their children at school it is caused by their finding them useful at home, or requiring what wages they can earn abroad to assist in the support of their families.
3. Fishing is the only industrial occupation that can be considered as affecting school attendance; this it does, to some extent, amongst the boys, who often, at an early age, at least for certain periods of the year, leave school for sea; employment as messengers, &c., by the gentry and shopkeepers also takes away many boys before they are sufficiently educated. These causes do not operate in the case of the girls.
4. The only plan adopted for securing more regular attendance is that of giving tickets at the end of each month to every boy whose attendance, conduct, &c., have been satisfactory, and at the end of the year those pupils who have obtained a certain number of tickets are given rewards. I consider that the attendance could hardly be *increased* to any appreciable extent, but it might be much more regular than it is.
5. Any amount of local aid that could reasonably be required for supporting efficient schools, is easily procured, the parish being wealthy.
6. Our schools receive no Government nor other public aid.
7. There being no schools in the neighbourhood receiving State aid, so far as I know, I am unable to make any comparison such as that suggested in this question.
8. I have no practical experience of the advantages or disadvantages of "mixed education" all the pupils attending our schools being, with one or two exceptions, members of the Established Church, but my opinion is, that as a system it is likely to work well only when the instruction given is confined to secular subjects during the whole of school hours. The system of separating the pupils of different religions for the purpose of religious instruction at a certain hour each day, as it seems to me, tends to neutralize in a great measure the benefit intended to be produced by united education, by keeping constantly before the minds of the children their religious differences.
9. The education given in our schools is entirely gratuitous. I am strongly of opinion that this is a mistake; where children can pay even a trifle for their education, they should be required to do it. I see the evil effects of giving education gratuitously in our male and female schools. The parents do not value it as they ought, nor are they so careful in sending their children regularly to school, as they would be if they had to pay fees however small.
10. I should say the popular feeling is decidedly in favour of having a mistress at the head of the girls' school, and a master at the head of the boys'. This has always been the rule in our schools, and I have never known anyone desire that it should be otherwise.
11. For many years there was a night school maintained in this parish at considerable expense. It did not prove as useful as it was expected it would have proved, though it afforded to young men who had left the daily school for situations, the opportunity of improving themselves with a view to their advancement. It was for several years maintained entirely out of the school funds, when it became necessary to retrench in expenditure. The pupils of this school were required to pay a small sum quarterly, and provide their own stationery. This they failed to do, consequently, after a time, the school was finally closed. I consider night or evening schools are calculated to be most useful to young men employed during the day, but they ought to be nearly, if not entirely, self-supporting.
12. I have nothing to remark on ragged schools, having no practical acquaintance with the working of them.
13. Infant schools are most useful institutions, and I have always found them to be thoroughly appreciated by the parents, as they relieve them of the care of their younger children for several hours each day. I have often been surprised at the amount of instruction that can be given to even very young children by an efficient teacher. Our infant school is the most entirely satisfactory and flourishing of our schools. There are 106 children on the roll, and yesterday there was an attendance of ninety.

I have the honour to be your most obedient servant,

J. F. Peacocke, m.a., Curate of Monkstown.

Thomas King, esq.

From G. Wolfe, esq. D.L., J.P. for the Counties of Kildare and Wicklow.

Replies to Queries.

1. In this immediate neighbourhood the means of education are sufficient.
2. Generally speaking, the parents are willing to send their children to school.
3. Mostly farming occupation and factory employment on a small scale. At the hay season, say two months in summer, the attendance at school is not so good as at other times.
4. I do not know of any.
5. None required at present.
6. None given except by National Board, which is fairly taken advantage of.
7. No comparison in this locality.
8. There are so few Church of England school children I cannot tell.
9. There is none in this parish.
10. The popular feeling is to have both male and female teachers.
11. In winter there is an evening school—it works well; in summer there is none.
12. There is no ragged school.
13. There is an infant school; it works extremely well, and is much valued by all classes.

Signed, George Wolfe, j.p. for Kildare and Wicklow.

APPENDIX II.

The following tables exhibit in a condensed form some of the results of my examination of schools situated in the district of Dublin.

The first table relates to National schools, the second to parochial and other schools of that class.

The first column of the first table shows the tenure of the school buildings, whether vested in the Commissioners of National Education (v.c.), or in trustees (v.t.), or the property of the manager (not vested).

The second column gives the number of scholars on the school-rolls, and their religion, on the day of my visit. This number, it will be observed, is always greatly in excess of the number present, and for this reason: it is the duty of the teacher to enter on the school-rolls the name, age, and religion of each child on the day of its first attendance, and to retain the name on the list until it has been observed that three months in succession have elapsed, during which the child has never attended the school. It is not difficult to imagine that the teachers would, probably from simple inadvertence, retain many names for a much longer period than that which is prescribed; and even if they did strike off each name rigorously as soon as they were justified in doing so, yet the excess of the number on the roll above the average attendance would be considerable, in consequence of the habit of attending school casually which has been acquired by so many of the scholars.

The fourth, fifth, and sixth columns relate to the teaching staff, and require no remark, except to explain the symbols by which the grade of the principal teacher is denoted. These are the same as those used in the rules and regulations of the Commissioners. The letter T indicates that the teacher has been trained at the model school, and the date is that of his appointment to his present post.

Of the columns which follow four are taken from the appendix to the report of the Commissioners; the fifth I calculated from the results contained in the four preceding. I call it an estimate of the expense per head of conducting the school, on the supposition that this is due to the salaries of teachers and monitors. No account of other expenses, such as the repairs of buildings, &c., appears to be generally kept.

The second table, which relates to the parochial schools, could not be drawn up in exactly the same form as the former. The information it gives is of a similar kind, and will afford some data for a comparison of the relative expense of the two systems, National and private. I could not, however, obtain in all cases copies of the accounts which I desired, and thus the table is imperfect. In making a comparison, also, it should be noticed that the expense per head, on account of teachers' salaries in the parochial school, is calculated without regard to the residence which is so frequently provided. The emoluments of the parochial teachers are, therefore, larger than the mere salary, and, consequently, the apparent expense incurred in conducting these schools is comparatively less than the expense incurred for the same object in the National schools. In some of the schools I have discovered, either from the report of the Church Education Society or from accounts supplied to me by the manager, the whole amount collected for their support in the year 1866. These sums are entered in the tables.

Table I.—National Schools.

Name of School.		Vested or not vested.	Number and denomination of Scholars on the Rolls.	Number present.	Number for which there is accommodation.	Grade, &c., of Principal Teacher.	Number of Assistants.	Number of Monitors.	Salary of Principal Teacher.	Aid granted by the National Board in Salaries, &c., during the year 1866.	Amount of Local emoluments in aid of Salaries, &c.	Total Expenditure on account of Salaries.	Average daily Attendance during the year 1866.	Expense of conducting the School per Scholar in attendance.	Observations.
St. Audoen's. Under the management of the Parish Priest.	m.	Not.	172 All R.C.	105	234 The schoolrooms are exceedingly bad.	2[1] T	1	1	£ s. d. 32 0 0 Nat. Board. 9 10 7 School fees. 8 0 0 Manager. 49 10 7 Total.	£ s. d. 63 15 0	£ s. d. 8 13 11	£ s. d. 72 9 11	62	£ s. d. 1 0 3 State aid. 0 2 9 Local funds. 1 3 0 Total.	
	f.	Not.	211 R.C. 1 Protest.	89	108	3[1] T	1	1	20 0 0 Nat. Board. 6 0 0 School fees. 26 0 0 Total.	50 0 0	4 6 2	54 6 2	43	1 3 3 State aid. 0 2 0 Local funds. 1 5 3 Total.	
Blackhall-place, Under the management of the Rev. J. Duncan, Wesleyan Minister.	mixed,	Not.	22 E.C. 30 Pres. 1 R.C.	22	128 Fair.	3[1] T	1	0	25 0 0 Nat Board. 20 0 0 School fees. 45 0 0 Total.	20 0 0	23 0 0	43 0 0	39	0 11 8 State aid. 1 2 1 Local funds. 1 13 9 Total.	
Blackrock. Under the management of the Very Rev. Mgr. Forde, P.P., V.G.	m.	Not.	128 R.C.	69	160 Two rooms—both good.	1[3] T 1854	2	0	38 0 0 Nat. Board. 7 10 0 School fees. 20 0 0 Manager. 65 10 0 Total.	82 15 0	26 6 0	109 1 0	88	0 18 9 State aid. 0 6 0 Local funds. 1 4 9 Total.	
	f. and i.	Not.	352 R.C.	168	— The rooms want ventilation, and are crowded.	—	1	11	—	92 18 4	11 4 2	104 2 6	242	0 8 6 State aid. 0 0 11 Local funds. 0 9 5 Total.	Conducted by Sisters of Mercy.
Booterstown. Under the management of the Very Rev. Mgr. Forde, P.P., V.G.	m.	V.C.	86 R.C.	54	150 Excellent.	1[1] T 1861	0	1	63 0 0 Nat. Board. 7 0 0 School fees. 12 0 0 Manager. 82 0 0 Total.	63 18 4	17 7 3	81 5 7	45	1 8 4 State aid. 0 7 11 Local funds. 1 16 3 Total.	
	f. and i.	Not.	155 R.C.	119	150 Very bad.	—	—	13	—	39 10 10	7 18 3	47 9 1	107	0 7 5 State aid. 0 1 5 Local funds. 0 8 10 Total.	Conducted by Sisters of Mercy
Bolton-street. Under the management of the Rev. J. J. Black, Presbyterian Minister.	m.	Not.	—	40 All Prot.	64 Badly ventilated.	1[3] T 1868	0	0	—	16 13 4	6 10 0	23 3 4	26	0 12 9 State aid. 0 5 0 Local funds. 0 17 9 Total.	This school was held in King's Inn-street in 1866. The scholars were chiefly Presbyterians.
	f.	—	—	31 All Prot.	64 Worse than the other.	1[3] T 1868	1	0	—	20 0 0	13 14 11	33 14 11	26	0 15 4 State aid. 0 10 7 Local funds. 1 5 11 Total.	

	m.	V.T.	25 E.C. 5 R.C.	25	91 Fair.	3[1] T 1868	0	0	24 0 0 Nat. Board. 36 0 0 Manager. 60 0 0 Total.	28 0 0	45 0 0	78 0 0	27	1 4 5 State aid. 1 13 4 Local funds. 2 17 9 Total.	A residence is provided for the master of the boys' school and the mistress of the infant school.
St. Bride's. Under the management of the Rector of the Parish.	f.	V.T.	33 E.C. 7 R.C.	22	91	Prob., 1843	0	0	14 0 0 Nat. Board. 20 0 0 Manager. 34 0 0 Total.	19 0 0	20 0 0	39 0 0	25	0 15 2 State aid. 0 16 0 Local funds. 1 11 2 Total.	
	i.	V.T.	151	96	56 Very small, and without ventilation.	3[1] T 1862	1	0	26 0 0 Nat. Board. 10 0 0 Manager. 36 0 0 Total.	34 0 0	10 0 0	44 0 0	53	0 12 10 State aid. 0 3 9 Local funds. 0 16 7 Total.	
	m.	Not.	351 R.C.	208	200 Fair.	1[3] T 1857	3	0	38 0 0 Nat. Board. 22 0 0 Manager. 60 0 0 Total.	104 10 0	53 1 10	157 11 10	216	0 9 2 State aid. 0 4 11 Local funds. 0 14 1 Total.	The expenditure on the boys' school and the evening school is included in one sum. The infant school was not in operation in 1866.
St. Catherine's. Under the management of the Parish Priest.	f.	Not.	420 R.C.	229	347 Good, but too large.	2[2] T 1861	3	0	24 0 0 Nat. Board. 12 0 0 Manager. 36 0 0 Total.	142 13 4	31 8 4	174 1 8	163	0 17 6 State aid. 0 3 10 Local funds. 1 1 4 Total.	
	i.	Not.	410 R.C.	301	107 Much too small.	3[1] T 1868	3	0	20 0 0 Nat. Board. 10 0 0 Manager. 30 0 0 Total.	—	—	—	—	—	
St. Clare's Convent,	f.	Not.	148 R.C.	72	195 A good room.	1[3] T	1	2	30 0 0 Nat. Board. 9 0 0 School fees. 39 0 0 Total.	80 5 10	—	80 5 10	64	1 5 1 Total.	No return of the school fees or other local support to the school is given in the Report of the Commissioners for the year 1866.
Harold's-cross, Under the management of the Very Rev. Dr. Meagher, P.P.	m.	Not.	146 R.C.	97	144 Good.	1[1] T 1858	1	2	70 0 0 Nat. Board. 9 0 0 School fees. 12 0 0 Manager. 91 0 0 Total.	102 6 8	25 3 2	127 9 10	92	1 2 3 State aid. 0 5 5 Local funds. 1 7 8 Total.	
Denmark-street, Under the management of the Very Rev. Dr. Dixon, O.P.	m.	Not.	All R.C.	152	525 Very unsuitable.	2[1] 1858	2	2	—	65 16 8	10 14 0	76 10 8	100	0 13 0 State aid. 0 2 4 Local funds. 0 15 4 Total.	
Lombard-street, Under the management of the Rev. C. L. Grant, Wesleyan Minister.	mixed.	Not.	23 E.C. 33 Prot.	21	126 Fair.	Prob., 1864	0	0	14 0 0 Nat. Board. 13 0 0 School fees. 10 0 0 Manager. 37 0 0 Total.	—	—	—	—	—	This school was not in connexion with the National Board in 1866.

TABLE I.—NATIONAL SCHOOLS—*continued.*

Name of School.		Vested or not vested.	Number and denomination of Scholars on the Rolls.	Number present.	Number for which there is accommodation.	Grade, &c., of Principal Teacher.	Number of Assistants.	Number of Monitors.	Salary of Principal Teacher.	Aid granted by the National Board in Salaries, &c., during the year 1866.	Amount of Local emoluments in aid of Salaries, &c.	Total Expenditure on account of Salaries.	Average daily Attendance during the year 1866.	Expense of conducting the School per Scholar in attendance.	Observations.
JOSEPHIAN CONVENT,	f.	Not.	All R.C.	106	125 Insufficient ventilation.	3[1] 1865	1	2	£ s. d. —	£ s. d. 49 17 9	£ s. d. 6 9 11	£ s. d. 56 7 8	67	£ s. d. 0 14 10 State aid. 0 1 11 Local funds. 0 16 9 Total.	
	i.	Not.	All R.C.	75	50 Arrangements incomplete.	2[2]	1	2	—	—	—	—	—	—	Not in operation in 1866.
MANOR-ST. CONVENT,	f.	Not.	220 R.C.	145	112 A good room, but overcrowded.	3[1] 1867	2	3	—	—	—	—	—	—	This school was not in operation in the year 1866.
	i.	Not.	279 R.C.	150	105	3[1] 1867	2	3	—	—	—	—	—	—	
SS. MICHAEL AND JOHN. Under the management of the Very Rev. N. Roche, P.P.	m.	Not.	276 R.C.	153	227 Excellent.	1[3] T 1864	3	1	54 10 0 Nat. Board. 23 0 0 Manager. 77 10 0 Total.	103 0 0	58 0 0	161 0 0	181	0 12 3 State aid. 0 5 6 Local aid. 0 17 9 Total.	The expenditure on the evening school is included.
	f. No. 1	Not.	106 R.C.	55	154 Very bad.	1[2] T 1866	0	1	36 0 0 Nat. Board. 10 0 0 Manager. 46 0 0 Total.	34 10 0	10 0 0	44 10 0	30	1 3 0 State aid. 0 6 8 Local funds. 1 9 8 Total.	
	f. No. 2	Not.	113 R.C.	61	154 Very bad.	2[2] T 1864	1	0	24 0 0 Nat. Board. 11 0 0 Manager. 35 0 0 Total.	40 0 0	11 0 0	51 0 0	50	0 16 0 State aid. 0 4 5 Local funds. 1 0 5 Total.	
	i.	Not.	343 R.C.	202	189 Bad.	2[1] T 1859	4	0	26 0 0 Nat. Board. 12 0 0 School fees. 38 0 0 Total.	90 0 0	12 14 1	102 14 1	128	0 14 1 State aid. 0 1 11 Local funds. 0 16 0 Total.	
	m. No. 1	Not.	139 R.C.	78	121 No ventilation.	2[1] T 1858	1	2	32 0 0 Nat. Board. 20 0 0 Manager. 52 0 0 Total.	72 13 4	30 0 0	102 13 4	73	0 19 11 State aid. 0 8 2 Local funds. 1 8 1 Total.	
	m. No. 2	Not.	163 R.C.	80	134 Dirty, without ventilation.	3[1]	1	0	24 0 0 Nat. Board. 12 0 0 Manager. 36 0 0 Total.	36 0 0	22 0 0	58 0 0	60	0 12 0 State aid. 0 7 4 Local funds. 0 19 4 Total.	
ST. MICHAN'S. Under the management of the Parish Priest.	f.	Not.	93 R.C.	45	85	2[1] T 1852	1	0	26 0 0 Nat. Board. 2 19 1 School fees. 28 19 1 Total.	36 0 0	7 19 1	43 19 1	38	0 19 0 State aid. 0 4 2 Local funds. 1 3 2 Total.	

	i.	Not.	252 R.C.	123	105 Very bad.	3[2] T 1852	2	0	16 0 0 Nat. Board. 10 0 0 Manager. 26 0 0 Total.	62 10 0	18 0 0	80 10 0	93	0 14 2 State aid. 0 3 1 Local funds. 0 17 3 Total.	
North Anne-street,	i.	Not.	173 R.C.	105	78 Bad.	2[2] 1856	2	0	24 0 0 Nat. Board. 10 0 0 Manager. 34 0 0 Total.	59 13 4	14 0 0	73 13 4	117	0 10 2 State aid. 0 2 5 Local funds. 0 12 7 Total.	The school is under the same manager as the preceding school.
St. Nicholas. Under the management of the Parish Priest.	f. No. 1	Not.	192 R.C.	108	150 A good room.	2[2] T	2	3	24 0 0 Nat. Board. 7 0 0 School fees. 31 0 0 Total.	90 3 4	12 0 0	102 3 4	107	0 16 10 State aid. 0 2 3 Local funds. 0 19 1 Total.	
	f. No. 2	Not.	148 R.C.	101	150	1[3] T	2	2	30 0 0 Nat. Board. 7 0 0 School fees. 37 0 0 Total.	93 13 4	12 0 0	98 13 4	102	0 18 5 State aid. 0 2 4 Local funds. 1 0 9 Total.	
	i.	Not.	306 R.C.	185	159 Small and without ventilation.	1[2] T	3	2	36 0 0 Nat. Board. 7 0 0 School fees. 43 0 0 Total.	86 18 4	12 0 0	105 13 4	158	0 11 0 State aid. 0 1 6 Local funds. 0 12 6 Total.	
	m. No. 1	Not.	162 R.C.	59	139 A large well-constructed room.	2[1] T 1859	1	1	32 0 0 Nat. Board. 5 14 4 School fees. 5 0 0 Manager. 42 14 4 Total.	—	—	—	60	—	This school was taken into connexion by the National Board during the year 1866. There is a residence for the master of the boys' school.
	m. No. 2	Not.	138 R.C.	77	109	3[1] T	2	0	20 0 0 Nat. Board. 7 6 0 School Fees. 27 6 0 Total.	—	—	—	56	—	
St. Patrick's. Under the management of the Rev. W. Purcell, C.C.	f.	Not.	137 R.C.	63	109	3[1]	1	1	20 0 0 Nat. Board. 8 8 0 School fees. 3 0 0 Manager. 31 8 0 Total.	—	—	—	54	—	
	i.	Not.	160 R.C.	81	78	3[1]	2	0	20 0 0 Nat. Board. 8 10 0 School fees. 3 0 0 Manager. 31 10 0 Total.	—	—	—	66	—	

TABLE I.—NATIONAL SCHOOLS—*continued.*

NAME OF SCHOOL.	Vested or not vested.	Number and denomination of Scholars on the Rolls.	Number present.	Number for which there is accommodation.	Grade, &c., of Principal Teacher.	Number of Assistants.	Number of Monitors.	Salary of Principal Teacher.	Aid granted by the National Board in Salaries, &c., during the year 1866.	Amount of Local emoluments in aid of Salaries, &c.	Total Expenditure on account of Salaries.	Average daily Attendance during the year 1866	Expense of conducting the School per Scholar in attendance.	Observations.
								£ s. d.	£ s. d.	£ s. d.	£ s. d.		£ s. d.	
ST. PAUL'S. Under the management of the Parish Priest. — m. No. 1	Not.	180 R.C.	102	150 All the rooms were very bad.	1st T 1850	2	2	56 0 0 Nat. Board. 7 10 0 School fees. 18 0 0 Manager. 81 10 0 Total.	82 0 0	33 1 6	115 1 6	114	0 14 3 State aid. 0 5 11 Local funds. 1 0 2 Total.	The expenditure on the evening school is included.
m. No. 2	Not.	131 R.C.	67	150	1st T 1868	0	1	38 0 0 Nat. Board. 2 0 0 School fees. 10 0 0 Manager. 50 0 0 Total.	71 16 8	8 17 3	80 13 11	62	1 3 2 State aid. 0 2 10 Local funds. 1 6 0 Total.	
f. No. 1	Not.	141 R.C.	82	91	1st T 1848	1	1	45 0 0 Nat. Board. 6 0 0 Manager. 51 0 0 Total.	77 18 4	16 4 0	94 2 4	79	0 19 9 State aid. 0 4 1 Local funds. 1 3 10 Total.	
f. No. 2	Not.	84 R.C.	58	91	2nd T 1858	0	0	24 0 0 Nat. Board. 4 0 0 Manager. 28 0 0 Total.	35 3 4	6 5 0	41 8 4	42	0 16 10 State aid. 0 2 11 Local funds. 0 19 9 Total.	
i.	Not.	155 R.C.	85	91	2nd T 1855	1	1	26 0 0 Nat. Board. 6 0 0 School fees. 32 0 0 Total.	67 16 8	10 2 6	77 19 2	81	0 16 9 State aid. 0 2 6 Local funds. 0 19 3 Total.	
ST. PETER'S, Whitefriar-street. Under the management of the Very Rev. Dr. Spratt. — m. No. 1	Not.	91 R.C.	64	169 Very bad.	2nd T 1861	0	0	28 0 0 Nat. Board. 5 1 1 School fees. 33 1 1 Total.	54 6 8	4 12 6	58 19 2	56	0 19 5 State aid. 0 1 8 Local funds. 1 1 1 Total.	
m. No. 2	Not.	243 R.C.	114	169	1st T 1864	1	0	38 0 0 Nat. Board. 8 0 0 School fees. 46 0 0 Total.	62 0 0	14 10 11	76 10 11	66	0 18 9 State aid. 0 4 5 Local funds. 1 3 2 Total.	
f.	Not.	269 R.C.	114	225 Not fit for a school.	2nd T 1852	2	3	26 0 0 Nat. Board. 16 0 0 School fees. 42 0 0 Total.	81 10 0	25 13 2	87 3 2	108	0 11 5 State aid. 0 4 9 Local funds. 0 16 2 Total.	
i.	Not.	500 R.C.	260	297	1st T	3	2	30 0 0 Nat. Board. 10 0 0 School fees. 40 0 0 Total.	114 5 0	10 0 0	124 5 0	182	0 12 7 State aid. 0 1 1 Local funds. 0 13 8 Total.	

	m. No. 1	V.T.	127 R.C.	55	96 All the rooms were good.	1ª T 1857	1	2	59 10 0 Nat. Board. 20 0 0 Manager. 79 10 0 Total.	100 14 2	35 10 0	136 4 2	85	1 3 9 State aid. 0 8 4 Local funds. 1 12 1 Total.	
	m. No. 2	V.T.	93 R.C.	36	51	2¹ T 1862	0	2	32 0 0 Nat. Board. 16 0 0 Manager. 48 0 0 Total.	62 12 6	19 13 4	82 5 10	43	1 9 2 State aid. 0 9 1 Local funds. 1 18 3 Total.	
PHIBSBOROUGH. Under the management of the Very Rev. Dr. Dixon.	f.	V.T.	107 R.C.	52	165	3¹ T 1868	1	2	20 0 0 Nat. Board. 8 0 0 Manager. 28 0 0 Total.	99 0 0	19 0 0	118 0 0	83	1 3 10 State aid. 0 4 7 Local fund. 1 8 5 Total.	
	i.	V.T.	171 R.C.	78	128	2¹ T 1868	2	2	26 0 0 Nat. Board. 10 0 0 Manager. 36 0 0 Total.	52 13 4	7 2 7	66 15 11	84	0 14 3 State aid. 0 1 8 Local funds. 0 15 11 Total.	
	m.	Not.	89 E.C. 12 R.C. 4 Pres.	64	126. No ventilation.	3¹	0	1	24 0 0 Nat. Board. 40 0 0 Manager. 64 0 0 Total.	40 0 0	35 0 0	75 0 0	65	0 12 4 State aid. 0 10 9 Local funds. 1 3 1 Total.	A residence is provided for the master.
IRISHTOWN. Patron, Rev. R. H. Wall, D.D.	f. and i.	Not.	59 E.C. 4 R.C. 5 Pres.	43	105	1ª T 1865	0	2	30 0 0 Nat. Board. 7 0 0 School fees. 30 0 0 Manager. 67 0 0 Total.	43 0 0	20 0 0	63 0 0	47	0 18 3 State aid. 0 8 6 Local sources. 1 6 9 Total.	
	m.	V.C.	197 R.C. 4 E.C.	76	173 Fair.	1¹ T 1856	2	1	52 0 0 Nat. Board. 50 0 0 Manager. 102 0 0 Total.	122 10 0	86 10 1	209 0 1	167	0 14 7 State aid. 0 10 5 Local funds. 1 5 0 Total.	Residences are provided for the head teachers in all the schools.
RINGSEND. Manager, J. E. Vernon, esq.	f.	V.C.	112 R.C. 15 E.C. 2 Pres.	65	90	1¹ T 1862	1	0	42 0 0 Nat. Board. 20 0 0 Manager. 62 0 0 Total.	80 0 0	30 0 0	110 0 0	72	1 2 3 State aid. 0 8 4 Local funds. 1 10 7 Total.	The expenditure on the evening school is included.
	i.	V.C.	118 R.C. 18 E.C.	64	72	2ª T 1848	1	1	24 0 0 Nat. Board. 15 0 0 Manager. 39 0 0 Total.	54 18 4	35 12 2	90 10 6	67	0 16 5 State aid. 0 10 7 Local funds. 1 7 0 Total.	The teacher of the boys' school was in receipt of £13 per annum good service pay, in addition to his class salary, but the payment has been suspended.

Table II.—Parochial Schools.

Name of School.	If in connexion with any Society or Board of Management.	Number of Scholars on the Roll.	Number present at my visit.	Number of Teachers and Monitors.	Place of Education of Principal Teacher.	Salary, &c., of Principal Teacher.	Total Expenditure on Teachers' Salaries.	Sum raised to support the School in the year 1866.	Average daily attendance in 1866.	Expense per scholar of conducting the School.	Observations.
						£ s. d.	£ s. d.	£ s. d.		£ s. d.	
St. Anne's Parochial, m.	Parochial Trustees.	57 E.C. 11 Pres. 4 R.C.	42	1	Church Education Society's Model School.	77 0 0 Residence, gas, and fuel.	139 0 0	—	–	—	The boys' and infant school-rooms are excellent. There is no school-room for the girls. Some of the boys are boarders.
St. Anne's Parochial, f.	—	56 E.C. 4 R.C.	35	1	Do.	30 0 0					
St. Anne's Parochial, i.	—	100	65	1	Do.	32 0 0					
Booterstown Parochial, m.	Church Education Society.	All E.C.	14	1	Church Education Society's Model School.	32 10 0 Residence, gas, and fuel.	55 0 0	96 14 3	32	1 13 9 For salaries.	The rooms are good and more than sufficient.
Booterstown Parochial, f. & i.	—	31 E.C.	23	1	Do.	22 10 0 Do.				3 0 5 For all expenses.	
Carysfort, . . . f. & i.	Church Education Society.	37 E.C. 2 R.C.	30	1	Church Education Society's Model School.	24 0 0 Residence and fuel.	24 0 0	—	–	—	A very good room.
St. Catherine's Parochial, m.	Church Education Society.	41 E.C.	29	1	—	40 0 0 Residence, &c.	85 0 0	270 0 0	70	1 4 3 For salaries.	
St. Catherine's Parochial, f. & i.	—	All E.C.	31	2	Church Education Society's Model School.	30 0 0 Do. 15 0 0 For assistant.				3 17 1 For all expenses.	
Donnybrook Parochial, m.	Board of Erasmus Smith.	23	15 E.C. 5 R.C.	1	—	—	—	80 0 0 And the grant from the Board of Erasmus Smith.			
Donnybrook Parochial, f.	—	56	32 E.C. 4 R.C.	1	National Model Schools.	45 0 0 Residence, &c.	—				
Gloucester-street, . m.	Church Education Society.	–	39	1	—	—	—	218 15 11	184	1 3 5 For all expenses.	The rooms are sufficiently large, but want ventilation.
Gloucester-street, . f.	—	–	39	1							
Gloucester-street, . i.	—	–	55	1							
St. John's Parochial, m.	Church Education Society.	32 E.C.	25	1	Church Education Society's Model School.	60 0 0 Residence.	136 0 0				
St. John's Parochial, f.	—	26 E.C.	18	1	Do.	26 0 0 Do.					
St. John's Parochial, i.	—	120 E.C.	50	2	Do.	30 0 0 20 0 0 For assistant.					
St. Mary's Parochial, m.	Parochial Trustees.	58	41	1	—	70 0 0	—	—	–	—	This is a boarding as well as a day school.
St. Mary's Parochial, f.	—	–	23	1	Church Education Society's Model School.						
St. Mary's Parochial, i.	—	104	65	2							
St. Michael's Parochial, f.	Church Education Society.	36 E.C.	16	2	—	30 0 0 Residence.	80 0 0				
St. Michael's Parochial, i.	—	38 E.C.	18	1	—	20 0 0					
St. Michan's Parochial, m.	—	32 E.C. 1 R.C.	16	1	—	75 0 0 Residence, &c.	140 0 0	—	–	—	Excellent buildings, and more than sufficient.
St. Michan's Parochial, f.	—	35 E.C.	18	1	—	40 0 0 Do.					
St. Michan's Parochial, i.	—	56 E.C.	18	1	—	25 0 0					
St. Paul's Parochial, m.	Church Education Society.	19 E.C.	12	1	Church Education Society's Model School.	50 0 0 Residence.	72 10 0	88 11 0	61	1 3 11 For salaries.	Inferior school-room.
St. Paul's Parochial, f. & i.	—	50 E.C.	27	1	Do.	22 10 0				1 9 0 For all expenses.	

St. Peter's Parochial.	m.	Parochial Board.	61 E.C.	43	1	Training College, Exeter.	—	—	210 5 6	767 1 1	–	—	This is a boarding as well as a day school. The teachers live at the schools.
	f.	—	55 E.C.	38	1	—	—							
	i.	—	159 E.C.	108	1	Church Education Society's Model School.	—							
Monkstown Parochial.	m.	Church Education Society.	33 E.C.	28	1	National Model School, Marlborough-street.	—	—	80 0 0	331 6 1	57 infants	1 8 1 For teachers' salaries in this school.	The schoolmaster and mistress were married, and the salary was paid to them jointly; a residence, with fuel and gas, was provided for them.
	f.	—	33 E.C.	23	2	—	—	—			69	2 12 7 For all expenses of the three schools.		
Mountjoy-street Scriptural.	m.	Church Education Society.	All E.C.	19	1	Church Education Society's Model School.	40 0 0	And school fees.	65 0 0	188 3 10	56 infants	1 3 3 For salaries in m. and f. schools.	The rooms were very good.
	f.	—	1 R.C.	23	1	—	25 0 0	Residence.			60	1 12 5 For all expenses of the m. f. i. schools.		
St. Nicholas and St. Luke Parochial.	m.	Church Education Society.	58 E.C.	36	1	Church Education Society's Model School.	70 0 0	Residence.	145 0 0	276 0 0	184	0 15 9 For salaries.		
	f.	—	69 E.C.	35	1	Do.	30 0 0							
	i.	—	110 E.C.	61	2	—	30 0 0					1 10 0 For all expenses.		
Stillorgan Parochial.	m.	Church Education Society.	All E.C.	17	1	Church Education Society's Model School.	40 0 0	Residence, &c.	85 0 0	107 12 6	42	2 0 1 For salaries.	The school-rooms for boys and girls are good; the infant school not so good.	
	f.	—	All E.C.	17	1	Do.	24 0 0	Do.						
	i.	—	All E.C.	–	1	Do.	21 0 0	Do.				2 11 2 For all expenses.		

APPENDIX III.

This appendix contains some original documents relating to schools which I visited, and which I have thought so important as to justify their introduction here.

The first is the report of the Inspector of the Church Education Society on the school at Glasthule, mentioned at page 66 of my report. It needs no explanation.

Two letters I received from J. E. Vernon, esq., agent to the Earl of Pembroke, relating to the schools on the Pembroke estate, and some statements of accounts of the Ringsend school follow; a reference was made to these at page 60 of my report.

Mr. Stokes sent me an extract which he had made from the evidence given before the Commissioners of Education in Ireland in 1824, describing a curious state of affairs in connexion with a school which we visited; and I received from the office of the Commission copies of documents relating to the school at Shillelagh, which Mr. Stokes and Mr. Dunne visited towards the end of last year. All these are reproduced here.

REPORT OF THE INSPECTOR OF THE CHURCH EDUCATION SOCIETY ON GLASTHULE SCHOOL.

CHURCH EDUCATION SOCIETY FOR IRELAND.

30th day of June, 1868.

REPORT of the YEARLY INSPECTION of GLASTHULE MALE SCHOOL. Rev. A. Windle, Superintendent; Michael Shea, Teacher.

Gross number on Roll, 78. Sex—Males, 78. Religious Profession—Church, 72; Dissenters, 6. Average attendance, 45. Present at Inspection, 53. One or two came in after numbers counted.

EXAMINATION IN PROFICIENCY.

On Roll—1st Class, 24;	2nd Class, 29;	3rd Class, 11;	4th Class, 8;	5th Class, 5;	6th Class, 1.	Total,	78
Absent—1st Class, 10;	2nd Class, 9;	3rd Class, 3;	5th Class, 2;	6th Class, 1.		,,	25
Present—1st Class, 14;	2nd Class, 20;	3rd Class, 8;	4th Class, 8;	5th Class, 3.		,,	53
Promoted—1st Class, 4;	2nd Class, 18;	3rd Class, 7;	4th Class, 7.			,,	36

QUERIES.	ANSWERS.
1. Is it the practice to open the school with prayer? . . .	Yes; and singing.
2. Are the rolls, register, &c., properly kept, and the mechanical system of the Society observed?	Yes.
3. Are the pupils orderly and clean? Does the teacher seem to possess due control in the school?	Yes.
4. Is the school sufficiently supplied with books and requisites? If you found any books not sanctioned by the Society, name them.	Yes; fairly so.
5. Has there been any change of teacher since last Inspection? If so, state when he or she took charge; if married; if trained, and when, and where; amount of fixed salary.	Michael Shea (married; trained by Irish Church Missions); was appointed January, 1867. Salary, £65.
6. Other emoluments of teacher? Value of residence (if any)? Do. land? Do. fuel?	Master lives in own house.
7. Do the parents contribute anything towards the teacher's support? If so, state the amount.	Pupils generally pay—some 3*d.*, some 1*d.*, according to class. Capitation fees to teacher last year, £9 19*s.*
8. Are the Scripture Lessons repeated and read with accuracy, *reverence*, and intelligence?	Yes.
9. What is the regulation as to imparting Church instruction? .	Catechism taught to children of Church.
10. Is the school-house in good repair, sufficiently ventilated, and furnished; and by what means kept in repair?	All very good.
11. Was the superintendent, or were any of the local gentry present at the inspection? If so, name them.	Rev. A. Windle, Mrs. Swan, Miss Magrath, Mrs. Vesey, Miss Jones, and several others; also Thomas King, esq., Assistant Commissioner.
12. Let the master (or mistress) teach a class in your presence, and state his or her proficiency as to manner of imparting instruction.	
13. Give your opinion of the answering and progress of the higher classes in the following subjects:—	

1. Scripture—Very good. 2. Catechism and Formularies of the Church—Very good; improved. 3. Arithmetic—Very good. 4. Spelling—Very good. 5. English Grammar—Very good. 6. Geography—Very good. 7. English History—Very good. 8. Composition—Very good; improved. 9. Handwriting—Very good. Euclid—Three or 4 boys learning.

Also the progress of the lower classes in reading, &c., . . .	I found the lower classes above the scale, so I made a large move.
Portions of Scripture repeated by higher classes, ...	Acts 7.
Do. learned for examination, ...	Twenty-four chapters of 1 Sam.; 18 chapters of Acts.
Portions repeated by lower classes, ...	St. John, 10.

GENERAL OBSERVATIONS.

Since Mr. Shea's appointment the school has steadily improved in answering, and increased in attendance. I had very good answering in the usual subjects; catechism and composition much improved, and spelling and arithmetic above common schools.

HUGH HAMILTON, Inspector.

CHURCH EDUCATION SOCIETY FOR IRELAND.

30th day of June, 1868.

REPORT of the YEARLY INSPECTION of GLASTHULE FEMALE SCHOOL. Hannah Henessy, Teacher.

Gross number on Roll, 53. Sex—Males, 4; Females, 49. Religious Profession—Church, 49; Dissenters, 4. Average attendance, 36. Present at Inspection, 37.

EXAMINATION IN PROFICIENCY.

On Roll—1st Class, 19;	2nd Class, 17;	3rd Class, 12:	4th Class, 3;	5th Class, 2.		Total,	53
Absent—1st Class, 5;	2nd Class, 4;	3rd Class, 5;	4th Class, 1;	5th Class, 1.		,,	16
Present—1st Class, 14;	2nd Class, 13;	3rd Class, 7;	4th Class, 2;	5th Class, 1.		,,	37
Promoted—1st Class, 4;	2nd Class, 10;	3rd Class, 1.				,,	15

QUERIES.	ANSWERS.
1. Is it the practice to open the school with prayer? . . .	Yes; and singing.
2. Are the rolls, register, &c., properly kept, and the mechanical system of the Society observed?	Yes.
3. Are the pupils orderly and clean? Does the teacher seem to possess due control in the school?	Yes.
4. Is the school sufficiently supplied with books and requisites? If you found any books not sanctioned by the Society, name them.	A fair supply.

Queries.	Answers.
5. Has there been any change of teacher since last Inspection? If so, state when he or she took charge; if married; if trained, and when, and where; amount of fixed salary.	Hannah Henessy (unmarried; trained at Kildare-place); was appointed 1864. Salary £23.
6. Other emoluments of teacher? Value of residence (if any)? Do. land? Do. fuel?	£15 allowed for a house. The mistress pays £30 for her house.
7. Do the parents contribute anything towards the teacher's support? If so state the amount.	Mistress got £5 8s. capitation fees. Children, except a few, pay 1d. per week.
8. Are the Scripture Lessons repeated and read with accuracy, *reverence*, and intelligence?	Yes.
9. What is the regulation as to imparting Church instruction?	Catechism taught to children of Church.
10. Is the school-house in good repair, sufficiently ventilated, and furnished; and by what means kept in repair?	All very good; has been improved lately.
11. Was the superintendent, or were any of the local gentry present at the inspection? If so, name them.	Rev. A. Windle, Miss Jones, Miss Magrath, Thomas King, esq., Assistant Commissioner, and several others.
12. Let the master (or mistress) teach a class in your presence, and state his or her proficiency as to manner of imparting instruction.	
13. Give your opinion of the answering and progress of the higher classes in the following subjects:—	

1. Scripture—Very good. 2. Catechism and Formularies of the Church—Very good; improved. 3. Arithmetic—Fair; not as good as the boys. 4. Spelling—Very good. 5. English Grammar—Very good. 6. Geography—Very good. 7. English History—Very good. 8. Composition—Very good. 9. Handwriting—Very good.

Also the progress of the lower classes in reading, &c.,	Except the infants in 1st class nearly all have learned to read.
Portions of Scripture repeated by higher classes,	Heb. 11.
Do. learned for examination,	1 Sam. to ch. 25; first 18 chaps. of Acts.
Portions repeated by lower classes,	Ps. 19–121, 23.

General Observations.

Some of the best pupils have left school, and their place is not yet supplied. I had very good answering in most of the subjects, but the girls did not answer quite as well as the boys. This is merely casual. The spelling and exercise were very good; Miss Henessy has taken some hints which I gave last time.

Hugh Hamilton, Inspector.

Ringsend and Irishtown.

The following letters were written by Mr. Vernon in reply to a request from me for information on the points mentioned in them. When I visited the district for the purpose of inquiring into the condition of the schools Mr. Vernon was absent, and I had therefore no opportunity of obtaining the information which I have now in a definite form. The letters should be read with reference to the passage in my report at page 60, referring to the Ringsend and Irishtown schools.

Ringsend National School.

Wilton-place, Dublin,
April 17, 1869.

Dear Sir,—The statement contained in yours of the 13th inst. in reference to the above school does not appear to be quite correct.

The school originally, as you state, consisted of two departments—male and female. To these has been added a department for infants.

The school has always been visited by the Protestant rector of the parish or by one of his curates, as well as by the Roman Catholic clergyman or by one of his curates; but I have never heard that either of them exercised or claimed any voice in the patronage which was vested in Mr. Sidney Herbert (afterwards Lord Herbert) and has been for the last fifteen years exercised by me as patron of the school, without any reference to the clergy, and exclusively upon the recommendation of the Commissioners of Education.

Whether any such arrangement as you refer to may have originally existed I know not, but if so I have never heard of it. I have always maintained, with respect to the religion of the teachers appointed by me, the numerical proportion which I found when appointed agent to Mr. Herbert in 1853.

The school is vested. The buildings were, as I understand, erected at the sole cost of the late Lord Herbert. The enclosed memorandum will show precisely in what proportion the guardians of Lord Pembroke contribute to this school.

Irishtown School.

This school is non-vested and under a committee of management.

It is quite true that some time ago I was desirous that it should be vested and that some further control should be obtained over it by the Commissioners. The objection put forward was that the buildings were private property.

To this school Lord Pembroke's guardians contribute now £17 per annum, but have no voice in the management of the school nor in the appointments connected therewith.

Should there be any point upon which I can give you further information I shall be glad to do so.

Believe me faithfully yours,

John E. Vernon.

Thomas King, esq.,
Jesus' College, Cambridge.

Ringsend Schools.—Salaries and Expenses for the Years 1866, 1867, 1868.

1866.	£	s.	d.	£	s.	d.
Salaries.						
John Harte,	30	0	0			
William Coates,	15	0	0			
Patrick Harte,	10	0	0			
				55	0	0
Eleanor Richmond,	20	0	0			
Margaret Pittam,	10	0	0			
				30	0	0
Eliza Waters,	15	0	0			
Kate Dodd,	17	0	0			
				32	0	0
Incidental.						
Requisites and Premiums,	34	0	10			
Todd and Burns' Account,	14	5	3			
Kearney's Account,	0	14	0			
Asken's Account, Coals, &c.,	25	9	9			
				74	9	10
Subscription to Evening School,				10	0	0
				£201	9	10

1867.	£	s.	d.	£	s.	d.
	30	0	0			
	15	0	0			
	10	0	0			
				55	0	0
	20	0	0			
	10	0	0			
				30	0	0
	15	0	0			
	17	0	0			
				32	0	0
Requisites, &c.,	41	13	10			
Kearney's Account,	6	10	0			
Gas Account,	1	19	3			
Board of Works,	16	13	4			
Asken's Account, Coals, &c.,	24	4	6			
				91	0	11
Subscription to Evening School,	10	0	0			
				10	0	0
				£218	0	11

1868.	£	s.	d.	£	s.	d.
	30	0	0			
	15	0	0			
	10	0	0			
				55	0	0
	20	0	0			
	10	0	0			
				30	0	0
	15	0	0			
	17	0	0			
				32	0	0
Requisites, &c.,	36	13	11			
R. Simpson's Account,	12	14	3			
Todd and Burns' Account,	14	5	6			
Gas Account,	2	1	2			
Asken's Account, Coals, &c.,	24	17	0			
				90	11	9
Subscription to Evening School,	10	0	0			
				10	0	0
				£217	11	9
Total average for three years,				£212	7	6

RINGSEND NATIONAL SCHOOLS.

Wilton-place, Dublin,
April 28, 1869.

DEAR SIR,—I find that the above school is visited occasionally by the curate of the Established Church, and constantly by the Roman Catholic curate.

The Sisters of Mercy from one of the convents of the district visit and teach twice a week.

It is quite true that the parents of the most clever of the Roman Catholic children are advised to send their children to the Christian Brothers' school, but I am not aware of the Protestant rector having refused to allow a sermon to be preached in aid of the Irishtown school.

Since the opening of the latter school there has been a steady decrease in the number of Protestant children sent to Ringsend, as will appear by the return which I send you herewith.

If I am correct in the fact that all the teachers in the Irishtown school are Protestants it is not difficult to see the reason of the preference.

Believe me very faithfully yours,
JOHN E. VERNON.

Thomas King, esq.,
Jesus' College, Cambridge.

"Were there at any time more Protestant pupils at the school than now? If so, when?"

Ringsend School, 26 April, 1869.

SIR,—As I took in the words to-day the above is the question to which I requested Mrs. Richmond and Miss Waters, on my return from the office, to give me their replies for your information to-morrow.

The replies I received are:

In the male school.—The largest number of Protestant pupils was on the rolls in December, 1860. The number then was twenty-eight; it is now two.

In the female school.—In January, 1865, there were twenty-two Protestants; in April, 1867, seventeen; in April, 1868, eighteen; in April, 1869, twelve, and ninety-nine Roman Catholics.

So that in the female school the largest number of Protestants was in 1865.

In the infant school.—In the April of—

	1859.	1863.	1866.	1869.
There were Protestants,	42	30	27	21
„ Roman Catholics,	92	90	91	115

So that in the infant school the largest number of Protestant children was in 1859.

I am, Sir, your most obedient servant,
JOHN HARTE.

John E. Vernon, esq., D.L.
1, Wilton-place.

The following returns relate to the evening school and are mentioned at page 61 of my report.

Ringsend National Evening School.

TEACHER'S REPORT for month ending the last Saturday of September, 1868. To be submitted each month to W. Arthur, esq., Ringsend Glass Bottle Works, Treasurer to the Evening School Fund.

RETURN I.—PUPILS' EMPLOYMENT and ATTENDANCE.

Number on rolls at opening of month,	72	Of those enrolled, there were employed in the—	
Of those enrolled, there were employed in the—		Docks,	20
Bottle Works,	11	Others,	13
Rope Walks,	22	Average for month on rolls,	91
Foundry,	6	„ „ present,	53
Sugar Works,	—	Number remaining on rolls at end of month,	107

Average age, 13·7 years.

RETURN II.—RELIGIOUS DENOMINATIONS of the PUPILS remaining on ROLLS.

Established Church, 7; Roman Catholic, 99; Presbyterian, 0; others, 1; total, 107;

RETURN III.—TEACHERS employed in EVENING SCHOOL.

No.	Names.	Position in School.	Rate per year from local Sources. £ s. d.	Monthly Salary payable to each.
1.	John Harte,	Principal,	20 0 0	
2.	P. A. Harte,	Assistant,	10 0 0	

Amount £2 10s. 0d.

Received from W. Arthur, esq., Ringsend,
JOHN HARTE, Teacher.

The summer vacation was given in June, July, and August as usual.

Forty-two admitted free out of the 107 remaining on the rolls; 5s. 11d. school fees received during the last four weeks.

Date, 26th September, 1868.

ENNISKERRY SCHOOLS.

An Extract from the Appendix to First Report from Commissioners on Education in Ireland.

Examination of Rev. Robert Daly, 15th December, 1824.

Has there lately been a school established at Enniskerry for the education of infants?—Yes.

Will you be so good as to describe the nature of that establishment?—I think there are forty-four or forty-six children at the school at Enniskerry; Enniskerry itself has not a sufficient number of small children to justify an infant school, so that there is a caravan that goes up into the mountains, and brings down twenty or thirty, and carries them back again; there is a young woman who was trained under a Mr. Wilderspin in England, who has the care of them. She seems to have a very tender feeling for the children, they are very much pleased with the work they go through, and their learning; it is a very pretty sight to see them; Lady Powerscourt gives them one meal in the middle of the day, on account of their having to come so far, and they seem as happy as they can be.

At what age are they received?—From two years old to six; they are superannuated at six.

In what is it possible to instruct them?—They learn their alphabet, and they learn to obey, and they sing a hymn, it is wonderful how well they sing; in short they are trained to obedience until they are six years old, and then they are drafted into the other schools.

Are the parents fond of sending them there?—Yes, they are; but the Roman Catholics will not send them—the priest has objected to the infant school most strongly; I do not believe there is one Roman Catholic child in it.

Does he object to it more strongly than the other schools?—Yes; I think there was more said against it.

Do you know on what ground it was objected to?—I can only speak from hearsay; that the Rev. Mr. Daly said, it was the greatest attempt that was ever made to make heretics of them from their very youth; but I know the people say that they are not allowed to send them; they would be very glad to send them if they were; the consequence is, that I do not believe there is a single Roman Catholic child in the school.

What hours do they attend?—From nine to three.

Does the caravan take them home again?—Yes; it brings them down and takes them up again, it goes about two miles up the mountains; I met it the other day with twenty-two infants in it, and they seemed quite happy.

School maintained by Earl Fitzwilliam at Shillelagh.

The following correspondence relates to the school at Shillelagh maintained by Earl Fitzwilliam which is mentioned at page 38 of my report.

Office of Primary Education Commission, 46, Sackville-street, Upper,
Dublin, 6th January, 1869.

Sir,—Upon the occasion of the visit last November of some members of this Royal Commission you gave some information concerning Lord Fitzwilliam's school at Shillelagh, which it is advisable to have in a more authentic form.

Hence, we have to request that you will let us know as soon as possible—

1. The number of children borne on the rolls of the school.
2. Average attendance.
3. Number in each class—specifying the book read in the class, and the portion of arithmetic which is taught in the class.
4. Number of each class present on 19th November, 1868.
5. Number of each religious denomination on the rolls.
6. Number of each religious denomination on 19th November.
7. What arrangements are made for the religious instruction of the children.
8. Names, religious denomination, date of appointment, place of training and classification (if any) of the several teachers engaged in the school.
9. Salary, emoluments, and allowances of all kinds of each teacher, stating where residence is provided, and the extent of such accommodation.
10. Date of establishment of the school.

We remain, sir, yours faithfully,
George A. C. May.
D. B. Dunne.

To Mr. John Rebanks, Master of Lord Fitzwilliam's school, Shillelagh.

1. 106.
2. Yearly, 65, or for the months of September, 73, and October, 71.
3. First or senior class, 15; second class, 52; third class, 39—first class, the Fourth Irish book—the second class is subdivided into three parts, and reading Second Irish Book, Sequel and Third Book. Third class, First Book on boards. Arithmetic is taught with a different classification, according as the pupils advance and *not* according to reading classes; hence, we have children in nearly all rules.
4. First or senior class, 7; second class, 22; third class, 17. *N.B.*—Numbers low on that date owing to the prevalence of scarlet-fever, and in consequence of which the school was closed on November 25th, and not yet opened.
5. Protestants, 6; Roman Catholics, 100.
6. do. 3; do. 43.
7. Separate rooms—conducted from 10 to 11, A.M. Male and female for Roman Catholic children. Myself for Protestants; the Roman Catholics under the immediate superintendence of the parish priest and curate.

Name.	Religious Denomination.	Date of Appointment.	Place of Training.	Classification.
John Rebanks,	Church of England,	February 1, 1864,	Glasgow F. C. Train. Col.	Second year's.
Margaret Rebanks,	Free Church, Scotland,	Do.	Do. do.	—
James Doyle,	Roman Catholic,	May 1, 1845,	Diocesan School, Wexford,	None.
Sarah Deegan,	Do.	November, 1865,	None,	None.

9. As all salaries, emoluments, allowances, &c., are paid by Earl and Countess Fitzwilliam, and as each teacher make their own *private* engagements I do not feel at liberty to answer question 9.

N.B.—I answered question 9 to D. B. Dunne, esq., as regards myself on November 19th, but only with the understanding that it was to be used as private information.

10. March, 1822.

Offices of Primary Education Commission, 46 Sackville-street, Upper,
Dublin, 8th January, 1869.

Sir,—On the 6th instant we addressed a letter to Mr. John Rebanks, the master of the Shillelagh School, requesting information concerning the school under certain heads. Among them was the following:—

"9. Salary, emoluments, and allowances of all kinds of each teacher, stating where residence is provided and the extent of such accommodation."

In reply Mr. Rebanks says—

"As all salaries, emoluments, allowances, &c., are paid by Earl and Countess Fitzwilliam, and as each teacher make their own *private* engagements, I do not feel at liberty to answer question 9."

As it is important that the Royal Commissioners should be accurately informed upon all such matters, we have to request that you will be good enough to authorize Mr. Rebanks to furnish the desired information.

We remain, sir, your obedient servants,
George A. C. May.
D. B. Dunne.

The Honorable F. Ponsonby.

To the Commissioners on Primary Education.

Shillelagh School, January 14th, 1869.

Gentlemen,—In compliance to the wish of the Honorable F. Ponsonby—see back of this letter—I herewith enclose you a full answer to question 9.

I am, gentlemen, your obedient servant,
John Rebanks.

	£
To joint salary of self and wife,	80
„ allowance to self for superintending night school,	5
„ for fuel to master's house, soap, brushes, flannel, &c., to heat and keep whole place clean,	12
„ of two servant girls to keep all clean.	
„ of fuel to school-rooms, day and night,	7
„ of grass of cows.	
„ of free house, very commodious, exceedingly well furnished, having every convenience behind as wash-house, mangle-house, &c., together with *two* good gardens, one in front and the other behind the house. Residence situated contiguous to school-house.	
To salary of James Doyle, Roman Catholic assistant,	30
And free unfurnished residence and good garden.	
„ allowance for teaching night school,	5
„ for fuel for house,	5
To salary of Sarah Deegan, Roman Catholic female assistant,	4
And no emoluments or allowances.	

I may here mention that all wear and tear of my furnished residence, the assistant's unfurnished residence, together with the school-house, is made good by Earl Fitzwilliam.

Endorsed on back of letter.

Please to send the statement as required by the Commissioners.

Fred. Ponsonby.

ROYAL COMMISSION OF INQUIRY INTO PRIMARY EDUCATION (IRELAND).

REPORTS OF ASSISTANT COMMISSIONERS.

E.

REPORT

UPON THE STATE OF

PRIMARY EDUCATION

IN THE

CORK DISTRICT,

BY

W. SCOTT COWARD, ESQ.,

ASSISTANT COMMISSIONER

CLASSIFIED ABSTRACT OF THE SCHOOLS

IN THE

CORK DISTRICT,

COMPILED FROM THE RETURNS FURNISHED BY THE CONSTABULARY.

Whole Number of Schools in the Constabulary Districts, 315.

Constabulary Districts.	No. of Schools.	National.	Church Education.	Monks'.	Convent.	Protestant Schools.	Presbyterian.	Wesleyan.	Erasmus Smith's.	Private.	Endowed.
City of Cork, . . .	35	5	5	6	3	2	1	–	1	11	1
Bandon, ...	52	21	17	1	–	2	–	–	1	9	1
Skibbereen, . . .	40	23	10	–	1	–	–	1	1	4	–
Kinsale, ...	29	19	7	–	1	–	–	–	–	1	1
Midleton, . . .	32	18	6	1	1	–	–	–	–	4	2
*Youghal, . . .	31	21	4	1	2	–	–	–	–	3	–
*Fermoy, . . .	38	23	9	1	2	–	–	–	–	3	–
*Mallow, . . .	37	23	4	–	2	1	–	–	–	6	1
*Mitchelstown, . .	21	10	3	1	1	–	–	–	–	6	–
Total, . . .	315	163	65	11	13	5	1	1	3	47	6

* These Districts Mr. Coward was prevented from visiting by circumstances described in his Report, parag. 29.

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Report of W. Scott Coward, esq., Assistant Commissioner.

My Lords and Gentlemen,

1. On 24th June, 1868, I was directed by the Secretaries of the Royal Commission on Primary Education in Ireland to commence my inquiries as an Assistant Commissioner in the district of Cork which was assigned to me as the sphere of my labours—the Constabulary districts of Cork city, Bandon, Kinsale, Skibbereen, Mallow, Fermoy, Mitchelstown, Middleton, and Youghal constituting it; and although Queenstown and Passage West were not included in the Constabulary lists which I received, I considered them places of sufficient importance to visit and report on, and included them, therefore, in my investigations.

2. I was unable, owing to my official engagements as Acting Inspector of schools in England, which extended over the whole of the month of June, to commence my labours on the day named by the Commission, and was obliged to defer my journey to Ireland until 30th of that month, on which day I arrived in Dublin, where a delay of a few days was incurred for the purpose of getting certain forms prepared and printed. I arrived in Cork on Friday, 4th July, and remained in my district until September 21st, when it was time to return to my post in England.

General view of district.

3. The district assigned to me was large, the distance between its extreme points, Youghal and Skibbereen, being about seventy-six miles, and its extreme breadth not much less than forty miles. It contained the city of Cork, containing about 80,000 inhabitants, and nine other smaller but important towns, with an united population of about 32,615, besides a widely scattered rural population. The number of schools of all kinds in my district amounted to 315. The time allowed me (and to which I was limited) for visiting and reporting on this extensive district did not amount to more than twelve weeks, of which, however, I lost one through the exigencies of my work in England, and two more through an attack of illness in Cork, which disabled me entirely for the time. My time, therefore, was diminished to nine weeks, a period by no means sufficient to report fully on the different districts, which, although, on the whole, they presented a recurrence of the facts I was commissioned to report on possessed points of difference, from what I could gather, which would not have been uninteresting to contrast in a report.

Plan of operations.

4. I saw at the outset that it was useless to attempt anything like a minute investigation of every locality, and that if I were to confine myself too closely to one or two places, a sufficiently general idea of the state of education in the whole district would not be gained. I therefore selected six of the constabulary districts, and determined to visit the towns that formed their sub-centres, and report on them as carefully as I could, taking some rural schools round them to serve as examples of the state of things in the country. I gave no notice of my visits, but took all schools haphazard, preferring to see them in their every-day working order. The anticipation of an official visit is sure to produce a certain unwonted care on the part of the teachers, which would partly obscure just what I was anxious to see—the schools of the country as they are going on day by day out of sight and hearing. I cannot help remarking here that my experiences, so far, were greatly to the credit of the teachers, as I never but in one instance visited a school without finding its teachers at their posts in the discharge of their duties.

Ready access afforded to all classes of schools and information given.

5. Schools of all denominations and kinds were cheerfully thrown open to me, and any information I wanted was given readily and courteously. The managers of schools with whom I came in contact evinced every willingness to assist me by affording me whatever information they could, and, whether Protestant or Catholic, both teachers and managers were equally ready and equally obliging.

6. I made it a point to call at the houses of the clergy who were in the management of schools, and whenever (which, however, happened but rarely) there was any lay person of sufficient position and intelligence to render his suggestions and information valuable to the Commission, I endeavoured to obtain an interview with him, and if that was not practicable, I sought to attain my object by writing.

Exception—reluctance to express sentiments in writing amongst laity and clergy.

7. But willing as people were in personal intercourse to express their opinions, it was very difficult to get any information by written communication, especially from the laity of all denominations. It is a curious fact that I received but three answers to about eighty circulars which I issued to laymen, and the clergy to whom I sent them did not manifest much more communicativeness, considering their more intimate acquaintance with the subject of my circulars.

8. I do not suppose that this reticence was owing altogether to unwillingness; I would rather attribute it to the want of knowledge that seems to prevail about education, or perhaps want of confidence. Distrust of the Government of England which, they say, has so often issued commissions and made promises, but failed to act upon their reports or keep faith, may account for the apathy and indifference of the Catholics of Ireland; but the same cannot be said of the members of the Established Church, who, however, manifested no greater interest than did the Roman Catholics in the subject of my inquiries. I had very many conversations with gentlemen of different professions and creeds, with private and public men, with upper class people and those of the middle class, and, with a very few exceptions, found that no one possessed any real knowledge about educational matters, and soon discovered that little more was to be hoped for than the barest generalities—"education must be denominational," "the teachers should be better paid," such were the phrases which were repeated to me over and over again, almost without variation, and never with development into details.

Method of visiting schools.

9. It may be interesting to the Commission to learn briefly my method of visiting schools. My first act was to learn the number on the rolls as distributed in classes, and then to make a note of the numbers actually present in each class. In doing the latter, I sometimes would (if I happened to arrive at the hour when the rolls are supposed to be marked) count the numbers present and then compare the results of my counting with the entries in the "Daily Report Book." I do not discover in my note books any memorandum of discrepancy between the two totals.

10. I then inquired the names of the principal teachers and their assistants, and all the circumstances respecting them, such as their training, length of service under the Board, salaries, &c., &c. I then proceeded to extract from the registers such information regarding school-fees, Government grants in salaries, school requisites and gratuities, and other matters as I thought it would be useful to record and report on. Whenever, as not unfrequently happened, I had not sufficient time to make the extracts myself from the registers, I would request the teacher to fill up a form which I left for that purpose. My next step was to examine the children, which at first I attempted to do in every class, but had subsequently to limit myself to a far less number, owing to the pressure of time. After their examination was concluded, I made it a rule to have some conversation with the teachers respecting the subjects on which I thought they would be able to inform me, and in which they were interested. I

endeavoured to make those interviews as unrestrained as I could, in order to elicit an unreserved expression of their opinions; and if the warmth with which I found them ready to express their feelings and make known their wants could be regarded as proofs of success, I must say my endeavours were eminently successful. The time taken up with such conversations varied, of course, in proportion to the intelligence of my informants, and the stage of progress at which my day's work had arrived. As a rule, I came away, if not convinced always of the practical good sense, yet greatly pleased with the intelligence of those with whom I had been in contact.

Method of gaining information from lower classes.

11. I was instructed by the Royal Commission to endeavour to ascertain the opinions of all classes of society respecting the question of primary education. I was not left to conclude from this that my inquiries were to be confined to the educated classes—the direction was explicit in including among "all classes" the "parents of children." It was not difficult to reach the upper classes. The opportunities of social intercourse which the frank hospitality of the people amongst whom I was thrown afforded me were embraced for carrying on my work, and where social intercourse could not be had, I endeavoured to make up for its want, as I have said, by written communications. But with the poorer classes it was very different, and presented greater difficulties; for, in the first place, time was short and did not allow sufficient margin to carry out any regular plan by which I might have met any numbers of them. Then the means of meeting the people in any numbers were not easily obtained. In an English town, especially in the manufacturing districts, there are many institutions in which working men meet in the evening for purposes of self-improvement; it is at such places, and by such means, that a person who is desirous of finding out their thoughts and feelings can attain his object. But in Ireland, there are no such institutions, so far at least as the district to which I was sent is concerned; and in Cork, except the "Catholic Young Men's Association," there is no place where I could have met the people I wanted to see. During the day it was out of the question attempting it; more pressing occupations rendered it impossible. I had to content myself, therefore, with taking the scattered, isolated opportunities which occurred as I drove from place to place, during my sojourns at inns, and in my walks; but on those occasions I derived sufficient information to give me an insight into the feelings of the lower classes with respect to educational matters.

12. But if I failed to come in contact with them personally to any great extent, I cannot say that I left Ireland without knowing something of their feelings, taking them as a whole; for I left that country with the clearest and fullest knowledge of what the clergy think and desire should be done about education; and between the Irish people and the Irish priesthood there is, on all the subjects which are now agitating public opinion, a full and perfect agreement; so that in knowing the mind of the priesthood on any public question, one may be said safely to know the mind of the people. The people trust the clergy, who have never been undeserving of their confidence, and learn from them their politics as well as their morality without doubting. As I walked into one of the National schools at Bandon with its manager, the parish priest, I asked him what were the feelings and opinions of his people with regard to the National system. He replied, looking at me with a sly gleam of fun momentarily lighting up his eye, "Oh! they are very much of my way of thinking." I thought this significant, and found afterwards that those few words summed up the state of things, as far as they apply, wherever I went.

Education valued in Ireland.

13. I believe it may be said with truth, that the Irish really value education. I do not mean to imply by this that there is to be found among the lower classes that consistent conduct with respect to the education of their children which implies the highest appreciation of its benefits. I do not think that such a feeling yet is very general, nor do I think it would be fair to expect such a high moral result in a people who have not yet had the blessings of a widely spread system of education for a whole generation, nor from a system of education which came, though bountiful in its good gifts, stamped with the brand of suspicion—an enemy's gift, that might bear within it many snares. And it is just this fact which to my mind indicates the real earnestness of the people in the search for knowledge. A cautious and suspicious clergy, fed on the traditions of the treachery of Great Britain in all her dealings with Ireland, and taught to believe her most false when apparently most fair; who held in their own hands the power to reject absolutely any overtures that might be made of a suspicious nature, accepted almost* universally an undenominational system of education offered by a suspected Government; and in a short time the schools of this system rose up over the length and breadth of the country under the patronage of the Roman Catholic Church, while the State Church stood aloof. I do not think that any fact can be stated of greater force to prove my assertion that the Irish really care for education than that.

Proved by acceptance of National system.

And existence of "hedge" schools.

14. The "hedge" schools, too, which still linger here and there, but now in less healthy localities than those which gave them their name, and were once literally the only means of education that the poor Irish Roman Catholics possessed, are in their past history a touching proof of the tenacity with which the people clung to the pursuit of knowledge. Many who have died but lately, and who were witnesses of the difficulties and dangers which beset both teachers and scholars have left their experiences behind them in tales which will be handed down to posterity in long years to come. This is not the language of exaggeration. The head of the religious community of those known in Cork as the South Presentation Monks told me that he recollected hearing from an old man, who had witnessed it, of the assembling of a hedge school near Mallow, I believe, which had its scouts out on the elevations of the land round them, of the approach of the officers of the law, of the signal given to warn them, of their flight in opposite directions, and of their re-assembling elsewhere to renew their studies. When it was a penal act for a Roman Catholic to teach or to learn, and when the eye of the law was quick to discover any breaches of its code, it must have been a real love which induced men to acquire knowledge at such risks. These "hedge" schools are quoted in the south of Ireland as an irresistible argument in proof of the value the people set on education.

Increase of National system evidence of Irish earnestness.

15. Had there not been a corresponding action on the part of the people, I do not see how the present National system, which has so many defects in the eyes of the Irish Catholic, could have spread as it has; for had the people been lukewarm about education, it could not have ramified and penetrated so widely and so remotely. I passed through no village which had not one school in it; I examined the map of my district, and found almost every parish with a National school-house marked upon it—even the islands off the coast have their schools, and the thinly inhabited extents of country where no villages exist are liberally supplied with the means of education.

Motives stimulating education.

16. There is a love of learning for learning's sake, for the superiority which it gives to its possessor, and for the advancement in life of which it is the great instrument. All these are strong inducements to become educated, but the latter is, I take it, the strongest of all, and it is the one which is now acting most powerfully with the Irish people to have their children educated. The National system has taught them, by the instances of people who have risen solely through the learning they acquired in its schools, that the way to advancement

* The Roman Catholic Archbishop of Tuam refused to encourage the National system in his diocese.

in these days is the knowledge of reading, writing, and arithmetic. They see in places of importance—at the altars of their churches and filling their pulpits, in professions and in trades, moving in affluence and respectability—people whom they knew as simple boys at the village National schools, and they are not slow to reason from such instances of the advantages of education to themselves and their children.

Emigration to America stimulates desire for education.

17. Another great impulse is being given to education in Ireland by the vast emigration of its people to America. A parish priest said to me on the occasion of my visit to his schools, "The people are doubly anxious to become educated now, as they find that without education they are not likely to do as well in America as those who go there educated." The relatives of people who go to America return with tales of success or of failure in proportion as they are able to read and write. No labour is so valuable in a country where the knowledge of reading and writing is almost universal as that which is educated. There is, besides, a great longing for America among the people. I went from Cork to Queenstown on an afternoon in August, and hired a boat for an hour, the crew of which consisted of an old sailor, and of a fine-looking lad, strong and well developed, with whom I soon made friends and began to talk. I asked him where he had been educated. He pointed to the National school, but did not remain long enough at it, he said, to get much good, as he left, I think he said, in the "Second Book," knowing a little arithmetic, which he had forgotten, and able to write a little. He left school at eleven or twelve years of age. I asked him what he meant to do. He said he would go to America, as he heard through the newspapers that it was *the* place to go to, since a man could always get work there and get on; but he wished he was better educated, as then he would get on better. He said, when I suggested that it was painful to leave one's country like that, "Sure, sir, but isn't Ireland in America?" A gray-headed schoolmaster told me, talking of the grievance of having no pension to look forward to, that if he had no children, he would emigrate to America, where his education would procure him a better living than he could get in Ireland, and save him eventually from the poorhouse in his old age. The Rev. Mr. Lucy, the administrator of one of the mensal parishes in the Roman Catholic diocese of Ross, told me that emigration to America was setting in steadily from his part of the country, and that it was giving a stimulus to education, for the people were getting to know more and more fully the advantages the educated emigrant possesses. They derived this information from correspondence with their friends in that country, and from reading (frequently American) newspapers.

Means used by the people.

18. It cannot be said that, although schools exist, there are no scholars in them. My own experience has taught me quite the contrary. I do not possess amongst my notes, a single instance recorded of a visit to a National school which I did not find fairly well attended. It used to be a matter of wonderment to me where the children came from. I have driven to schools to which there was no village nearer than three miles, and around which I could see no dwellings of any kind, and have found them always well attended. Upon asking the teacher where the children came from, he would inform me that they came from the farms and cottages on the neighbouring townlands, some of them having distances of four miles to go. I used often, as I drove along the country roads, to meet, in rain and in sunshine, parties of children, bare-headed often, and always bare-footed, sometimes racing at full speed, whom I have stopped and asked where they were going, and the answer was always either going to school or going home from school. There may be, and there is, great irregularity in attending school, of which I shall speak further on, but there is no general unreadiness in making use of the school to a considerable extent. When a new school is opened, its rolls are soon filled with scholars.

Contrast between England and Ireland as regards the mixture of different classes of society in schools.

19. In England, the different classes of society move from their school days to their old age in distinct circles; there is no blending of them together at any period of life, and this is particularly the case with regard to schools and education. I am not at all ignorant of the fact that at the great public schools, and at the universities, the youth of very different degrees of rank meet and associate; but that is not the same mixture of classes to which I allude. For, up to a certain point, people who differ very enormously beyond that point as to the accidents of rank or fortune, are, owing to their similarity of culture and refinement of mind and manners, pretty much the same, and may be roughly thrown together into one category, and, so far, may be considered equal. It is lower down in the social scale that the sharpness and distinctness of the dividing line is seen with us, separating class from class. Our schools are mirrors of these classes. In them, in their different gradations, may be seen the various divisions and subdivisions which compose the structure of English society.

20. But in Ireland the case is far different, for although society is there constituted, as it is everywhere, on the principle of gradations in rank, its manner of growth has been very unlike ours, which has been the development of each different class of society in a distinct individuality, with its own ways, its own thoughts, its own social machinery; while in Ireland, the comparative disorganization of society, produced by its numerous social convulsions, prevented anything like a true social growth. And hence it is, I suppose, that there is an almost entire absence of any arrangement of the educational machinery of the country in relation to the different classes of society.

Middle-class education supplied in great measure by National schools and others.

21. Middle class education is almost entirely unprovided for as such, and is supplied by the primary schools under the National Board to a very considerable extent in the towns and in the country, or by the Christian Brothers' and other schools conducted by people dedicated to the religious life, which are really of a primary character. The National Board supplies in the city of Cork, for instance, in its large Model schools, education for the children of people in the higher ranks of commerce, of professional men, of clerks, and of others who belong to the middle class. In the same city there are two National schools under Presbyterian management. These two (the Carmichael) schools, held in one building, were established, I know, to meet the want of a good commercial and (may I not say?) denominational school—despite the love that its excellent manager has for the undenominational character of the National system—felt by the Presbyterians for their children. Another has only lately been opened in what was an old chapel, I believe, by an energetic Presbyterian minister *close to the Model schools*. These schools are, of course, taught by persons who have arrived, although young, at almost the highest point to which a teacher under the Board can reach. It would not have been in keeping with the object of their establishment had they not been thus officered, and they are attended by children of the middle classes principally. The registers give a long succession of records of parents' avocations, which imply the power of paying for the education of their children independently of such aid as is given by the nation to primary schools. In the school I mentioned as just opened, I found that the list of parents' occupations comprised engineers, clerks, well-to-do business men, and the minister of the district figured as the professional man on the list.

22. The same facts may, in a less degree, be stated of the Saint Nicholas parochial schools, which are in connexion with the Board, and have at the head of the two principal departments well educated certificated teachers of the highest grades, who are attractions to the children of the middle class. In this school the number of well-to-do people is not quite so proportionately great as in the Model and the Carmichael and Queen-street schools, but the number of that class in them is sufficiently great to confirm my statement as to the extent to which the middle class is benefited by the primary schools.

23. The majority, however, of the ordinary National schools in Cork and other places where religious communities have established schools contain less of this element, owing to the attractions which the last mentioned class of schools possess for the people. They are more exclusively attended by the class of children they were chiefly instituted for.

Middle-class element in Christian Brothers' and other schools taught by religious communities.

24. This brings me to consider the state of things in the Christian Brothers', the Presentation monks', and the numerous nuns' schools. All these institutions were founded for the purpose of teaching the poor, that is, those who from poverty are unable to provide for their own education; but, whatever the intentions of their founders may have been, necessity has widened the margin sufficiently to include a very considerable number of people who can afford to pay for themselves. So much is the middle-class element now dependent on the Christian Brothers' schools for education, that they have been obliged to consider the expediency of relaxing the rule which excluded Latin from their course of instruction. The excellence of their moral training, and the superior quality of their instruction—advantages which, in public estimation, these schools impart better than any others—are the attractions which draw to them the children of the middle classes. I lodged, when I was in Cork, in the house of a well-to-do confectioner, whose affairs are so prosperous that he can afford to send his family to the sea side in the summer, and has, besides a commodious house in which his business is carried on, a good residence in the suburbs of the city; yet this man has had all his sons educated at the Christian Brothers' schools at the cost of a 1*d.* a week.

The farming class educated in primary schools.

25. The farming class, which comprises many gradations of position and education, is the rural middle class, and, having no other means, depends upon the schools of the National Board for the education of its children, They are more dependent on the National schools than the members of the corresponding classes in the towns, who have the monastic and nuns' schools to fall back upon. Now the members of this class, although many of them, perhaps (in the west of Cork the majority I should say), may be little better off than peasants as regards money, and are in no way superior to them, apparently, in regard to intelligence and education, must, nevertheless, be considered by virtue of their occupation as superior to the mere labouring class. But in all its gradations this class is represented in the primary schools. When near a town in which the Christian Brothers are established, the farmers' children are sent to them in preference to the National schools, or, if a particular National school has a name for good teaching, it is resorted to. Such a case I found at the Ballinora country school, near Cork, where the teaching is supposed by the people round to be better than elsewhere. Farmers' children are sent to it in preference to the schools more conveniently situated from distances of four and five miles.

Principal constituents of National and other Primary schools the children of the poor.

26. But, of course, although the middle-class element is largely represented in the National and other descriptions of primary schools, the larger element in them is that which is legitimately there, namely, the poorer classes, the children of those who are unable to pay for their education.

Occupation of this class in towns.

27. In the towns, the occupations of the people who form this class are such as one would expect to find in places where there are no manufactories or any staple employment. The people are employed in the many uncertain and nameless ways which such towns afford. Carpenters, shoemakers, tailors, and blacksmiths are pretty numerously represented, but these are the only cases, I think, of fixed occupations. The majority of the people are not constantly in employment, and make what they can when they can, which occasions much poverty, and is followed by the payment of irregular fees and, frequently, by the withdrawal of children from school for weeks together.

In the country.

28. In the rural schools I was struck by the small number of agricultural labourers' children on the books, and was, at first, not less surprised to see how numerously, as compared with them, the farming class was represented. It is a proof of how greatly the country has been drained of its population, and of the condition of the farmers generally. The mechanic class is fairly represented; but I am inclined to think that the largest element in these schools is from the farming class. I give some tables which will convey some notion of the pupil element in the Christian Brothers' schools, and the schools conducted by other religious bodies. They are fairly illustrative, too, of the composition of the different kinds of schools in the towns, and also in the country.

Table of Occupation of Parents.

South Presentation Convent (National) School, Cork.

No.	Age.	Class.	Occupation.	No.	Age.	Class.	Occupation.	No.	Age.	Class.	Occupation.
1	12	4	Cooper.	9	14	5	Sergeant.	17	13	5	Carpenter.
2	16	5	Carpenter.	10	13	„	Steward.	18	12	4	Farmer.
3	13	„	———	11	13	„	Sailor.	19	12	„	Shopkeeper.
4	10	„	Clerk.	12	15	„	Station-master.	20	11	„	Captain.
5	13	„	Ostler.	13	14	„	Carpenter.	21	11	„	Baker.
6	13	„	Hay and straw dealer.	14	12	„	Shopkeeper.	22	13	6	Jingle owner.
7	13	„	Broker.	15	12	„	Sailor.	23	15	4	Labourer.
8	15	„	Billiard marker.	16	12	„	Cooper.				

South Presentation Monastery (National) School, Cork.

1	.	4	Clerk.	6	.	4	Dead.	11	.	4	Farmer.
2	.	„	Labourer.	7	.	„	Chandler.	12	.	„	Shipwright.
3	.	„	Dead.	8	.	„	Labourer.	13	.	„	Mason.
4	.	„	Clerk.	9	.	„	Labourer.	14	.	„	Dead.
5	.	„	Dead.	10	.	„	Car-owner.	15	.	„	Dealer.

Sisters of Mercy, Kinsale, Female National School.

1	.	4	Farmer.	6	.	4	Sailor.	10	.	4	Mason.
2	.	„	Fisherman.	7	.	„	Constable.	11	.	„	Ropemaker.
3	.	„	Coastguard.	8	.	„	Fisherman.	12	.	„	Farmer.
4	.	„	Farmer.	9	.	„	Constable.	13	.	„	Servant-man.
5	.	„	Shoemaker.								

TABLE showing OCCUPATION of PARENTS—*continued.*

* NORTH PRESENTATION CONVENT SCHOOL, CORK.

No.	Age.	Class.	Occupation.	No.	Age.	Class.	Occupation.	No.	Age.	Class.	Occupation.
1	16	4	Shopkeeper.	6	16	4	Salesman.	11	16	4	Mineral water manufacturer.
2	15	,,	Farmer.	7	14	,,	Traveller.	12	13	,,	Coppersmith.
3	15	,,	Storekeeper.	8	16	,,	Clerk.	13	11	,,	Clerk.
4	15	,,	Coal storekeeper.	9	13	,,	Coalstore.	14	15	,,	Cattle dealer.
5	15	,,	Cattle dealer.	10	13	,,	Farmer.	15	14	,,	Engineer.

* This school is not in connexion with the National Board.

CHRISTIAN BROTHERS' SCHOOL, PEACOCK'S-LANE, CORK.

1	10	4	Butter merchant.	15	14	4	Master hatter.	30	10	4	Carpenter.
2	17	,,	Farmer.	16	18	,,	Farmer.	31	15	,,	Farmer.
3	16	,,	Farmer.	17	13	,,	Publican.	32	13	,,	Grocer and spirit dealer.
4	18	,,	,,	18	14	,,	Professor of music.	33	15	,,	Farmer.
5	14	,,	,,	19	15	,,	Clock and watch maker.	34	11	,,	Toll collector.
6	16	,,	Veterinary surgeon.	20	15	,,	Steward.	35	12	,,	Bread deliverer.
7	14	,,	Father dead.	21	13	,,	Corn merchant.	36	16	,,	Publican.
8	15	,,	,, ,,	22	13	,,	Carpenter.	37	15	,,	Nursetender.
9	16	,,	Farmer.	23	13	,,		38	17	,,	Boot and shoe maker.
10	17	,,	,,	24	14	,,	Labourer.	39	16	,,	Clerk.
11	15	,,	Carpenter.	25	13	,,	Butcher.	40	17	,,	Farmer.
12	16	,,	Farmer.	26	16	,,	Steward.	41	11	,,	Labourer.
13	15	,,	Stationmaster.	27	19	,,	Labourer.	42	11	,,	Musician.
14	14	,,	Foreman, Cork Steam Ship Co.	28	14	,,	Clerk.	43	13	,,	Farmer.
				29	16	,,	Farmer.				

29. Upon arriving in Cork, I determined to commence my work in that city, which, with some schools in its neighbourhood not included in the constabulary district, but worth visiting, occupied me nearly three weeks. Had I known more of the National system than I did, my progress would have been more rapid, and I should have had more time left to visit more minutely the rural districts. Leaving Cork, I took Passage West, and then visited Queenstown. I have before alluded to the absence of these places from the constabulary list, and stated my reasons for visiting them. In those districts I visited no rural schools. My next point was Bandon, after which I visited Skibbereen, then Kinsale, and last of all Midleton. My intention had been to conclude with Mallow, taking it on my journey home, but unforeseen circumstances obliged me to abandon the plan. Bandon, Midleton, and Queenstown were so easy of access from Cork that I determined to establish my centre there, going in the morning and returning in the evening to and from those districts. But in the case of Kinsale and Skibbereen I was unable to do that, and was, therefore, obliged to make those places my centres for the time. Order in which districts were visited.

30. In some respects, the period chosen for conducting the inquiry, at least the earlier part of it, was disadvantageous, as so many schools of all descriptions were closed for the holidays, and as it was impossible to get any reliable information about the times at which the vacations began, much time was lost in fruitless visits. Thus in Cork I found the Church Education schools closed while all the others were open. At Bandon and Kinsale the large convent schools were closed, which entailed upon me the necessity of paying a second visit to those places. At Skibbereen as well, the convent school was closed, although I was able to see the rooms and inspect the registers through the Bishop's kindness, and at Midleton I met with the same ill luck, which was not mitigated, however, by a similar access to the books or buildings, as the nuns were in retreat. So far as good weather was concerned, I was most fortunate, not having experienced more than two rainy days during the whole time I was engaged in visiting schools, which, of course, was most favourable for the attendance of the children. Vacations interfere with work.

31. Much time was lost in visiting rural schools, as the journeys to and from them were made not over the most level roads, nor performed on the fastest going cars in the world. But as a rule, I managed, when the schools were not very large, to visit two, and sometimes three, on the same day. My work began, as a rule, at ten o'clock, and did not terminate before five in the afternoon. I have been engaged until six in the evening.

DIFFERENT CLASSES OF SCHOOLS VISITED.

32. The number of schools actually visited was 94, but I am able to report only upon 89, 5 having been closed for the holidays. I am aware that this is below the number I was instructed to visit by the Royal Commissioners, which indeed I would have exceeded, had not the illness to which I have alluded deprived me of a fortnight. Number of schools visited.

33. Sixty were National schools of different descriptions, fifty-one of these being of the ordinary National type, *i.e.*, taught by certificated teachers, and nine were schools conducted by "religious" of different orders and sexes; eight were conventual schools not connected with the Board, four of them belonging to the Christian Brothers, one to the Presentation Monks, and three to the nuns of the Irish Sisters of Charity, the Presentation nuns, and the Sisters of Mercy respectively; seventeen schools were in connexion with the Church Education Society, one of that number being also connected with the Erasmus Smith Board, one belonging to the Irish Society, and one to the Island Society; five schools fall under the head of "hedge" or private schools. The small number of girls' as compared with boys' schools, is easily explained by the great size of the convent schools, and by the existence of mixed schools. There were 18,025 names on the rolls, 10,473 actually present, and a daily average attendance, calculated for the year ending 30th June, 1868, of 10,870, being a proportion of 60·3 per cent. of the number enrolled. Summary of schools. Summary of attendance.

34. The education of the masses, who are Roman Catholics, is conducted in the National schools among which are included the majority of the nuns' schools, but, as in Cork and elsewhere, a considerable number of children are gathered into the schools of the Christian Brothers and certain other communities of women who have either refused, or been refused, aid from the public grant for education. Means of education for, (*a.*) Roman Catholics.

35. The majority of the youth of the Established Church are taught in the parochial or other schools in con- (*b.*) Established Church.

nexion with the Church Education Society, that is, schools which although not necessarily deriving aid from it, enjoy whatever good may be supposed to be derivable from the visits of the Inspectors appointed by that society.

(c.) Presbyterians.

36. A fraction of the Protestant community benefits by the National system, which provides almost entirely for the Presbyterians and Dissenters.

37. Now, while it is quite true, generally, that the National schools are the most numerous, and provide most largely for the educational wants of the country, it must not be forgotten that education, to a great extent, is furnished by the religious orders which, in all the provincial towns which I visited, absorb entirely female education, while in Cork, although as yet unable to accomplish as much as that, they have more than half of the young Catholic population in their schools. The greater number of those schools, it is true, are in connexion with the Board of Education, and therefore count as National schools, but it must be owned to be the National system in a modified form, not indeed modified by any relaxation of their rules, but as regards the teachers, and the principle of extending aid to them.

Education by religious orders extensive.

38. It may not be uninteresting to glance by way of contrast at the comparative number of children in the two classes of schools, the ordinary National and the conventual schools of all kinds. In five districts, the schools which I visited had on their rolls 16,883 names, and of that number the large proportion of 10,316 belonged to the schools of the different religious orders, or nearly 63 per cent. In this calculation I have included rural schools; had I confined myself to the towns the proportion would have been much higher. The details of each are given in this table:—

Proportion taught by them.

Locality.	Total number on Rolls of Schools of all classes.	Number on Rolls of Conventual Schools.
Cork City (and 4 schools in neighbourhood), .	11,720	7,759
Queenstown, . . .	1,156	683
Bandon, ...	1,348	850
Kinsale, ...	1,409	541
Skibbereen, . . .	1,250	483
Total,* . . .	16,883	10,316

Suggestive of their influence.

39. These figures are suggestive of the influence which these orders possess in the towns, and because the towns are the centres of the life of a country, in society at large. It is an influence, however, for which the country should be grateful, since it is one which, whatever defects may be observable in their schools, is always exercised for good.

Bishops favour them.

40. The religious orders have been, or are being, introduced everywhere in the south of Ireland by the bishops, with the view of supplying as much as possible a system with more of the religious element in it than the National schools possess. Nuns being more numerous than monks were more easily planted in all the towns, so that I am not aware of any provincial town in Cork in which there is not a convent and a convent-school. But religious communities of men being fewer, the difficulty of supplying "religious" to teach boys' schools was greater, and their progress has been consequently slower than the nuns'. Still it is not suspended, and the Christian Brothers will in time supplant in the towns of Cork all the National schools. It is to be hoped that by that time their schools will also bear that name. It is an easy thing to introduce these orders in any locality, as the Irish feeling in their favour is strong enough to insure them immediate success. It is not wonderful that this is so, for there is first the reverence, the unusual reverence, which the Irish entertain for any who have given up the world, and have dedicated themselves to the service of God, whether as priest, monk, or nun. Anyone wearing the religious dress is an object of respect; but when, in addition, there are the accompaniments of superior education and manners, unrecompensed service in behalf of others, the care of the poor and the sick, and sympathy and gentleness of word and action, the feeling of reverence soon grows into affection.

Popular generally.

Attractions to children.

41. The nuns combine all those recommendations in themselves. They attract the children by their kindness of manner, by the comfort of the rooms in which they teach them, and by the gifts of food and clothing which are frequently given by the convents. In several convents, it is a daily practice to give a slice of bread to the poor little creatures who would otherwise go fasting for hours. In one convent school, conducted by the Irish Sisters of Charity, I saw a whole pile of little frocks, boots, &c., &c., which had been made for distribution among the children. Then the elder girls are able to fall back on the convents for help when out of place; they secure situations through them, and seem to regard the nuns pretty much in the light of mothers. It is not an unfrequent thing to see in the work-room of a convent girls of twenty or more, who are allowed to remain at, or return to, school until they can find employment. The habits of greater neatness and cleanliness, and the modest and quiet manners which are acquired by the girls at the convent schools are also great attractions to the people. And, above all, the religious part of their education is what is most prized. The same reasons which operate in favour of the convent schools, will also account for the influence of the Christian Brothers, and the Presentation monks. But they have, in addition—especially the Christian Brothers—the advantage of having a high reputation as teachers. At their yearly examinations prizes are given with ceremony, drawings are exhibited, and the newspapers proclaim to the world their praises. And, besides, so many people have risen out of their schools into higher positions, that their education is sought after very eagerly as a more probable pathway to success in life. Besides, the Brothers seem to have, somehow, the art of making their scholars religious and good. In their schools in Cork all the boys, I was informed by the superior, go to confession and communion once a month. One of them whom I engaged to do some work for me in Cork lived at Blarney, and wanting "to go to his duties"† in Cork, rose at three, he told me quite simply, in order to arrive by five o'clock at the church, at which hour he must have attended, or have foregone that opportunity.

Special attractions in Christian Brothers' schools.

Moral influence secret of success of these schools.

42. I believe that the moral influence of all these institutions is the great secret of their success. If any—too many, I fear—leave their schools imperfectly instructed, they leave with what is better, a regard for the virtues which they saw in the daily lives of those by whom they were educated. I speak of all schools taught by religious, whether under the National Board or not.

* In this total all schools are excluded except those of the National Board and the religious orders.

† A common way among Catholics of expressing their approach to the Sacraments of Penance or the Eucharist.

43. There are eight of these schools which are not in its connexion, but two of them are involuntarily shut out from it, while the other six have made no attempt, not having the desire, to obtain State aid. Three of them are nuns' schools. Number of Conventual schools unaided.

44. Of the two to which aid was refused, one is a school taught by the Sisters of Mercy in Blarney-lane, Cork, and known by the name of St. Mary of the Rock, and the other is the new boys' school, lately built by the Presentation Monks, and known as the Greenmount Schools. The refusal to aid these schools is very justly considered as arbitrary and tyrannical, since they were both built by private charity, and are attended by the very poorest class of children in Cork—a refusal which is harder to endure when aid is given to endowed schools and to Presbyterian schools, which is either not needed at all, or not so much required as by those to whom it is refused.

45. The schools which voluntarily remain aloof are those under the Presentation Nuns, the Irish Sisters of Charity, and the Christian Brothers. The former community is the oldest I believe in Cork, and keep up the old traditional fear of anything connected with Government. They received me, however, most heartily, and gave me the freest access to their schools. They were determined, they said, never to have anything to do with the Government.

46. The Irish Sisters of Charity seem simply not to care about having Government aid, although they did not express any strong dislike.

47. All the schools of the Christian Brothers remain aloof from State connexion, and are unlikely ever to seek it under the existing condition of affairs. I visited four of them, three in Cork, and one in Midleton.

48. The number of children present in these seven schools on the day on which the education census was taken amounted to 3,384, distributed in the different classes of schools as follows :— Number present in these schools on 25th June, 1868.

Christian Brothers,	2,035	in four schools.
Presentation Brothers,	206	in one school.
„ Nuns,	540	„
Sisters of Charity,	415	„
Sisters of Mercy,	188	„
Total,	3,384	

Deducting 397, the number of boys in the Christian Brothers' school at Midleton, we have 2,987 as the number of children taught in the "religious" schools in Cork not connected with the Government, the Midleton school being the only one in any of the provincial towns visited by me which does not derive assistance from Government grants.

49. It may not be useless to say a few words on the relative efficiency of the two classes of "religious" schools, namely, the aided and unaided schools. It is difficult to make a fair comparison, since each community has its own ways and methods of action, and there are no such relations existing between the different orders which would tend to produce uniformity. Each goes on its own line, which never seems to intersect the path of any other. But broadly speaking, the difference between them is the presence of some system to work by in the Government schools, and its absence in the non-National schools. Efficiency of aided and unaided religious schools, former better than latter;

50. I must except the Christian Brothers to some extent, as they do make a study of their work, and go by system and method, although, in some respects, I believe their system to be defective. The possession of some rule to go by affects principally the instruction of the scholars, who are taught according to a fixed programme adapted to the different classes, and which, while it does not secure any brilliant results, owing to a defective method of inspection, does at least secure some definite plan by which advance is made in each subject of instruction *pari passu*. Then the advantages of having an uniformly graduated series of books at a cheap rate, of obtaining a good supply to begin with of maps, diagrams, &c., are such as combine to render the schools which possess them more efficient than any others. The visits of the Inspector, too, must have, more or less, a tendency to secure a due attention to secular instruction, since he measures, or ought to, the efficiency of the school not by the glibness with which the children can answer questions in the catechism, but by their ability to read, write, and cipher. Some knowledge, too, is expected to be shown of grammar and geography, which must, therefore, be taught. In these respects the unaided schools are greatly wanting; they appear to have no system, no method. The knowledge imparted is superficial and with great difficulty extracted from the children, who besides do not make concurrent progress in the staple subjects of instruction. A child able to read the Third Book of the Board would probably be unable to work a sum in subtraction, or if able to work a sum in multiplication would be quite unable to write from dictation on a slate a few simple words. Their supplies of books are inadequate, because being obliged to buy themselves at market prices, they must sell to the children at the same rates, whose poverty prevents them from buying. They have no periodical test applied to their schools by which they are able to discover how they stand, and, being isolated from intercourse with the world, have no means of learning by comparison their excellences or their defects. They put me very much in mind of a ship sailing without a compass, and without the stars. I do not mean to insinuate that persons of such devotion and moral worth need the spur to be applied to make them work; I mean only that their defects are the necessary consequence of their isolation. Christian Brothers excepted.

51. I have said that the Christian Brothers' schools form to some extent an exception to the general condition of the unaided schools, and in what respects they are so. Still they are not free from some of the defects which must always exist in isolated positions. Most of those defects are owing to their want of teachers, I know; but that is a want which, if they were acting in union with a National scheme, would soon cease to be felt, since they would be able to supply it by the employment of efficient paid monitors, or pupil-teachers; and their scholars would advance in each subject of instruction at an equal rate of progress in each. The great efficiency of their upper classes, however, is a proof of what they would do throughout their schools, if only they had the means.

52. I must not be understood to imply that the National convent schools are perfect. I only meant to say that they contrast favourably with the non-National convent schools. They are, as a rule, far from perfect as regards the efficiency of their instruction. I hope I shall not seem unkind, or not duly to appreciate the labours of these devoted people. It is, however, necessary to state facts as I saw them for the good of all parties concerned. The nuns are engaged in a vast work, which, if it has a relation to the eternal, has, at the same time, though a less, yet not an unimportant relation to this world. They are engaged in preparing many thousands of individuals to fight the battle of life, which, to do well, requires good instruction. The masses of people are becoming more educated every day, and individuals are valuable in proportion as they are educated. It is therefore most necessary that those who have the instruction of the rising generation National convent schools not efficient.

Importance of efficiency.

should do it well. It is for this reason I desire so earnestly to see the convent schools efficiently taught. The results of my examinations of these institutions were not satisfactory. Time is spent, and labour is expended, and there is not as much to show for it as there should be.

Reasons of inefficiency.

53. What are its causes? First of all the teachers are not really teachers in the strict sense of the word; they have never been trained to teach; they have never in the majority of cases prepared themselves for it, nor given any proof of their capacity. There is too much of the feeling that the religious habit and profession brings with it the power, as it does the willingness, to teach others. Next, there are no fixed teachers in charge of the schools, which, being conducted by different individuals, precludes the existence of responsible authority, and is fatal to the existence of any system being fully carried out. In the afternoon, the morning's work is undone. The various duties that devolve upon the same nun during the day is urged as the necessity for this. But in England it is found quite possible to employ some members of the communities exclusively in the schools. Why should the same plan not be adopted in Ireland? Too much, besides, is thus left to the monitors, who are employed throughout the whole day in the schools. The consequence of all this is that instruction stagnates. It is melancholy to look into the registers of these schools and see the ages of the children composing each class. In the first class an average of seven is the constant record, in the second of ten, in the third of eleven, in the fourth of fourteen, while the amount of knowledge possessed by the junior classes does not at all reach up to the standard of children of the same age in the English schools, although the intelligence is all on the side of the Irish child. The table in this report in which I have analyzed the results of my examinations of the convent schools will show how poor are the results.

Remedies: test of examination objected to.

54. The remedy for much of this want will be found in requiring the nuns to submit to some test of their fitness to become teachers. I am alluding to a matter about which they are not unnaturally a little sensitive, namely, being required to pass an examination before being allowed to teach at all. The idea is repulsive in the extreme to all the nuns, and finds no favour at all among the clergy or laity, and it will be a matter of difficulty to overcome their prejudices. There is something repulsive in the idea to the Irish mind of submitting nuns to such a test; the imagination pictures a large assemblage, staring looks, and suspicious and scrutinizing examiners, and the conception of the scene shocks the feeling of delicacy more than it can bear. I was several times asked by the nuns how I would like my sisters or any female relatives to be subjected to such a process? It was impossible to deny the shrinking which one would feel; but my answer was that I could see nothing more humiliating in it than in a delicate woman undertaking to brave all the horrors of a hospital, or a sick room, or in washing plates and dishes, which are the frequent occupations of nuns. After having made in the first instance such great sacrifices, I was unable to see the difficulty or degradation of undergoing an examination.

Examination might be conducted in exceptional way.

55. But the examinations need not be public, they might be conducted in a convent, with none but the nuns present; or it might be conducted in each particular convent, in the presence of the parish priest, or any person the bishop might suggest, and the Inspector, who would, of course, always be a Catholic, would assist. If these schools expect aid from the State on the same scale as the ordinary schools of the country, surely it is not unfair to expect them to give some guarantee that the public money thus laid out shall produce certain results. I may mention what I was told by the superior of a convent in the course of a conversation which, relating to education generally, touched on the question of the necessity of having properly educated teachers, to show that I am not exaggerating the importance of this matter. She told me that she found it necessary in the case of almost all the novices to send them back to school; that they were so superficially taught as to render it necessary, in order to make them useful in the schools, to recommence an elementary course of study. She is not one who thinks that knowledge comes with the three vows or the black veil. But, notwithstanding, she was one of those who spoke most strongly against the examination of nuns. She, with a clear perception of the value of being soundly taught, takes care that the members of the community who have to teach learn how to do it. But I should like to know how may superiors even see its necessity?

56. I hope, however, and trust that the nuns who have, with so much generosity, sacrificed so much already, and are, besides, so full of an enthusiastic patriotism, will not, upon seeing its importance to the education of their country, flinch from making one act more of sacrifice. It will be one of their highest rewards to have helped to prove that culture can go hand in hand with the deepest Catholic piety. If, however, the objection is insuperable, I do not see that less can be done than to insist that they consent to have duly certificated and trained teachers in their schools, to whom the State might look for their efficiency.

Practice of changing teachers should be abolished.

57. I have noticed the practice prevalent in the convent schools of employing a number of teachers who succeed each other in relays of two twice a day, instead of having the same teachers constantly employed, and I noted it as injurious to real progress. It is hardly, I suppose, necessary to say anything to prove it, as it seems self-evident. I am anxious only to suggest that some better plan should be adopted, and that the monitors should not have the care of the registers so much to themselves, as they seem to have in the Government schools. With one exception, I did not visit a convent school in which I received any information as to the attendance of the children from the nuns; it was all left to the monitors. It seems to be quite out of the order of propriety that the school records should not be kept by the superiors of the schools. Of the details regarding instruction and discipline in their schools I shall speak farther on.

58. I close these remarks by observing that, while not equal to the general run of the National schools as regards instruction, the convent schools are in every way else superior to them. A tone pervades them which I should be glad to see more prevalent in the National schools.

Kinsale Convent National school; buildings, apparatus, &c.

59. I cannot forbear giving here a short account of the Kinsale Convent School, of which frequent mention is made in this report, as it shows what might be done for education in the convent schools. It forms part of the buildings which belong to the Sisters of Mercy, and which comprise, besides the school, the convent itself and an orphanage. The buildings are well situated in every respect, and the school-rooms, three in number, besides two class-rooms, are lofty, well ventilated, lighted, and furnished, and patterns of neatness and order. Apparatus of all kinds is plentiful and good. In one of the school-rooms are glass-cases containing geological and other specimens. The school was just re-opened after the holidays, and the attendance was therefore not so good. 313 however, were present, of whom 86 were infants between two and five years old. The superior takes charge of the infants of working-women during the day. There was a little bed in a corner of the infants' room, in which they are put to sleep. There is a room in which the girls who come late to school and are too old to be classed with the others are taught, the object being to give them as much instruction as will enable them to read their prayer-books and write fairly, but they are taught needlework carefully. It is a plan very commonly followed in the convents.

Attendance.

Young infants taken.

Room for backward girls.

Instruction. Infants well taught.

60. I examined girls of every class, and found them all soundly taught, the greatest successes being attained in the junior classes. I was particularly pleased with the instruction of the infants, who were the best instructed I met with anywhere, coming quite up to those in the best English Roman Catholic infant schools. It was curious to observe the power of imitation in the little children; when reading they seemed almost to lose their

accent, certainly managed the *th* sound, gave full value to *i* and *e*, and read surprisingly well. But when the reading was over, and the occasion for imitation ceased, nature asserted itself in the finest brogue. One or two of them recited little bits of poetry very prettily. Discipline was admirably maintained throughout every class. Discipline. I saw a large number of girls writing, and their simultaneous obedience to the directions of the nun in charge, Writing class. given by signs, was done with military precision. The eyes of the girls were fixed on their work, they were minding their business although a stranger was present. Organization seemed to be fully attended to. Each Organization. class had its portion of the reading lesson for the week written on a card with the monitor's name upon it, so that every girl knew by looking at the card where she would begin on Monday, and how much she would do during the week.

61. Needlework, plain and fancy, was very carefully taught, lace making seemed to be also taught with success, Needlework. but I was pleased to see that the majority were learning plain sewing. The girls of the fourth and fifth classes had each a little bag or case in which samples of work were kept, which were exhibited to me by each girl, who is subjected to a similar overhauling periodically by the mother superior. Each girl had also a case in which she kept her exercise, account, and other books, all with greatest neatness. The girls are taught accounts sufficient for domestic purposes. Details were so carefully attended to that one felt confident in the excellence of the whole.

62. Original composition is regularly practised, and the girls (the upper ones) have acquired a considerable Original composition. facility in writing letters. I was very much interested with one letter, perfectly simple, written by an orphan girl, whose appearance did not betoken much intelligence. It was supposed to be written by a solitary being in the moon, and, for a girl like her, was a very respectable piece of imaginative writing. There was nothing forced or unnatural in it, the conception was good, and its manner of expression fair. Much of the success of the Success due to superior prizes. school is owing to the personal attention which the superior bestows upon it. She gives prizes, and has "judgment days," when the conduct of each girl is reviewed by her, all which stimulates the children. The school has much fallen off in numbers since the tide of emigration has commenced to flow again towards America, and its Numbers fallen off. attendance has diminished from nearly 600 down to not much above 300. In this school twenty-three nuns are employed, not continually, but at intervals in the day, and ten paid mistresses under the Board, besides twenty- Teaching staff. one others, some of whom are paid by the nuns, and others are unpaid. I must not forget to add that crotchet was once taught here so extensively that £1,100 was realized in one year by the sales; it has been given up as it had a tendency to make the girls idle and gossiping after they left school.

63. Particular care is paid to the instruction of the monitors, who compose the fifth class. Their instruction Monitors. is conducted with the view to make them efficient teachers, and so they receive a kind of training better than most of their class. Most of the female National teachers have been monitors in the nuns' schools, and in this respect it is important that the nuns should be rendered more efficient than they are, since they thus not only directly act on the education of the country, but indirectly by forming the minds and characters of its secular teachers. In seven schools there were no less than seventy-three monitors; this is a sufficiently large number to make the question of their education an important consideration.

64. The convent schools are of great extent, both as regards accommodation and actual attendance. Convent schools large. The South Presentation Nuns in Cork have a school with 1,228 on the books, and an average attendance of 645, for a greater number than which, however, they have no accommodation, which occasions much over-crowding when the weekly average attendance rises, as it does in every school during certain weeks of the year, above the annual average. The school attached to the Convent of the Sisters of Mercy in Fitton-street, Cork, has no less than 820 children enrolled, of whom not more than 367 can be counted as in average attendance; the school has accommodation for 485. The Blarney-lane school had present in it 204, the usual attendance being 284; the building could accommodate 700 children. No registers are kept, and it is, therefore, not possible to give the number on the rolls. The school at Bandon, conducted by the Presentation Nuns, with 636 on the rolls, records an average daily attendance of 396. The school at Queenstown of the Sisters of Mercy, with an average attendance of 469, contains on the rolls 683 names, with accommodation for twice that number. But these instances are sufficient to show how large these schools are, and how—divided as the buildings are into compartments—impossible it is that they should be well worked without some more responsible and efficient teacher at their head. The convent schools are particularly useful to the clergy, as they relieve them of the religious instruction of the children, which is very efficiently seen to by the nuns.

65. I visited 7 schools conducted by religious men; 6 of these were in Cork, and 1 in Midleton; 4 of them Monks' schools. belonged to the Christian Brothers, and 3 to the Presentation Monks. The former community has been settled Christian Brothers in Cork. in Cork for nearly half a century, and has gained respect and influence by its usefulness to the community in establishing schools in which the children of all classes of the Roman Catholic body are able to receive a good religious as well as secular education. Much, too, of the favour with which they are regarded is owing to their fearless assertion of nationality, combined with a spirit of submission to the Government under which they live. I have elsewhere explained the reasons of their popularity as teachers. They educate in Cork nearly 2,000 boys, of whom 1,610 are in daily attendance, thus making their schools the best attended in Cork, or indeed in any locality; and although their school at Midleton was not more than a year open when I visited it last year, it showed the same excellent attendance. They have a name for excellence, and are run after eagerly, which accounts for the good attendance; but the brothers themselves pay much attention to ensuring regularity. In Cork it is known to be the rule in their schools, and everybody acquiesces in it. A good deal of this regularity is owing besides to the superior class of children who are to be found in them.

66. There are three Christian Brothers' schools in Cork—the Peacock-lane, Blarney-lane, and Sullivan's-quay schools. They are in well chosen situations, two of them being in high open spaces commanding a view of the city, while a third is on the opposite side of the river in Cove-street. The Peacock-lane school School at Peacock-lane. forms part of the central establishment where the brothers reside. Good playgrounds stand at its back, in which excellent offices are built; and a slope of green pleasure ground, prettily planted with trees and ending in a neat flower garden, reaches up to the monastery itself, which, with the schools, are freehold property. Some farming land is, I believe, attached to it, and helps to maintain the brothers. It is the largest school in Cork, containing eleven departments, in which 993 boys assemble every day for instruction. The accommodation is ample as to space, and good in other respects. The rooms are all simply, but fully and suitably, furnished with desks, forms, maps, diagrams, &c., &c. Models are furnished to facilitate the study of mensuration. A good room for drawing is filled with boys, who learn mechanical, architectural, freehand, landscape drawing, &c., &c., including painting. The walls are hung round with specimens which have been done from time to time by former pupils. There is also a large hall in which their annual distribution of prizes takes place—the gift of an old pupil, who attributes his success in life to the teaching he received at the Christian Brothers' schools. There are other equally touching evidences about their

house and grounds of the gratitude of the people who have been educated by them. Thus their chapel altar was furnished by one, another gave the statue which stands in the garden, and so on. Blarney-lane school is situated on the same side of Cork, and has not very long been opened. It is a fine building in many respects, and is a monument of the charity of the Messrs. Hegarty, who subscribed largely to, and aided in, their erection in every way. It is held in trust, I believe, for the brothers, and has an average daily attendance of 439 scholars, who are accommodated in four rooms. The Sullivan's-quay school is, as I have said, on the other side of the town, and is attended daily by 350 of the poorest children in Cork. The buildings are inferior to the others, but are not deficient in essentials. The greatest defect in them was the want of space in the room in which the younger children were taught.

Blarney-lane.

Sullivan's-quay.

Education free.

67. The majority of the boys receive an entirely free education, which the payment of one penny a week by a few boys does not prevent me from describing as one of the characteristics of the Christian Brothers' schools. The whole amount of fees received from 1,610 boys was, at the beginning of last year, only £129, being an average payment of 1*s.* 7*d.* a year by each boy. The amounts obtained from that source are always expended on the buildings, and in the purchase of prizes, &c., &c. True to their principle, religion is made the chief thing, and the day begins and ends with prayer, which finds a place during the day in short ejaculations when the clock strikes, in making the sign of the cross, &c., &c. The best is done for the education of the boys possible, and if the results in the majority of cases are not commensurate either with the ages of the pupils or with the intelligence and devotion of the teachers, it must be attributed to the want of a sufficiently large teaching staff.

Fees.

Religion.

Upper class.

68. The upper class in their schools is always a large one, and is always well taught. Euclid, algebra, mensuration, and sometimes the higher mathematics, are invariably learnt, together with book-keeping, which latter art is a great recommendation of their pupils in the eyes of merchants, who, in Cork, are frequently supplied with clerks from the Christian Brothers' schools. Mr. Duggan, the superior, told me that he had more applications than he had boys. Mr. Murphy, one of the members of Parliament for the city of Cork, said in substance much the same, and added that the trustworthiness of the boys who came from that school was one of the reasons they were in such requisition. Their school at Midleton had been open only a year when I went there, but had already 502 boys on its rolls, 399 of whom were in daily attendance. There were present 350 on the occasion of my visit, and of that number 64 were already in the Fourth Book, but most of these boys had been educated originally in the ordinary National schools round Midleton, which were being drained by the attraction of this school. The National school there has disappeared entirely, although the advent of the Brothers has entailed an expenditure on the parish of £2,500 in erecting buildings, and the necessity of raising yearly £150 for their maintenance.

Midleton.

Christian Brothers' schools unpopular with National teachers.

69. The National schoolmasters naturally regard these schools with anything but favour, as they not only drive them out of the field wherever they appear, but deprive them of their best pupils when within reasonable distance. The superior of the Midleton school pointed out to me boys who had come from Cloyne, five miles distant, and did it daily, although there is a good National school at that place, as I can amply testify. The extent of the drain on the surrounding localities will be better understood if it is borne in mind that, at a high estimate, there are not more than 246 Catholic boys in the town of Midleton who should be at school, so that 156 children are being drawn from the neighbourhood round to this school. It is the only school conducted by "religious" in which I met with Protestants, of whom there were four, a fact which so roused the zeal of the vicar that he informed me he meant to build a school of three departments, in order at once to be able to induce the parents of these boys to withdraw them from such dangerous influences, and to prevent the possibility of its recurring; having, I suppose, a not incorrect notion that the deficiencies of the educational arrangements in his own parish were the cause of the children being sent to the Christian Brothers. At the utmost, there are not more than 26 children in his parish of a school-going age, for whom three departments are to be built, so that dividing equally, there will be 8·6 children in each department. Lord Midleton was going to subscribe, or had subscribed, I was informed, to their erection.

Presentation monks.

70. The Brothers of the Presentation Order form a small community, not having more than two houses, one of which is in Killarney, and one in Cork, in which city they have three schools, all of which I visited, but examined only one, owing to pressure of time. Two of these are in connexion with the National Board, and one is not. The former have long been established, and are situated, one in Douglas-street, and the other at some distance from it in a poor neighbourhood. They are known in Cork as the South Monastery and the Lancasterian schools. The former name explains itself, and the latter is derived, it is supposed, from the famous John Lancaster, who once visited the school. The third school is called by the Brothers the Greenmount school, but, perhaps, is better known among the people by the ghastlier name of Gallows-green school.

71. They educate about 1,050, on the average, of the poorest children, and charging those who can pay it 1*d.* a week, form a little fund, out of which their schools are supplied with ink and copy-books. The school which I examined is very fairly taught and disciplined, but there are the usual defects in the lower classes, counterbalanced, however, by their successes in the higher. The numbers in the fourth class were, in the Lancasterian school, small, not more than 50 out of 465 being in it, or not quite 11 per cent. out of the whole number; the proportion in the First Book being 43·4 per cent., which brings the school down pretty nearly to the same level with the ordinary National schools in this respect. The school-rooms at Douglas-street are not amiss either as regards size and ventilation, and are furnished adequately; and if the furniture looks worn and old, it must be recollected that it has been in use unchanged for forty years. The infants' room is decidedly bad in every respect. Over each of these rooms, containing, on an average, 120 boys each, presides a monk whom a paid monitor assists, besides unpaid monitors. There are class-rooms in each of their schools. The higher classes are taught mathematics, drawing, and composition; the latter they do very creditably as well as the former, and some of the specimens of drawing which were exhibited were promising. A class-room is kept for drawing. Although much kindness is shown to the boys, they fail to come regularly to school, their irregularity being quite as great as that of any National school.

72. The Greenmount school is new, and was built in the hope of getting aid for it; but the monks were disappointed in consequence of the resolution which the National Board made some years ago of no longer assisting monks' schools. The school-rooms, which are good in every respect, need furniture to make them cheerful and comfortable, which help from the Board would have enabled the monks to procure more easily. They possess room sufficient to accommodate 860 children, and the three schools together have sufficient room for 2,457 scholars, including class-rooms, or more than double the attendance. There is an orphanage attached to the school.

Established Church National schools.

73. I visited seven schools of the Established Church in connexion with the National Board, and attempted to see an eighth, but was disappointed. Six of these are the parochial schools of the parish of St. Nicholas in Cork, and are situated in different buildings in a courtyard. The school seems to have arisen out of the bequest of £166 15*s.* 10*d.*, left by a certain Moses Deane for the education of forty poor Protestants, which, however,

while fulfilling the object for which it was given, was [wisely] made, in Dr. Webster's words, to do the work of entirely "supporting the parochial male and female schools." That was prior to the withdrawal of the schools from the Church Education Society and their connexion with the National Board, which took place in 1859. I found on the rolls of five of the schools, in August, 1868, 332 names, and an average attendance of 185. One department was closed, but the attendance in it was small, I was informed, and the number on its books would not make more than a total of 372 on the rolls, and an average of 212 for the six departments. Dr. Webster, in his address, dated January, 1868, says that in '67 they had 511 children on the rolls, so that the numbers would have, in the course of seven months, diminished by 130. According to the returns of the National Board, extracted from the Thirty-Fourth Report of the Commissioners, I find that for the same period the number on rolls, for the five schools, exclusive of the one closed, was 468, and the annual average 185, thus creating, after only seven months, a difference of 136 in the numbers I found on the rolls, and a difference of 15 in the average attendance. I am quite unable to explain this difference, which really is a difficulty, since the children attending those schools are the regular inhabitants of the parish. Had the model schools been only just opened, I should have been able to attribute it to a sudden migration of a number of children to them, but they had been established long enough for any great exodus to have taken place before my visit. I found that the grants, exclusive of books, amounted to £189, being at the rate of more than £1 per child, or double the average grant to every description of school.

74. No objection appears to have been raised by the authorities in Marlborough-street to such an unnecessary multiplication of departments on the same spot on the ground of the unnecessarily extravagant expenditure it entailed. The male and female infants, only 136 in number in all, might be taught in one room very efficiently by one mistress and a monitor, seeing that their united daily attendance did not amount to more than 82; and, similarly, the girls and boys in the preparatory schools might very advantageously be taught in the senior schools. The expense would thus be lessened by half, and no injury inflicted on the schools. Their patron, Dr. Webster, seems to have become aware of the needlessness of so many schools, and had, I was informed before I left Cork, determined to abolish two of them by amalgamating the two preparatory with the senior departments.

75. The instruction in the infant schools wanted animation and vigour, but they were not, on the whole, unsatisfactory. The preparatory boys' school was very poor, while the upper was satisfactory in every respect except good discipline. A first class master is employed in it, and teaches with much intelligence and success. He is careful to have home tasks done, which are either exercises in composition or in arithmetic, and book-keeping or mathematics, and makes Saturday the day for their revision. Of apparatus there was abundance of every kind, but the furniture was not above the average. Warmth, cleanliness, drainage, &c., are most carefully looked to. I was pleased to see, from Dr. Webster's statement, that so much interest is taken in the schools by the parishioners, who subscribe towards their support. The subscriptions have been steadily rising. According to a printed statement, they seem to have risen to nearly six times their original sum. In 1855, they were only £6 13*s.*, in 1867, they were as much as £38 15*s.*

76. At Ballintemple, about two miles out of Cork, there is a National school, which was formerly connected with the Church Education Society. It is the school for the members of the Established Church of that district. It is held in a room in the master's house, which makes as good a school-room as it is possible to have under such circumstances; and if it is cramped and incommodious, it is in good repair and not wanting in the essentials of air, &c. I found 13 boys and 20 girls on the rolls, making in all 33, of whom 23 were present. There were 26 members of the Established Church, 5 Catholics, and 2 Presbyterians on the books. The annual average was 24. The master's salary amounted to £48 12*s.*, including £3 allowed for coals. The manager contributes £18 towards his salary, and gives him a residence rent free. The children were dull and poorly taught. Ballintemple.

77. Having been informed that there was a small National school in the village of Blarney, I paid it a visit. I drove through the village, and the usual regulation board caught my eye over the door of a small house, which, from its size, I judged to be the place I wanted to see, and so it was. I knocked, and a young man came to the door, to whom I explained my mission. He at once expressed every willingness to give me all the information he could. It appeared that the rector of the parish (Garrycloyne), Mr. Perrin, wishing to afford his parishioners the means of education, which they are unwilling to receive in the National schools because they are conducted by Catholics, obtained a house from Sir George Colthurst, converted it into a school, and succeeded in inducing the National Board to take it into connexion. A free stock of maps of the value of £4 was given, and the privilege of purchasing books was granted, with the advantage of inspection. The master was trained at Bandon in the Church Education Society's training establishment, and was classed. He is organist and clerk, and makes, together with his school fees, amounting to £16, £48 a year, and has furnished apartments given him, with a small bit of garden. There were on the rolls five boys and six girls, and an average attendance of 4·4 children. Eight were of the Established Church and three were Presbyterians. The report of the Commissioners gives no returns from this school, but mentions merely that they were not available, which is done likewise in the case of a school in Ballymartle parish of similar size, or perhaps smaller, but about which, as I did not visit it, I cannot say more than that there were nine children present on the day on which the school census was taken last year, two of them being Catholics. Blarney.

78. Of Presbyterian schools connected with the National Board only four were on the Constabulary lists, which, however, did not note them as connected with any religious body. But one at Queenstown, and another opened in Cork after the Constabulary lists were made out, brings the number up to six, although four only were actually visited, owing to vacations, my want of time, and the closing of one building for repairs. The first visited were the boys' and girls' departments of the Carmichael schools in Cork, which are frequently mentioned in this report. They were built not really to meet any existing need among the poorer Presbyterians, but to supply the want of a commercial school for the middle class children of that body, who were previously dependent on private schools, which the clergyman wisely thought undesirable.

79. Mr. Carmichael, a wealthy member of his Church, contributed the necessary funds, and a pretty but small and badly-ventilated building, in the Gothic style, was erected, in which two departments were organized with no other separation than a green cloth curtain between them. In appointing teachers, the object of middle-class education was steadily kept in view, and a master and mistress, each of the first class—the master being of the highest grade of that class—were engaged, able to teach, besides the ordinary subjects, drawing, singing, and physical science. The fact that only three children out of 166 on the rolls are free, and that sixteen others pay their fees quarterly in advance, which amounted for the year ending June 30th, 1868, to £88, the average attendance being 115·9, will show how almost exclusively the school is attended by the children of the middle classes. The master, from the north of Ireland, is much superior to the ordinary run of the National teachers, and much better educated, as was also the mistress.

80. The salary, from all sources, of the former was £121 19*s.* 9*d.*, and of the latter £73 16*s.* The Government grants amounted to £132 15*s.* 10*d.*, and, putting the average attendance in round numbers at 116, the

education of each child was costing the public £1 8*s.* 0½*d.* In no other class of National schools is the average grant so high. This inequality is the result not of unfairness, but of paying for the education of children not according to one uniform fixed rate, dependent on results, but according to the master's acquirements.

81. On referring to the returns of the National Board contained in their last report, I find that while the number on the rolls at the end of 1867 was 206 as against 166, seven months later, the average attendance was 117 as against 116, the grants being £99 5*s.*, as against £132 15*s.* 10*d.*, making a difference of £32 10*s.* 10*d.* at the time of my visit in excess of the amounts returned as granted at the end of 1867. This difference is worthy of remark, considering that the average attendance was lower by one at the end of June. In the boys' school, there was an assistant and a monitor, and in the girls' school, there were two monitors, the elder of whom was to be appointed assistant immediately.

Bandon.

82. There is one Presbyterian school in Bandon which the Board aids. It is in Watergate-street, and near to another National school in connexion with a dissenting body. I endeavoured to see them but failed. These facts about them are remarkable. With respect to one of them it appears that when the census was taken in June, 1868, not more than 39 children were present, which at that time of the year would represent about the daily attendance, but it is returned by the Board as having 109 on the rolls, with a daily average attendance of 50. The other school which is returned as having fifty-two pupils on the rolls, and an average attendance of twenty-two, and as having received £26 in Government grants, had in attendance only sixteen children in June, 1868. Now, in Bandon there are only 85 Presbyterians according to the Census, and 285 Methodists and other dissenters. Taking one in six of them—a very high estimate—as the proportion of the population who ought to be at school, there would be of Presbyterians 14·5 school-going children, and of the others 46·8. But two separate schools are maintained for these different bodies. Complaint reached me against the National Board of their unfairness in allowing Presbyterians and others to have their own schools without limit as to numbers, while they refuse the same privilege to Catholics.

Queen-street school, Cork.

83. The Queen-street school is entirely new, having been opened only a fortnight before I left Cork, and not much more can be said of it than it is a mixed school for the establishment of which I could see no reason whatever on the manager's principles of non-denominational education. Its rolls record none but the children of people who could pay for their education apart from the aid of a primary school, which, besides, is doubly useless, as the model schools are not a mile from Queen-street, and there is sufficient accommodation in the Carmichael schools for all the Presbyterians in the town. There are 63 on the rolls, and of that number 20 were members of the Established Church and could go to the St. Nicholas' National schools, which are equally good, and the forty Presbyterians would find equally good teaching and accommodation in the Carmichael schools of their own Church, if they disliked the Model schools. But without asking a question, the National Board has established another Presbyterian school in Cork, to which it will pay at least £35 a year, while it has refused aid to establishments which are struggling to educate hundreds of poor children.

84. The following table will give an idea of the comparative expensiveness of the National schools of which I have been speaking. I include the St. Nicholas's schools.

Name of School.	Denomination.	Average attendance.	Government Grant.			Payment per head.		
			£	*s.*	*d.*	£	*s.*	*d.*
St. Nicholas', Cork,* . .	E.C.	185	190	0	0	1	0	6½
St. Michael's, Ballintemple, .	E.C.	24	24	12	0	1	0	6
Carmichael, Cork, . . .	Pres.	116	132	15	10	1	2	0¼
Queen-street, Cork,† . .	Pres.	30	35	0	0	1	2	4
Bandon,‡	Pres.	50	49	15	0	0	19	10½
,, ...	Diss.	22	26	5	0	1	3	10¼
Total, ...		427	458	7	10	1	1	5¼

Church Education Society

85. The schools of the Church Education Society take the next place in importance after the National schools, as being those in which the youth of the lower classes of the Established Church in Ireland are educated. They are important, too, inasmuch they are the evidence of the strength of religious conviction and feeling on the part of the members of that Church, and they seem to be one of the proofs of the necessity there is to adopt some recognition of definite religious teaching in the educational system of the country, if it be desired to gather all the different denominations under the influence of a central system, which alone, besides its other advantages, will make the instruction of the masses of the people efficient. And if it is desirable that none of the Roman Catholic educational machinery should be alien from the State, so is it equally desirable that none of the Protestant communities should remain apart from any great national movement with respect to education. And if it is important now, in a temporal point of view, that education should be sound, and that time should not be wasted in its acquisition, I think that they should be put into some way of becoming efficient.

86. In any other sense they are not important. They are small, and produce the very smallest results. Despite all the efforts that have been made to maintain and diffuse good education in the Irish Established Church by them, success, in the sense of educational efficiency, has not attended the schools of the Church Education Society. They are, so far as I have seen, feeble and inefficient. Indeed it would be impossible to expect any other results from a position of such narrow isolation as they occupy. None of the stream of energy and life which large bodies of men acting in concert together produce seems to reach them. There are no connecting links along which it can flow to them, and so they live a half life, doing their best indeed, but never reaching in height or development to the standard of even a respectable mediocrity. They are exposed to none of the tests which, if they are sometimes severe, excite, notwithstanding, a more vigorous action, and, in the end, do good.

87. They form the parochial machinery of the Established Church, and are planted wherever there is any Protestant population at all. In the towns they universally exist. I visited no town without such a school or schools.

* Only five departments are included in this calculation, one of them being closed I was unable to get information personally.

† This school was only just opened, and the average attendance is estimated consequently, but the amount of grant is determined.

‡ These returns are taken from the references in report of the National Board for 1867—*vide* p. 4467.

In Cork they are numerous, there being six separate schools, as distinguished from departments, attended by 393 children in that city. In Bandon there are six, attended daily by 238 children. Of that number, however, one must be counted as belonging to the Erasmus Smith charity, and another to the Irish Society, but as they are inspected by the Church Education Society and adopt its system, I have included them among their schools. At Kinsale there are three schools attended by 66 children, 44 of whom are infants. In Skibbereen there are two attended by 150 children and 20 infants. In the rural districts, the same care has been taken to supply the Protestants with school accommodation. However small the number in a place, there a school is established and maintained. Many of these places indeed are apologies for schools, but, anyhow, they go by the name, and are counted as such. At Kinsale I found present in the girls' school not more than 8; and in the school census cases frequently occur of schools with less than ten children in attendance. In the Bandon Constabulary district there are 20 schools of this society, and 9 of them were attended by less than 20 children on 25th June, 1868, the average for the 20 schools not being more than 10·5 children each. Now although it is satisfactory to see such a diffusion of the means of education, it still must be owned that its results cannot be of the most vigorous growth. It is gratifying to feel that, for conscience' sake, the clergy and people generally struggle to extend and maintain the blessings of education under such disadvantages, the greatness of which extenuates the faults and defects which are so common in their schools.

88. Some few of these schools are really efficient, but they are very few indeed, and it will always be found that the exceptions in excellence are always the exceptions in numbers. The larger schools are always the best. The schools at Bandon are examples of this. The girls' school attached to the female training institution there, is, taking everything into consideration, very well conducted, and the boys' school is certainly the best I have seen of the Church Education Society's schools. Strangely enough, in Cork, where the children should be quicker, owing to their town life, the schools are very inferior, those, at least, which I examined. The small country schools are dull beyond description. There is an aimlessness and sluggishness about them which is distressing to see. I do not see how it can be otherwise. There is not sufficient resistance in a few children to call forth a teacher's powers of organization, or discipline, or skill. The individuals are so immediately within reach that there is no call for system. And besides all that, the teachers are very young for the most part, have been brought up in the same schools, and have inherited their spirit, which a residence of a few months at the Bandon training schools is apparently unable to supplant with a better. Much care is bestowed on these schools by the residents in their neighbourhoods. In the towns committees are formed, and ladies are diligent to promote through their action the good of education. The clergy, too, do what they can for them. There are many mixed schools, but they are not in great favour, and whenever it is possible separate departments are established. The Church Education Society has seen the wisdom and necessity of training infants, and are careful to have infants' schools, which, if they were large enough, would be, there is no doubt, good stepping-stones to the upper departments. Many of them are to be found. I visited four, and found one fairly efficient, but of the others not much can be said. The ages of the children are high, and, like the general run of Irish school children, do not carry with them a corresponding amount of proficiency.

89. Of the moral tone of these schools it is difficult to judge. The children are certainly cleaner and more respectable looking than the general run of the scholars in the National schools, and their manners, though not so pleasant and friendly, are certainly less untamed. But then they are very frequently of a better class in the towns, and in the country are helped if they are regular at school. Much attention is paid to their religious knowledge, which is based upon Scripture immediately, with which the children are early made acquainted; they learn passages by heart as one of the subjects in which a successful examination must be passed in order to advance into the higher classes. They daily read it in the schools, whose discipline and morality are enforced by reference to the Sacred Text, although in one school it seemed to be not unnecessary to use the stinging arguments of the cane equally with its gentler admonitions. Copying and prompting were as prevalent in them as in any other schools.

90. Inspection does not seem to do them much good; indeed, since nothing is made to turn upon it, I cannot see how it can. Besides, the style of inspection is, from what I could gather from the Inspector's reports, either so superficial, or its unveilings of weakness so partial, as to counteract their effect, and so go for nothing. Plain speaking is absolutely necessary if inspection is to be worth anything, but it is, perhaps, not always thought expedient. I read in the "report books" of the schools of this society complimentary remarks on schools which I found to be deserving of very slender commendation. Those who are interested in them, and who now desire to see a denominational system established, will, I suppose, claim for each of these schools equal grants with larger establishments; it will become, therefore, an important economical question whether the present system of aiding schools shall be maintained. For if the teacher, and not the extent of work and its results, be the basis on which schools are to be supported, the addition of many thousand schools to the rolls of the National Board will involve an expenditure out of all proportion with the object to be effected.

Workhouse schools.

91. I visited only one workhouse school; it was at Midleton. The summer is not the season when the workhouses are fullest, and so there were few children comparatively in the Midleton Union. There were two separate departments on the ground floor of the building, in which there were 36 boys and 46 girls on the rolls, respectively, of whom 30 boys and 40 girls were present at my visit, the others being engaged in duties about the house. The average attendance was of boys 29, in whole numbers, and of girls 38. The average age on coming to school was for boys 9·4, and for girls 6·8, the former leaving, on the average, at 10·4, and the latter at 9·8. The girls, it would seem, therefore, receive three years' instruction, on the average, and the boys only one year.

92. Many of the girls whom I saw were orphans, and having no home, live in the workhouse. Several bore the marks of early ill-usage; and their disfigured and careworn countenance and (sometimes) deformed bodies made it painful to see them. They were well-behaved and well taught, and more intelligent than most of the children I examined, that is, their minds were more opened and better trained. Their explanations of their reading lessons in intelligible language, and their knowledge of the meanings of the words were creditable. In arithmetic they were equally proficient, the second class being specially good. Their sums were done with rapidity and accuracy, and very neatly, as was also their dictation. The children in the First Book were better taught than any I had met with, except, indeed, the children at the Kinsale convent, but their advanced ages, as indeed of the whole school, must not be lost sight of in estimating the condition of their instruction.

93. The mistress had been a monitress in a convent school, her grade being the first division of the second class, but she had not been trained. Her salary amounted to £20 in money with board and lodging. The master was in the highest division of the third class, was not trained, and had been teaching since 1860. He received £25 in money, with board and lodging estimated at £45. Both of them held their places under the Board of Guardians, who have the power of suspension, but not of dismissal without just cause. They would be entitled to pensions amounting to two-thirds of £20 in the event of old age or infirmity. No good service money was allowed. The school-rooms were, as such, very good, but the furniture was not very appropriate to a school. The books in use were those of the National Board.

Irish Society

94. There was only one school of the Irish Society in my district. It was the Ragged School in Bandon, connected with the Church Education Society, and occupying a pleasant building of ample dimensions, on the upper floor of which the elder children were taught, and on the lower the infants. There were present 19 boys and 32 girls, but on the rolls there were 35 boys and 42 girls, the average attendance being 46. The arrangement of the desks in parallel groups made the classification of the children complete. The walls were hung with maps and cards, and round the cornice ran a green scroll with the legend, "Search the Scriptures." The children looked remarkably neat and clean, although I went without giving any notice. There were no Catholics, so far as I could make out, but the registers of the Church Education Society contain no spaces in which to record the denominations of the children. I examined the third class in reading, but the results were very poor. Hesitation, mutilation of the words, and no intelligence, characterized it. A very kindly master, who had been there since 1853, conducted it, and was assisted by his daughter, who looks after the infants in the room below, and by a mistress, who teaches sewing, for which she is paid £12 a year. The master's emoluments are £41 a year, with a good house. The children are very regular, owing to the inducement which a payment of 1*d.* to those who are present during the week creates. They do not receive the money, but at the end of the year it is summed up, and its value given in clothes. The infants' room is damp, the floor being of brick. The Irish Society supports the school, but it is conducted on the Church Education Society's system. I may add that a few Methodists constituted the only foreign element as regards religion.

The Island Society.

95. The Island Society has a school in Shirkin Island, the only one in my district. It is hardly worthy of mention. There are, I believe, four scholars, some of them connected with the master, who is a small farmer, and receives, I was told, £10 a year. All the signs of a school that I saw were two maps, and one or two alphabetical cards; I saw no scholars. The room was a dark dingy place, with an uneven mud floor, in which the education of the children is conducted. The priest informed me that it was simply a trap for proselytes, baited in secret by the devotees who try to conceal their real object under the pretence of having a school. Unfortunately, he said, there were three little Catholics attending it, who, through some quarrel between their relatives, had been sent there.

Hedge schools.

96. Under the name of "hedge" school is comprised all the miserable little private schools which still hang about the towns, and sometimes the villages, and will continue to exist so long as the older people live. There is something respectable in the old type of "hedge" school, which really was occasionally dignified by the superior learning of the teacher, but the modern "hedge" school is an abomination. I visited five of these places, four in the town and one in the country. I cannot do better than take the school conducted by Mr. A—— H—— in Cork, to which I paid a visit, as typical of all. I drove up a street inhabited by the poor, and soon found Mr. H——'s academy, over which hung a board painted with his name. I knocked, and was civilly, if not cordially, received by the master, a deformed but very intelligent looking man. He led me up the stairs which were lined with children, ascending and descending, into a front room, in which, sitting, standing, and squatting, were forty-four children of both sexes packed together in an unhealthy, foul atmosphere, and engaged some in reading, some in writing, others in summing, and the majority doing nothing. From that I passed into a back room, apparently a bed-room, about eight feet square, in which I found about twenty-six little children so closely crowded as to render it difficult to get about amongst them. Both rooms could not contain more than twenty-four children at eight square feet each, but were made to accommodate seventy. I endeavoured to examine them, but the stifling, filthy odour was overpowering, and I left. There was a little trap door in the floor of the attic, into which some of the scholars went by means of a ladder. Of course there was no classification, and the teacher takes each child individually, which constitutes the great charm of these schools in the eyes of the people. The charge is 4*d.* a week for the most proficient, and 2*d.* and 1*d.* a week. The man informed me that he realized about 16*s.* a week by his day school, but had an evening school besides. He was unusually crowded in consequence of the vacation in the convent school adjoining, and I saw many children who were attendants there. Parents think that individual teaching is better than teaching in classes, and so send their children to these horrible places. Some think that the society is more select, and so send them, especially the girls, to private schools. I visited two others in Bandon of exactly the same character as the one I have been describing. In both cases the teachers had been connected with the National Board. It would be well for health and morality if such places were more actively discouraged. I was told by an Inspector that a parish priest encouraged them on the ground that competition would make the National teachers work harder.

Infant schools.

97. It is strange how little provision is made in the ordinary National schools for the proper instruction of infants. I came across only 6 separate infants' schools in connexion with the National Board, 4 of which were in Cork, 1 in Cloyne, and 1 in Skibbereen; and found on their books an aggregate of 812 children, of whom, however, not more than 456 were in daily average attendance, being not very much more than half of the number on the rolls, which may be accounted for by the small attendance, especially of young children, at school in the winter months, parents not wishing to expose them to the severity of the weather without shoes and with little clothing.

98. The ages of the children in these schools are higher than with us in England, and the presence, invariably, of a number of children of eight and nine years of age destroys very much their distinctive character as infant schools. I did not see in any of them a gallery class the average age of which was below five, and the more advanced children were over six. This is owing, perhaps, to a disinclination among the people to send very little children to school, and to the small extent to which the value of infant training is understood. Perhaps, a good deal of this disinclination is owing to the neglected condition of the younger children who attend the ordinary National schools, which never contain infants' departments. Then the schools themselves are very unattractive. The teachers either know little about infant school management, or if they do, the arrangements in the school-rooms are unsuitable, for skill must be seconded by such arrangements as will allow the carrying out of a good system. In Cork the SS. Peter and Paul Infants' school is conducted by a very intelligent mistress, who, although she has never been trained, has, by observation and study, as well as by her love of teaching, succeeded in learning something about the proper method of teaching infants; but her school is not roomy enough, and there is no gallery for the little children, who are perched upon benches, up and down which they are helped.

99. On the other hand, in the St. Patrick's Infants' school there are all the necessary arrangements, including space, for having a good school, but the mistress knew nothing about her business, and all those advantages went for nothing. From these two causes result the inefficiency which I noticed in all the infants' schools of which I have spoken. In two of them disorder was the order in the school. There seemed to be no command over the children. The scene in St. Patrick's school which I witnessed on entering was extraordinary. Near the door was seated the mistress with a class in reading around her, while 150 little children were scrambling up the gallery, swarming like ants, and screaming or crying as their humours swayed them. How the mistress got on with her lesson I cannot imagine. An endeavour, at my request, was made to obtain quiet, but the success was very transitory; in a few minutes chaos reigned again.

100. Much the same sort of scene was enacted at the Skibbereen school, which was very unsuitably furnished. I must make an exception in favour of the SS. Peter and Paul's school, in which, despite the accommodation, good order was preserved, the children kept in their places, were obedient, and were as neat and clean as any of the children attending the convent schools. They were also very well taught; but far too many children above seven were present. The mistress tries to get up a spirit of emulation among the children which, she says, succeeds. A little girl, for instance, is asked a question which, if she answers it well, is applauded by all the others, but if she fails entirely, she is sent into a back bench until she redeems her character, when she is restored.

101. The instruction of these schools, as the teachers generally seem to know very little about infant management, is of course deficient. The children can follow if they are led, but can do nothing by themselves. They cannot count without help, nor add unless in the form of repeating the addition table. None of the advanced children can copy letters, and the idea of expecting children reading the First Book to write letters from dictation is regarded as the theoretical fancy of some impractical being. Physical exercises, which lighten the labour of learning to the infant, do not seem to be understood or practised at all. But as these results are attained elsewhere, why should they not also be attained in Ireland? What is wanting is a supply of good teachers who should be made to work up to a certain standard, and their schools tested yearly to discover whether the standard is attained.

102. In the towns the demand for infants' schools is very fairly met by the nuns, who always have infants' departments, in which, although there may not be the same amount of elementary knowledge imparted as with us in England, there is always good order, neatness, cleanliness, and some systematic teaching. The children are taught to move together by signs, they go through a drill of physical exercises, accompanied with singing, with great precision and regularity, while they learn something in the way of counting and adding, the multiplication table, a knowledge of the letters of the alphabet, and, in one case, I heard a gallery class answer questions simultaneously on the geographical definitions very fairly. It is in these departments that the Irish nuns do best. It requires patience, much self-control, and perseverance, to discharge the duties of an infant school teacher successfully. The discipline of the "religious" life, and the motives which inspired them to embrace it, will explain their success in these schools. Whether connected or not with the Board, the nuns' infants' schools are creditable as compared with any others. One of the best managed—I do not say taught—infant schools I ever saw was the one attached to the convent of the Irish Sisters of Charity in Cork. It is the only infant school I saw in which a limit of age is observed, and so it is really what it professes to be. There were 269 children of both sexes present in a large room with plenty of space for the movements of the children. The average age of the school was not more than 4·5; and at 6 years of age the boys are sent to the Christian Brothers, and the girls to the higher departments of the same school. The drill of the children was admirable, and their instruction fairly good. The spirit was cheerful, pleasant, and vigorous. The infant departments of the Sisters of Mercy schools are not in any respect equal to the other convents; but they are superior to any of the ordinary National infant schools.

103. The Church Education Society must be commended for its carefulness to have infants' departments in their schools whenever it is possible. Of seven schools there were five which had separate departments for infants, in which were present, on June 25th, 1868, including the infants from two schools without such provision, 170 children. Judging of these departments from two which I saw, they seem to be conducted systematically and very fairly. They want, however, numbers to give them life.

Number of infants attending school in Cork.

104. The following figures will give an idea of the number of infants attending school in Cork. According to the school census there were present in all classes of schools, 1,842 infants; the number of infants, who ought to be at school being 3,040, between the ages of four and six, and between three and six, 4,549; the per-centage, according to the former estimate, being 60·5 per cent. at school, and according to the latter only 41·1 per cent. The first estimate supposes that a child does not go to school until the age of four is attained, and gives as the average attendance of infants the same per-centage which, I believe, represents the proportion of children of all ages present daily throughout the year at all. But as every infant is able to go to school at three years of age, the latter estimate is the truer one; and 41·1 per cent. only of infants at school is more in keeping with the appearance of the streets in Cork daily, which are filled, in the poorer parts of the city, with little children.

105. Looking at the supply of schools, and their situations in the poorest localities, there are no defects in these respects which can explain the absence of so many infants from school, and the school accommodation in Cork is much in excess of the actual needs of the population. It is, I believe, very much owing, as I have said, to the want of a full perception of the value of infant training which seems to exist generally. The people too, are very indulgent to their children, and it seems hard-hearted to them to send them to school so young. But I have no doubt that the increase which has of late years taken place in the convent schools will break down the prejudice, and parents will find that the school is a better place in every way for their little ones than the streets.

106. In the National schools, which have no separate departments, but which take in infants, some special regulations seem to be necessary to ensure proper attention being paid to the younger children who attend them, and especially in rural districts. A gallery should always be insisted upon, and a certain amount of instruction for the children under six required, with something higher for those of them who are rather more advanced than the mere babies. It would not be requiring impossibilities, and would be laying good foundations, if the children were expected to come up to the English standard, viz., to count to 100 without assistance, to point out the letters of the alphabet, both small and capital with facility, and in the case of those a little more advanced to be able to copy letters from a black board or slates. By this means time would be gained, and the children would at six years old be better prepared for the next step in their education, and progress would be more rapid and more easy. But it will not be sufficient to create a standard, there must be some test applied to ascertain that it has been reached, since unless that is done, the standard will never be reached.

Evening schools.

107. The period of my visit was unfavourable for seeing evening schools, of which, however, there were not more than three in Cork, one only of them being in operation when I was there. These three schools were established by the zeal and benevolence of private individuals. One of them, in the north side of Cork (the one I visited), was first of all started by a pious working man, Mr. Trevor, who feeling himself, he said, the disadvantages of the want of proper instruction, was resolved to do what he could to afford the means of instruction to those who were too old to go to day schools. He therefore betook himself to Mr. Hegarty, whose assistance was at once afforded him, and to Professor England, of the Queen's College, who likewise gave him countenance and personal aid. Thus strengthened, he began by obtaining leave to use the girls' school (St. Mary of the Rock) in Blarney-lane, engaged a paid teacher, one of the assistants at the Sundayswell Female National School, and commenced operations. He himself taught occasionally, and was aided by other charitable individuals. The school was intended for girls, and on the evening of my visit there were 46 present out of 120 on the rolls, the average attendance for the three months it had been opened being 52. The ages of the girls ranged

from twenty to twelve; they were principally hands employed in the flax mills. The majority of them had left school very early, and were very ignorant; some of that number were able to do no more than write copies in text-hand with difficulty, and the best were reading no more advanced book than the Third Book of the National Board series. The modicum of arithmetic was very small. No one, I was informed, was able to do the compound rules, while the majority knew nothing of figures at all. The school at the time I saw it was not fully organized, which, unfortunately, it had not time to become, as before I left Cork it was discontinued, at least it had no longer the privilege of using the same premises, and had not, so far as I could gather, re-assembled elsewhere.

108. On the opposite side of the river, a male evening school was established not long before the one I have been describing by the same excellent people, aided by a priest; it was closed when I was in Cork, and I could not, therefore, visit it, and was not provided with the statistics respecting it which I had been promised; I can, therefore, say but little about it beyond the fact that it was composed of young men and boys whose religious education was so neglected, that the first work to be done was to teach them their catechism and the moral principles of Christianity. Secular instruction had not been regularly commenced, for which reason they had not yet applied for State aid. Another evening school for boys is held during the winter in the Blackpool National School, and is patronized by the Society of St. Vincent of Paul. But as it was not in operation, and no registers were kept, I could gather nothing more about it. It appeared that the teachers of the private schools have evening classes, from which they derive part of their support. The scholars in them go to learn what they can of arithmetic, accounts, and letter-writing; but they are not of the class who compose the normal type of evening scholars.

109. Looking to the proportion of children in the lower classes of the National schools, and the small amount of instruction which that classification implies, and the advanced ages of the children composing them, which fact, in its turn, suggests how many children leave school imperfectly educated, the establishment of evening schools in a town like Cork would be most beneficial. The young are without employment after six o'clock, and if they could be induced to spend two hours during the winter months, say from seven to nine, in an evening school, they would be in the way of improvement, and out of the way of the numerous temptations of the lowest kind which beset the young in a large town. If the clergy would lend a hand, and take the matter up earnestly, it might, I think, be effected. It would, in its way, do as much good at least as pulpit admonitions, and would not probably be of less penetrating influence than the solemnity of a bishop's pastoral.

Mixed Schools.

Mixed schools.

110. The number of mixed schools of all descriptions visited was 15, or nearly 17 per cent. of the whole number. They were distributed as follows:—8 were National schools, 5 of these being under Roman Catholic management, 2 under the Established Church, and one Presbyterian, and 7 were in connexion with the Church Education Society.

111. The private schools I exclude, although they would, from the fact of their containing children of both sexes, come under this head. Six of the National schools were conducted by masters, and two by mistresses; and of the Church Education schools, five were under masters, and two under mistresses. The National schools were the largest, the Roman Catholic schools being all in more or less populous situations, and standing, if it can be said of any Catholic school in Ireland, in the light of parochial schools. The Kilmacabea school is in the large village of Leap; the Cove of Kinsale school is situated in the fairly populous village joining on to Kinsale; the Belgooley school is in the village of that name, as also the Clogheen school; the Ballintemple school is in the town of Ballintemple, near Cork, and is the school of the Established Church district of that name; and similarly, the Blarney school is the school of the parish of Garrycloyne. The Presbyterian school is in Cork, and is the only mixed National school in that city. The Church Education Society's schools are, with exceptions, also parochial. The Irish Industrial Ragged school in Cork and the Irish Society's Ragged school in Bandon form the exceptions.

112. The Roman Catholic schools are held in the worst buildings I saw. A description of them may be read further on under the head of school buildings. The structures, besides being bad, are so wanting in space that overcrowding ensues, which is just the very thing that ought to be guarded against in mixed schools; and worse than all, these schools are not supplied with offices of any kind. The Church Education Society's schools are also held in inferior buildings, though many degrees better than the others, and are mostly without offices.

113. On the rolls of the National mixed schools I found the names of 252 boys and 231 girls, in all 583, 349·6 of that number being in daily average attendance. In the schools belonging to the Church Education Society there are 160 girls, and 116 boys on the rolls, making in all 276, of whom 185 were in daily attendance. Counting the two classes of schools together there were 859 children on rolls, with an average of 534, or a fraction more than 62 per cent.

114. Mixed schools are not in great favour anywhere, the feeling being much against mixing boys and girls together, and they only exist when nothing better can be done, or where there is not much activity among the clergy. In the very poor places inability to raise enough to build separate departments entails the necessity of a mixed school, which it is preferred to put under the care of a mistress, popular feeling being very averse to having masters over them, but whatever feeling may be, facts show that they are more frequently taught by masters than by mistresses. In the National schools there is always a mistress who superintends the girls and teaches them needlework. In three cases the mistress was the master's wife. Mixed schools may be productive of good, and are, if they are under the care of teachers who have some power of influencing their scholars by moral means; but I should be afraid of them without some such guarantee. A mistress who is well trained is particularly valuable in such schools, as she is able to subdue and soften the boys better than a master, which is, of course, the great thing to be done in order to make their association with the girls less objectionable. In Ireland, officered as they now are, I should doubt much whether they are likely to do much good. As regards instruction, the mixed schools appear to be among the most deficient, as they are, indeed, in every respect.

Attendance.

Number of children at school in proportion to population.

115. In determining the proportion of the population of the country who are at school, we may take either the number on the rolls, or the average daily attendance, and compare either with the whole population, and thus arrive at the proportion of children at school to the population, or with the number who ought to be at school, and thus arrive at some definite conclusions respecting the number of children who actually do go to school.

116. For the former process to be at all satisfactory, it would be necessary to obtain carefully the number of children on the books of every school in each district, and to assure one's self that such records were correct;

but as I was quite unable to go to every school in each district, and, moreover, as only in the National schools could any real information be obtained respecting the numbers on the rolls, owing either to no books being kept, or to their imperfect condition, or to a misleading system of registration, I determined to ascertain the numbers actually present on a certain day in all the schools in the towns and parishes which I visited, and compare the number thus obtained with the numbers who ought to be at school, taking as my standard the generally accepted proportion of one in every six of the population as representing more or less accurately that number.

117. The period at which the school census was taken was the most favourable that could have been chosen, as the attendance at that period about represents the proportion of children calculated to be in average daily attendance during the year, and the following table will show the school attendance in seven districts together with their population on June 25th, 1868 :—

Districts.	Population.	Number of children who should be at school.	Number of children actually present on 25th June, 1868.	Proportion present.	
				To population.	To numbers who should be at School.
Cork (City),	80,121	13,353	8,658	1 in 9	64·7
Passage West,	2,288	381	291	1 „ 8	73·4
Queenstown,	8,717	1,452	1,188	1 „ 7	81·1
Bandon,	6,243	1,040	835	1 „ 7	80·2
Kinsale,	3,714	619	738	1 „ 5	119·
Skibbereen, Town and Country,	10,397	1,729	1,182	1 „ 8	68·3
Midleton, including Cloyne and Castlemartyr,	11,475	1,912	1,387	1 „ 8	72·5
Totals,	122,955	20,486	14,279	1 „ 8	69·7

118. Of those seven localities, in five cases the population of the towns alone is dealt with, and in two only, rural districts are included, viz., Skibbereen and Midleton. By rural districts is not meant all the parishes which are comprised in the Constabulary lists, but only the parishes which were actually visited. Thus Skibbereen, besides the town itself, includes Abbeystrowry, Tullagh, and Creagh; and Midleton, besides the town, includes the rural districts of the parish of Midleton, Mogeesha, and Cloyne, as well as Mogeely, which, although properly belonging to the Youghal Constabulary list, I have for convenience placed with Midleton.

119. Out of a population of 122,955, it appears from the above table that on 25th June, 1868, 14,279 children were in attendance at school, or 1 in 8, the number which ought to have been there, taking 1 in 6 as the rule, being 20,486; and the number absent being 6,207. The absence of that large proportion of children from school I account for by the small number of infants, *i.e.*, children between three and six, in attendance at school. I have alluded to this matter under the head of infants' schools. It would appear that about one-third of the children who ought to be at school are infants of that age, of whom somewhat more than one-third seem to go to school. In Cork there are 13,353 children of a school-going age, of whom 4,549 are infants between the ages of three and six, or rather more than one-third of the former number. On 25th June, 1868, not more than 1,842 infants were present in the schools in Cork, or rather more than one-third, speaking roughly.

120. The same proportions appear everywhere, and may be taken presumably as the rule, and applicable in explaining the absence of those 6,207 children from school. That number is, like the case in Cork, more than one-third of the total of children who should be at school, and may therefore be considered as infants who were kept at home either through the dislike of their parents to send them to school so young at all, or owing to the distances in the country districts being too great for such young children to travel. But supposing one-third of the 6,207 infants to have been at school, which is very likely, that would imply the absence of 2,069 of the older scholars, caused by the same circumstances which keep even tolerably regular attendants from school.

121. The proportion of children at school to the population is lowest in Cork and highest in Kinsale, while in all the other districts it is nearly equal. The facts regarding Kinsale must not be considered as representing the real state of affairs there, as the population of the town and the rural part of the parish is taken, while the large convent school there is attended by the girls of the surrounding rural parishes, the populations of which are not included.

122. The number of infants in Cork not attending school at all explains to a very considerable extent the small proportion of children at school in that city. But, besides, there is this fact to be recollected, the necessary existence in large towns which have no large industries in operation of a considerable number of very poor people, whose poverty degrades them, and renders them insensible or careless about the interests of their children, who are, consequently, either left to run wild, or are employed in getting what they can for their parents. It would seem that 2,000 children not infants are daily absent from school. In the smaller towns there is not so much poverty, or, at least, it does not exist in such an aggravated form as in Cork. It is more within reach of the influences which, if they cannot check, at least modify it, and prevent it from lapsing into entire degradation. Queenstown and Bandon, each of them large country towns, make a respectable appearance as regards the number of their populations at school. In an estimate which includes all classes of schools—primary, middle, and upper—it is difficult to determine exactly the state of affairs among the actually poorer classes. There is, first, an absence of any means of discovering the proportion between the rich and the poor of the population, and consequently of determining their relative number in the schools. The number of children of the better classes at school would be, proportionately to the population, greater than the children of the lower classes, who, therefore, in a general estimate make a more respectable appearance than they would if the different classes of society were taken apart.

Proportion of different religious denominations at school.

123. As the members of the different religious denominations attend schools more or less directly connected with their churches, it may be instructive to glance at them separately. There are 67,148 Roman Catholics in Cork, 11,191 of whom ought to be at school; but on the 25th of June, 1868, not more than 6,705 were present, or not more than 1 in 10 of the population, and only 60·4 per cent. of those who should be at school. The members of the Established Church number 10,632, of whom 1,772 should be at school, but only 1,146 were present on the occasion of the school census last year, making a proportion of 1 in 8 of the members of that Church, and giving a per-centage of 64·6 of the numbers who ought to be at school. The differ-

ence of attendance at school between Catholics and Protestants in Cork does not, therefore, appear as great as might have been expected; but it must not be forgotten how many of the members of the Established Church educate their children in England, so that these figures can hardly be taken to represent the state of things among the Protestants who make use of primary schools. The Presbyterians and members of different dissenting bodies number together 2,350, of whom, supposing 391 to be the number who ought to be at school, there were present in different schools in Cork 201, or about 1 in every 11 of the population, and 51·5 per cent. of 391, the number who ought to be at school. But as the members of all these bodies are without exception almost of the upper classes, we may fully account for these low figures in the same manner in which the low per-centage of members of the Established Church was accounted for.

124. In Bandon there is a Roman Catholic population of 4,315, of which 719 should be at school. In June, 1868, there were 535 children present, giving a proportion as regards population of 1 in 8, and a per-centage of 74·4 of actual attendants. In the same town the members of the Established Church number 1,541 souls, of whom 256 should be at school, while the number actually present was 274, or 1 in 5 of the population, and more than 100 per cent. of the number who ought to be at school. This is remarkable, but it is, I think, easily accounted for by the presence of so many scholars above sixteen in the schools, in several of which young men are prepared for the Civil Service. Of Presbyterians, Methodists, and other persuasions there is an aggregate population of 387, and 64 should be at school, but not more than 49 were present when the school census was taken, being 1 in 7 as regards population, and a per-centage of 73·4 as regards attendance. These instances serve to illustrate the towns, I will conclude them by reviewing three country parishes.

Attendance in the country.

125. Kilmacabea is a parish in the west of Cork, and contains a population of 3,149, of whom 2,903 are Catholics, and 245 members of the Established Church. Of the former denomination 482 ought to be at school, and of the latter 40. When the schools of the parish were visited and the census taken, only 232 Roman Catholics were present, and 33 members of the Established Church. So that while in the case of the latter body 1 in 7 of the population and 82·5 per cent. of 40 were at school, in the case of the Catholics only 1 in 12 was attending school, being a per-centage of only 48·1 per cent. of the number who ought to have been there. Myross, another rural parish, numbers a population of 1,493 souls, the number of Catholics being 1,325, and of the Established Church 159, besides 9 Methodists. Of the former 220 should be at school, and of the latter, including the Methodists, 28. In the National school 196 Catholics were present, and in the parochial school 18, the proportions being as regards Catholics 1 in 6 of population, and 89·8 per cent. of its school going part, and, as regards the Established Church, 1 in 8 of the population, and 64·2 per cent. of school goers. Again, in Tullagh, one of the wildest districts in that part of the country, there is a population, including the little town of Baltimore, of 1,868 Roman Catholics and 151 Protestants; of the former 331 are of a school going age, and of the latter 25. The schools attended by Catholics contained 233 at my visit, and the Protestants numbered 17, giving a proportion 1 in 8 in population, and a per-centage of 70·3 present of the number old enough to go to school for Catholics, and for Protestants nearly 1 in 9 of population, and a per-centage of 68 per cent. of actual attendants.

State of attendance in Bandon and Skibbereen districts.

126. I have taken the trouble to calculate from the census the populations of the Bandon and Skibbereen constabulary districts, with the view of comparing together the whole population of each district with the number of children who were present in school when the census of schools was taken last year for the Royal Commission. The results, although in some respects the two districts are very different, are curiously similar. In the Bandon district, there is a population of 19,917 Catholics, 3,502 members of the Established Church, and 508 Presbyterians and Dissenters of different kinds. On 25th June, 1868, there were present of Catholics 2,200, or 1 in 9 of the population, of members of the Established Church 537, or 1 in 6, and of Presbyterians 58, or 1 in 8. The latter proportion must not be taken to represent the real state of education among the Presbyterians, as being scattered over the country, they are included in other schools or are educated out of Ireland. The population of the Skibbereen constabulary district is divided between 23,799 Roman Catholics, 708 members of the Established Church, and 175 Presbyterians and Methodists. On the day above named, 2,521 of the first mentioned class were in school, 708 members of the Established Church, and 15 Presbyterians, so that 1 only in every 9 Catholics, and 1 in every 7 Protestants was in attendance at school.

Protestants attend school better than Catholics. Reasons.

127. These facts, together with others, lead to the conclusion safely that in the whole of the Cork district Roman Catholic children do not attend school as numerously as the Protestants, the latter body coming very nearly up to the mark, while the former fall below it considerably. The fact that the Protestants are generally a superior class of people to the Catholics must not be forgotten in trying to arrive at an explanation of this difference; nor their smaller numbers which, of course, brings them more easily within the reach of the higher influences which the Protestant landlords and middle classes exercise in the country. The Roman Catholics are more numerous, and were for centuries in a helpless state, during the whole of which time the Protestant community was enjoying whatever blessings and advantages a growing civilization could bring. Efforts in behalf of education existed many generations in Ireland previous to the creation of the National Board, but it affected only the members of the dominant party, and so far as the Catholics were concerned might never have existed. It is not more than thirty-five years since the National scheme made education general, and the Roman Catholics, as a body, cannot boast of an educational tradition older than that. It is not wonderful, therefore, that they are not as alive to the advantages of instruction as their Protestant neighbours, considering, too, the economical, physical, and other difficulties which stand in the way of education.

School accommodation.

128. The question next arises as to whether the school accommodation is sufficient to meet the educational needs of the people. I should be glad to be able to give full particulars with respect to this question in each district which I have been discussing, but as all my information on this head relates only to the schools I visited—not amounting to one-third of the total number of schools on the constabulary lists—I can do no more than give such facts as may be taken to represent the general condition of affairs. The question of the sufficiency of school accommodation has of course two significations—it may either relate to the sufficiency of separate buildings to meet the convenience of localities, or it may mean the sufficiency of space in the existing buildings in relation to the wants of the population.

Supply of school-houses sufficient.

129. Now in both these aspects I do not think there is anything to complain of. As far as my experience went I came upon no district which was not supplied with a school more or less conveniently situated, nor were there any complaints on this head, except in one or two instances—there certainly was no generally expressed feeling of want among the clergy, and the reports of the constabulary are satisfactory. Speaking roughly, there are school-houses at distances of from three and a half to four miles from each other. This I noticed on my journeys. And the utmost distance I ever heard of a child having to walk to school was five miles, and then it was done voluntarily to attend the Christian Brothers' schools, or the nuns' schools. There was no necessity for it. The parish priests who, in the first instance, found the schools, take care to establish

them in such positions as are central for the districts the needs of which are to be supplied. Only one priest in charge of a parish complained of the want of schools. Mr. Rice, of Queenstown, says, "we want a school at the west end of this island, and a suitable school at the east end."

130. This, as may be seen from the letters contained in the Appendix, is the only distinctly expressed want. Others complain of distance, but if schools were to be founded merely to meet the inconvenience of distance, which after all affects very few, there would be an end to all economy. In a widely-scattered population there must be inconveniences of this kind. The sub-inspector of constabulary in the Skibbereen district reports the want of a school "at Bade, in the parish of Myross." In the Passage West district "there is no primary school in operation in the district of Victoria, containing about 4,550 acres." In the Mitchelstown district "there is a very considerable tract of country at Grayden in which no primary schools are in operation, and much inconvenience is felt in consequence of that want." One very good evidence of the supply being equal to the demand is that no new schools are being established. There are new buildings here and there in the course of erection (there should be many more in that condition), but only as substitutes for unsuitable ones. Emigration has so much drained the country that the schools which were established when the population was greater are now found to be sufficient for its present extent. All the provincial towns of the south of Ireland have diminished in size, and Cork, its chief city, has made no advance in numbers. This brings me to consider the actual accommodation in the schools I visited, and its relation to the needs of their localities.

Accommodation in schools abundant.

131. In calculating this, I took as my basis the requirement of 80 cubic feet of space for each child in average attendance, which the Committee of Council on Education expects in every school to which annual grants are made. The capacity of buildings estimated in that way is much higher than if area only is calculated, and when the buildings are lofty, as is frequently the case, the gain in height quite obscures any deficiency of area in a calculation. I have, however, calculated by the rule of the Revised Code, and find that in 86 schools which I visited, with 17,819 children on the rolls, 10,264 present at visit, and an annual average attendance of 10,704·3, there were contained 1,926,975 cubic feet of space, which shows them to be capable, at an allowance of 80 cubic feet of space to each child, of accommodating 24,087 children, or 13,383 children more than are in daily average attendance. This excess, startling as it is at first, will not seem so great if it is recollected,—first, that cubic capacity, and not area, has been calculated, and that, therefore, the real capacity of the buildings is exaggerated; second, that class-rooms are included; and third, that several very large school buildings not a quarter filled, and connected with the Church Education Society, are likewise included, and swell the number considerably. In Cork alone, three of these schools, with only 142 children on the rolls and an average attendance of 111, could together accommodate 1,267, or more than half of the Protestant children who ought to be at school. At Bandon, again, there was accommodation for 949 children in schools which were attended on the average by no more than 203. The school attached to the Female Training Institution has room enough for 365 children, although it is attended by an average of only 43, and the practising school for boys could accommodate 332, but has no more than 68 in daily attendance. But, making due allowance for the effect which the inclusion of these schools has upon the results of the calculation, and even taking area as the basis of calculation, a great excess would still remain.

Accommodation in ordinary National schools:

132. In the ordinary National schools there is a great excess of space. Wherever I went I found it so, except in the case of a few non-vested schools. Thus in Cork the ordinary National schools are capable of accommodating 3,257 scholars, of whom, however, there were not more than 1,397 in daily average attendance. In Queenstown the National schools have space enough for 1,391 children, but have an average attendance of only 365. In Bandon, where the accommodation is poorer than in any other town, the two National schools, with an average attendance of only 143, could hold 317. In Skibbereen the schools could accommodate 1,190 children, but are attended by 437. I might continue this over the whole of the district.

in convent schools:

133. The convent schools, whether in connexion with the National Board or not, have likewise superabundant space. In Cork, they are attended, on the average, by 4,869 children, but could accommodate 9,913. Class-rooms are included in this estimate. With one exception, the rooms in these schools are very lofty, and so gain in cubic capacity, which, I repeat, must not be confounded with area, of which there would not be the same excess, although it is always beyond the demand for accommodation. The excess is observable in all the convent schools wherever situated.

in Church Education Society's schools.

134. The schools of the Church Education Society in the country are no exception to the rule. In the rural parishes of Tullagh and Baltimore 2 schools, attended by 28 children, had room for 179, and in the country parishes of Enniskean and Ballymoney, 2 schools, attended by an aggregate average of 55 children, were large enough to contain 347.

135. Very few schools fell below a good standard in this respect, and they were all National schools. The two departments of the Ballinora school, capable of accommodating 161 between them, are attended by an average of 238; the Cove of Kinsale National school, with room for 125, was attended by 131, and the wretched cabin in which a National school is taught at Belgooley is made to accommodate 53 children, having space for no more than 40. This excess in school accommodation is owing chiefly to emigration and the loss of population by the famine. At Kinsale, the convent school, which ten years ago was attended by 600 girls, has dwindled down to half that number. The incumbent of Ballymodan parish, Bandon, told me that they had lost more than 700 Protestants in twelve years. It is not wonderful, therefore, that the schools are not filled.

Number of scholars on the rolls of different descriptions of schools.

136. The number of scholars on the rolls of the schools visited amounted to 18,025, and the number in attendance 10,473. They were distributed as follows:—

Description of School.	Number on Rolls.	Numbers present at visit.
Ordinary National, .	6,375	3,161
Conventual, . . .	6,447	3,110
Conventual, not National,	4,326	3,510
Church Education, . .	559	371
Private, . . .	318	318
Total, . .	18,025	10,470

137. As registers are, as a rule, kept regularly and systematically only in those schools which are in connexion either with the National Board of Education, or with the Church Education Society, or the Christian Brothers, it is impossible to arrive at any definite conclusion as regards the numbers of scholars who are supposed to belong to any other classes of schools. The unaided convent schools and all the private schools belong to this

class, and all that could be done was to endeavour to get some approximate information, or to take the numbers actually present on the day of visit as representing the full extent of the pupil element.

Statistics of National schools not quite trustworthy.

138. And even the National school registers must be treated with some reserve, and their returns not so fully trusted as they claim to be. For, owing to the rule which requires 13 unbroken weeks to elapse before the removal of an absentee's name from the rolls, it happens not unfrequently in the towns that the same child's name is enrolled at the same time on the books of two schools (or sometimes three schools, I have been informed), and thus two scholars in a general summary are returned for one; and again, owing to the same rule, it happens in almost every school that numerous scholars are returned as attending who have never made any attendances at all. Instances illustrative of both these cases came under my own observation. At Kinsale, on the occasion of my first visit, the convent school was closed, and several (I discovered 6) of the pupils were sent to the mixed school at the Cove of Kinsale, and, of course, in the returns from each school of the number on rolls, these children are counted as 12 distinct scholars. In Cork likewise I met the same children in different schools. The holidays happening at different times occasions this to a great extent, as parents do not seem, although they do not check irregularity, to appreciate holidays, which are the great harvest time of the private schools. Then again, the people are capricious and changeable about schools, and remove their children frequently from one school to another, or if a teacher seems to be inefficient in comparison with another the children forsake his school in numbers. There had been an excellent teacher at a boys' school in Cork up to a short time previous to my visit, who attracted large numbers of pupils. He was, poor man, drowned in a fit—I was informed—of intoxication, to which report says he was addicted more or less. Another man was appointed, and in the course of a few weeks the attendance had fallen 20 per cent., and was rapidly falling when I visited the school. Now, a diminution of 20 per cent. in the course of the quarter, while not affecting the return of the numbers on the rolls of that school, would swell the rolls of another school, and, in a summary, there would be higher figures than there would be scholars. The National teachers informed me that no one knew the extent to which this prevailed, and I can quite believe it.

139. From the returns of the attendance of children at the National schools, I gathered some curious information as to the number of scholars who may be returned as on the books, but who have never been at school. Thus I had returns of 50 boys on the rolls of one of the Presentation Monks' schools in Cork, who had never made a single attendance. At the Sundayswell boys' school 12 boys were returned as on the rolls, but with no attendances. At Blackpool school 24 boys had made no attendances, and so on. I cannot think, therefore, that the returns of the National Board regarding the numbers enrolled in the books of their schools can be treated with entire confidence.

Classification.

Proportions in each class for all descriptions of schools.

140. The classification of the scholars deserves notice. Private schools are not included in these remarks, as they possess no system of classification. The proportion of children in each class for all classes of schools was:—

First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.
37·6	28·8	20·7	10·2	2·3	·4

141. It will be noticed how large the proportion of scholars is in the lowest class, which has the advantage of having included in the calculation the schools of the Christian Brothers, in which the per-centage for that class is not much more than 20. And so large are the two classes below the third, that a per-centage of only 12·9 expresses the proportion of scholars whose education can be considered as anything more than merely elementary. If my observations on the small number of children under 6 attending school are borne in mind, this per-centage will assume a more important aspect. It is, however, very much greater in the schools in connexion with the National Board as a rule, while it is lowest in the schools of the Christian Brothers and the Church Education Society.

Per-centage in each class in ordinary National schools.

142. The average per-centage of scholars in the first class of the ordinary National schools is 40·9, or very nearly 41; in the second class 31 and a fraction; in the third class 18·8; in the fourth class 8·5, and in the fifth class ·6 per cent. In particular districts these per-centages vary considerably, but are always highest in the lowest classes in the larger towns. Cork I found to be the most unsatisfactory in this respect, for of 3,257 children on the rolls in the ordinary National schools 46 per cent. were in first class, 28 in second, 17 in third, 8 in fourth, and 1 in fifth, or very nearly one-half of that large number of children, among whom there were very few children under 6 years of age, were in the lowest book of all, and not more than 9 per cent. above Third Book. In three other districts the proportion in the first class is pretty nearly the same. Kinsale takes the next place after Cork—the per-centage for the first class being 45·5, for the second class 32·9, for third class 12·8, and for fifth ·2, the per-centage above third class being not more than 8. In two other districts, Skibbereen and Bandon, the first class presents a more hopeful aspect, containing not more than 35·5 and 34·7 per cent. of scholars respectively; the second class is more gloomy than elsewhere, as 32·9 and 37·1 per cent. respectively represent the extent of that class in those districts, while the per-centage above third class is, in Bandon, 13·2 (the highest I met with in any National school), and in Skibbereen 8·6 per cent.

In conventual National schools.

143. In the National conventual schools the general average per-centage of children in the first class is pretty much the same as in the ordinary schools, being 41·5 in first class; in second class, 28; in third class, 20·7; in fourth class, 7·6; and in fifth, 1·3. In two districts, Kinsale and Bandon, the per-centages in first class are 49·3 and 48·4 respectively, which is owing to babies being taken in those schools in greater numbers than elsewhere.

Conventual, not National.

144. In the conventual schools not aided by the State we find a much more satisfactory condition of things. In the first class, 27·1 represents the proportion of children; in the second, 25; in the third, 27·4; and in the fourth, 22·8. Among these schools I include the Christian Brothers, who have a larger per-centage of scholars in the fourth class than any other class of schools. It reaches 28 per cent. The presence of a considerable number of infants in two of the nuns' schools included in this calculation, who are counted in the first class, gives a still more favourable aspect to these schools viewed in this respect.

Church Education Society.

145. The schools of the Church Education Society also stand very favourably in some cases as regards the distribution of their pupils in classes; for I find that in their first class there was not a greater proportion of children than 31·3 per cent., which is so high only in consequence of the inclusion of certain schools with infants in the calculation. In their second class there was a per-centage of 26 scholars; in the third class of 23·8; in their fourth class of 17; in the fifth of 3. There was also a very small per-centage of sixth class scholars.

Ages.

146. The ages of the children who compose these classes are high; and so the preponderance of numbers in the two lower classes, and the very small proportion above the third class in the schools which do the greater part of the work of the country, make it an important subject as regards the rate at which children advance in the schools. From the census it appears that the majority of the children attending school in Ireland are between 7 and 12 years of age, the children under 7 coming next to them, but at a great distance, while the numbers between 12 and 14 are very small. In Cork, in May, 1861, there were present

in school 8,124 children between the ages of 3 and 14, of whom only 2,048 were under 7, and only 941 above 12 and 14; while 5,796 were between 7 and 12 years old, or 71·3 per cent. Those proportions remain unchanged, and we have, therefore, with 71·3 per cent. of children between 7 and 12, comprising the majority of the attendants in the primary schools of the country, as large a proportion as 37·6 in the lowest class in all descriptions of schools, and in the National schools more than 40 per cent.; while we have only 12·9 per cent. in the highest class in all descriptions of schools, and in the National schools not more than 8·5 per cent. in the fourth class. It is not an encouraging sign of the educational proficiency of the country, this preponderance of numbers in the lowest classes, if we bear in mind the ages of the children.

Average daily attendance.

147. The average daily attendance of 18,025 scholars in all description of schools visited amounted to 10,900, being a proportion of 60 per cent., or not more than $\frac{3}{5}$ of the number enrolled. With the exception of the Christian Brothers' schools, I think that, with variations on either side, that per-centage may be taken as the correct expression of the attendance of children at school.

Christian Brothers' schools.

148. The average attendance in the Christian Brothers' is remarkably high, and must be considered quite exceptional. Indeed, I know of no primary schools in either of the three kingdoms in which anything like such a high proportion of attendance can be found. In Cork they had at the beginning of last year 1,990 scholars on the rolls, of whom 1,610 were in daily attendance, being 80 per cent. or $\frac{4}{5}$; while at Midleton it was only a fraction per cent. less, although the school had been in operation only a year when the return was made. The number on rolls was 502, and the average 399. This regularity is owing to the great popularity of the Brothers, and to the consequent run upon their schools for education; to their own efforts to secure regularity; and, lastly, to the presence in their schools of a considerable number of boys of a better class, who, by their regularity, set a good example to the others.

Church Education Society.

149. The schools of the Church Education Society come next to the Christian Brothers' in point of attendance. The daily average attendance for all the schools I visited stands in the ratio of 75 per cent. to the number on rolls. Of 559 scholars on the rolls, 395 were in daily attendance, being 75 per cent., within a fraction of the former number, or only one-fourth less. In Cork the proportion of attendants is higher, being as much as 78 per cent. In Bandon it is slightly over 73 per cent., and 70 per cent. is the minimum in every district except Skibbereen, where, in the rural parishes, not more than 53·2 per cent. of the number on rolls can be said to attend school daily. The comparative regularity observable in these schools is, no doubt, owing to the fact that the Protestants are of a better class generally than the mass of the people, and to their small numbers which thus brings them more into personal contact with the clergy and members of the Established Church, who are, as a rule, not backward to promote education.

Ordinary National schools.

150. The ordinary National schools fall many degrees below them in this respect. In six districts, the total number on rolls was 6,375, but not more than 3,470 were daily attendants, being 54·4 of the former number, or not much more than one-half. Cork stands lowest, for of 3,257 children attending school in that city, only 1,643, or 50·4 per cent., could be said to be regularly present. A large city may have the means of education close at hand, and they may be abundant, but unless some pressure is brought to bear upon the people, the inducements to keep their children away are sufficiently numerous and strong to keep the attendance at school low. The lower classes in the towns are much more difficult to deal with than the corresponding classes in the country, and it appears to be one of the most difficult tasks to awaken them to any general sense of the importance of having their children educated; and if these schools possess so few attractions for either parents or children, it is not difficult to imagine why they are so badly attended. Perhaps, too, the presence in larger numbers than elsewhere of young children may account, owing to their great irregularity, for the low average attendances in Cork; nor must the fact of the same names being enrolled in different schools at the same time be lost sight of, as partly explanatory of this.

Average attendance in town.

151. But matters are not much better elsewhere, as in only one district (Bandon) does the attendance rise to 72 per cent., while in two others it reaches only 62 per cent., and in the remaining two it sinks to 55 and 52 per cent. respectively. Striking contrasts are observable in the average attendance of the schools in the same town even. Thus, while one National school in Bandon has an average attendance of 86·7, another has only 55·5 per cent.; or if, in Cork, the St. Patrick's male school boasts as high an average as 76·6 per cent., the almost neighbouring school in Paradise-place is down to 55 per cent. The superiority of the teacher, either actual or supposed, I have invariably found to be at the bottom of the difference.

In country.

152. It is in the rural districts that the lowest averages exist, which is more intelligible and excusable than in the towns. In 10 rural schools, in widely distant localities, extending from Shirkin Island on the one side to Midleton on the other, the average attendance was not more than 55·1 per cent., 1,130 being the number on the rolls, and 623 the number in daily attendance. In neither of them was 70 per cent. reached, 4 being between 60 and 66 per cent., 3 between 51 and 57 per cent., and 3 between 39 and 48 per cent., excluding fractions. Some of the localities in which I found these schools are very thinly inhabited, and the people poor, so that distances, inclement weather, and the value of the children's labour during the harvest time, combine to make the attendance irregular. Low as the average for these ten schools is, I am inclined to think it is too high, as several of them being small, the usual expedients would be resorted to, of which I shall speak farther on, to show a daily attendance of 30 in order to avoid a diminution of salary.

Conventual National Schools.

153. The average attendance in the Convent and Presentation Monks' schools stands lowest of all, since not more than 52·8 per cent. of the children entered on their books can be said to be at school daily. In five schools I found an average attendance of only 3,408 scholars, as against 6,447 enrolled, or 52·8 per cent. of the latter number. In only one convent was there anything like a good attendance. It was in the Queenstown Convent School, which was attended by 523 girls daily, out of 638 enrolled, or by 81·9 per cent. In two districts it was as low as 46 per cent., one of them being Cork, where the attendance in these schools is not more than 46·7 per cent. It is not so difficult to explain these low averages, which are at first sight doubtless perplexing, considering the attractiveness of the convent schools. In a place like Cork the presence of infants in larger numbers at their schools than elsewhere has, owing to their irregularity, a depressing effect on the average attendance, and the schools in the smaller towns are attended by so many children from long distances in the country, who are made irregular by bad weather, home duties, labour, &c., &c., that the same effect also is produced in them. The numbers on the rolls are enormous, but the actual attendance is not at all commensurate with it. In St. Finn Barr's Convent School in Cork there is a vast total of 1,228 girls on the books, but when I came to investigate the actual number present daily, I was disappointed to find that that could be said of only 645 children. Similarly in Bandon, there were only 396 girls in daily attendance, out of 850 on the registers of the convent school.

Explanation of high average attendance in small National schools.

154. I have alluded above to the probability there is of the average attendance being exaggerated in the case of the smaller schools. Indeed, a certain license appears to be granted by the National Board which enables the teacher, by excluding wet days, or days during the prevalence of illness on which the attendance may fall

slightly, from the calculation of the daily attendance. This is permitted, I have no doubt, to avoid the necessity of enforcing the rule which inflicts the penalty of a reduction of salary on the teachers if the average attendance of the school falls below 30. But I fear that unsatisfactory as it is to go even to that extent permissively, greater liberties still are taken by needy teachers by resorting to fictitious entries of attendances, when the plan of omissions of days would be inadequate to save a reduction. The buoyancy of the average attendances in the small and remote country schools was very suspicious, because it was a phenomenon that was rare in districts more favourably situated, and was observable just where it would be most valuable. Thus the little school at Clogheen, near Cork—a poor place in every respect—with 43 on the rolls, had an average attendance of 34·5, or 79 per cent.—as great a proportion as in the Christian Brothers' schools. The size of the school will suggest at once the probability of the necessity for using every expedient to bring out as high figures as possible in the average; and it illustrates very well one of the permissible methods of so manipulating the calculations of the average attendances as to evade the enforcement of the fine. I found that previous to my visit scarlatina had been prevalent in the village, and several scholars caught the infection, and their absence lowered the ordinary attendance, although it never seemed to go below half, and in most instances was much above it. Nevertheless, for several months, the days on which there had been *any* diminution were excluded. Thus, three days in January, 1868, although *on them* the attendances out of a total of 43 on rolls were 33, 28, 28, respectively, in calculating the average, the master told me, would be left out. The average would have been below 30 had all the days in question been included. At Kilmacabea National school, with only 78 on rolls, 50 were returned as in daily attendance, or 64 per cent. In Shirkin Island boys' school 35 were returned as daily attendants out of a total of 50 on rolls, or 70 per cent. Now, bearing in mind the circumstances of locality, efficiency, &c., &c., attending these schools, and the rate of attendance in other rural schools more advantageously situated, I cannot think that their returns are quite to be trusted. I took the trouble in several instances to have the average calculated twice—first, excluding wet days, &c., and then including them, and the comparison of the results showed invariably in favour of the school.

155. This is an evil resulting from the system of not paying by results, for if numbers alone are to be the evidence of the teacher's deserving an undiminished salary, the certain tendency will be to encourage fraud and trickery—a temptation, however, which besets only small schools to any extent, since a fall in numbers sooner affects them than larger establishments. I am unable to see how it is possible to prevent it entirely. I heard two Inspectors say that, unless by accident, it was quite impossible to detect fictitious registers.

Average number of days spent in school yearly.

156. After the facts that have been stated relative to the average attendance in all classes of schools, it is scarcely necessary to say that irregular attendance is the rule and regularity the exception. But statistics concerning the average attendance of children, give no idea of the proportion of time spent, on the average, by each child at school. I took some trouble to arrive at a clear notion about the matter. My plan was to add up all the attendances which had been made during the year, and divide the sum by the number of scholars who had made them—the quotient would of course be the number of attendances or days (they are the same in Ireland) made by each child. The different classes of schools stand nearly in the same order in this respect as they do regarding the average number of pupils in daily attendance—the Christian Brothers coming first, the Church Education schools next, after them the conventual schools in connexion with the Board, and, last of all, the ordinary National schools. The following table summarizes the conclusions at which I arrived.

Description of School.	Number of days open on Average.	Number of Days each Child attended on Average.	Proportion per cent.
Christian Brothers, . . .	215	176	81·3
Church Education, . . .	220	100	45·3
Conventual National, . . .	200	86	43·4
Ordinary National, . . .	220	79	35·8
Total, ...	213·	85·1	39·9

In the above table I am unable to be certain about the Church Education Society, as their registers are not always kept very accurately, and I was, besides, unable to get returns from several of their schools, but I believe that in all the other cases the statistics given are accurate.

Causes of irregular attendance.

157. The causes of the great irregularity which it is evident prevails in the majority of the schools are not difficult to explain. Poverty, and the severity of the weather in winter combine more than anything else to produce irregularity at school; nor is the unattractiveness of the schools a slight cause of the evil, which is also further aggravated by the carelessness and over indulgence of parents. But I believe the most prevalent cause is the first mentioned. It is the one invariably mentioned by the teachers of all descriptions of schools without exception. The records of the schools which note at the end of each month the proportion present in attendance quite bear out the assertion. They all, with a curious uniformity, indicate the months of December, January, and March as the periods of the year at which the school attendance is lowest, and May, June, and July as those at which it is highest, and give between 40 and 50 per cent. as the lowest points to which it falls, and 65 and 75 as the highest to which it rises. In very poor neighbourhoods, such as the town of Kinsale, the children during the winter take refuge in the poorhouses, and are, during the time they are there, regularly at school. When the warm weather begins to return they leave the Unions, and the school registers are filled again. The absence of suitable arrangements for warming the schools during the winter, and of any inducements, such as prizes for success or rewards for regularity of attendance, are so many negative reasons for bad attendance, to which the carelessness of the parents does not contribute a little. In the purely agricultural districts the attendance falls as there happens to be any occupation which the seasons bring round. Seed time and harvest, haymaking and potato gathering, &c., &c., all act detrimentally to regular school going.

158. One of its worst features—and one entirely inexcusable—is its existence at periods of the year when neither bad weather nor occupation can be pleaded in excuse of it. And it so breaks up into disconnected periods those intervals of time which, small as they are, would be valuable as giving opportunities for some continuous instruction, that no real progress can be made, and the effect is, that while his years increase the child's education remains comparatively stationary. Much might be done in three months of regular attendance, but if every alternate week is omitted, advance is almost hopeless. I was struck with two boys whom I saw at the Ballymartle National School; they were farmers' sons, and although 16 and 17 years of

age respectively, were not higher than the Second Book, which they read too imperfectly to secure their passing in reading. They had been at school, off and on, for 10 years, and were unable to write a word from dictation, or to do a sum in multiplication. They were irregular attendants—that is, never at school for a month consecutively, which, of course, accounted for their backwardness.

Irregular attendance may be remedied.

159. The evil, although a great one, is not quite incurable. I endeavoured to make out what people on the spot thought might act in a remedial way upon it. A few were of opinion that compulsory education would be the best thing; others said "let the schools be religious, and it will diminish," but no one seemed to think that the schools might be so managed as to attract the children and influence the parents in favour of sending them to school. It did not seem to strike anybody that the school-rooms were insufficiently, or not at all, warmed, and that children would be slow to go, as their parents would be slow to send them, where they must shiver in their rags for hours together; nor did it seem to occur to any one that by introducing some method of rewards sufficient interest might be created in coming to school as would produce regularity. Thus keeping a record of regular attendances, and, at the end of the month, rewarding several of the most regular with some little distinction, however trivial, would stimulate an interest in going to school.

Remedies.

160. At present no kind of efforts are made to insure regularity of attendance. Schools are established and are left to the teachers and the scholars, but the admonitions of the former fail to produce regularity; another obstacle to which exists in the payment of fees *after* the child has been at school. Parents do not consider that payment is due unless their children have been attending school the whole week, and that feeling acts as an inducement to keep them away for half the week in order to avoid payment at its end. The remedy for this would be to require payment of school fees in advance. A gentleman suggested that it would be a good thing if the National Board were to give prizes in their schools. Of the utility of prizes there can be no question, but whether they should be provided in the manner he suggested seems to admit of some doubt, as it would be relieving the local public too much of the duties it ought to discharge in the cause of education.

161. I cannot allow this opportunity to pass without saying a few words on the good that might be done if the Catholic clergy, who are almost all without exception the patrons and managers of the National schools, would take more pains to teach their people the duty of sending their children to school regularly, and would—not content with that only—also take such a detailed interest in their schools as would quicken a similar interest in their parishioners. They do not do so now as a rule. The schools may be visited, or they may not, but the results are pretty much the same in either case, since the visits seem to be made without any very definite objects. I heard of only one instance in which the manager examined his school, but I know of cases in which the schools are hardly ever visited at all. Here and there an address may be delivered from the altar by the parish priest on the necessity of being regular at school, and his admonitions may take effect for a time, but as they are not followed by any action on his part, things soon fall back into their old condition. In the case of the school to which I have alluded as forming an exception to the general rule, I found the happiest results attending the manager's personal superintendence of it. The teachers were vigorous and full of interest in their work, the children were regular, well behaved, and neat and clean in their dress, and formed a striking contrast to the general run of National schools. I refer to SS. Peter and Paul National schools in Cork, which are under the special care of Rev. Canon Maguire, who visits them frequently during the week, inquires carefully about the attendance, visits the parents of irregular children, inspects their condition as to cleanliness and neatness, makes them all come to school in a uniform dress, examines them himself not unfrequently, and takes a not inconsiderable share in their religious instruction, and advocates his schools from the pulpit. The consequence of all that is that his schools are well attended, and are better conducted than most of the schools I saw in Ireland. The clergy of the Established Church are very much to be commended for the care which they take to make their schools effective.

Age on coming to school.

162. The average age at which children begin to attend school in Ireland varies with town and country. As there is no feeling yet among the people in favour of sending very young children to school, the earliest period in Ireland is, I imagine, considerably higher than in England. In the latter country, so far as my experience enables me to form an opinion, the average age, in the towns, is between three and four. But in Ireland, in the towns, it is five, while in the country it is somewhat above six, although not much. In the convent schools in Cork the average age is four and a half, while in the same class of schools in the smaller towns it is nearer five, the difference being attributable to the distances from which a large proportion of the children attending these latter schools have to go, which reason also explains the difference generally observable between town and country. Now, although these ages are attained before the work of education regularly begins, it is not uncommon to find many of the more advanced children (as regards age) who have mastered the alphabet before going to school. The elder children, chiefly the girls, are made to teach the little ones in the evening after their return from school, and so lay the foundation of their instruction at home.

Age on leaving.

163. The average age of leaving school I made out to be for boys, in the towns, 13, and in the country, 14; and for girls, in town and country, 14, or nearly 15 years of age. In this estimate the convent schools are included. The average time, therefore, spent at school cannot be considered as less than eight years; but when the average time spent by each child in school is deducted from that, viz., not much more than one-third of the whole time he ought to be there, the actual period is not much more than three years, which, I think, will support the following assertions as to the time which is spent in getting through each book.

Time occupied in passing through each book.

164. I endeavoured to gather from the teachers some information about this matter, and they generally agreed with each other in saying that 18 months was the minimum time in which children were carried through the First Book, but I believe, judging from the ages of the children in that book whom I examined, and from the great number of children who seemed to leave school finally in the Second Book, that not much less than three years can be said to be the time, which would just bring the children in the country up to 8 years old when commencing the Second Book, and in which it is the rarest thing to find children below that age. It is not wonderful that so much time is taken up in accomplishing so little, considering how imperfect the method of teaching young children is in the Irish schools, and the irregularity in attending school; it would be wonderful if it were not so. How can a child not yet taught how to learn, be expected to advance more rapidly when he is only one-third of the year at school, and that not consecutively but at broken intervals?

165. It is in the Second Book, I believe, the majority of the children in all the National schools stick, and those who complete it do not do so under two years, the Third being got through in two more, and the Fourth not got through at all, but remained in for a year, at the end of which the time for leaving school arrives. Not more than 10 per cent. of the scholars ever reach the Fourth Book; and the most serious aspect of the case is that the majority of the children who remain at school do not succeed in getting, as I have said, beyond the very elementary Second Book, which they know, besides, only very imperfectly.

166. Now, the education of the country cannot be said to be in an efficient state under such circumstances.

But what effectual remedy can be applied in the face of the difficulty which the irregular attendance of the children presents? I answer, legislate so as to get as much regularity as can be got, if a compulsory system is not introduced, by fixing a minimum of attendances to be made by each scholar as an essential qualification for bringing a grant to his school, and those who are locally interested will not be slow to devise the means of securing a fair school attendance. Self-interest will set invention to work. It is idle to say that the majority of the children could not attend at school 100 days in each year, which seems to be the lowest reasonable limit that should be fixed. This would insure attendance. But besides that, progress must likewise be insured, and the most made of time, to effect which I would require every child to be examined in a higher class each year, and would allow no public grants for any scholar above 14 years of age. Unless these two methods are adopted, I am unable to see how the evils of which I have been speaking can be dealt with effectually.

Remarks on scholars above fourteen years old.

167. With reference to the suggestion I have made regarding children above 14, I desire to say a few words here. It is very well known, I believe, that children of advanced ages are more numerous in the Irish schools than in any others. It is most commonly observed, however, in the convent schools. The absence of any staple industries in the towns, and, indeed, the general scarcity throughout the country of occupations for women, at once explain its existence. Now, I do not complain of the presence of such persons in the schools if they choose to go, and if they are freely taken. What I object to is, their being paid for by the State at an age when they are old enough to take care of themselves. If they are allowed to go to school, they should not be enrolled as scholars. It is out of all reason that young men and women above 17 years of age should be continued on the class rolls of primary schools. I have seen young men of 18 and over 22 in the classes of the National schools. In one instance, I met a young farmer, who, although 21, was counted as a regular scholar, and attended and took his place among the little boys with praiseworthy regularity. In the rural districts it is a common thing for the young men during the winter, when there is no field labour, to go to school, to which, in itself, I can have no objection, provided only these individuals go in a strictly private capacity, and pay for themselves. A reference to the tables on pp. 140–43 will show to what an extent it prevails in the convent schools, which are allowed strangely enough to count their monitors as pupils, the fifth class being invariably composed of them; so that the convents are paid both for teaching these girls as monitors and as scholars.

Registers.

National Board.

168. I do not know that there is much to be said on the head of registers beyond expressing satisfaction with their excellence and with the manner in which they are kept. I refer to the National schools, for of the others not much can be said. The National schools are supplied with three distinct books, the "Class Rolls," the "Daily Report Book," and the "Admission Register." On "the rolls" the names of the scholars are entered in separate classes, and their daily attendance is recorded in spaces which are of sufficient number to last during one whole quarter, and are extended over two pages, at the end of which are columns in which is a summary showing the number of school-days the quarter contained, the number of days the scholar was present, and the number of days he was absent. In this book are also recorded the religious professions of each child, and the rate at which he pays school fees. The "Daily Report Book" is, I consider, a most useful one, as in it is made a daily entry of the number on rolls, and of the number present in each class, and these figures are summarized at the end of the week, and again at the end of the month, so that it is only necessary to look at the bottom of the page allotted to each month to ascertain the total number of attendances that have been made, the average number on the rolls, the average number present, and the proportion per cent. between them. There are also, in their places at the end of the book, quarterly summaries, to which if an annual summary were added, it would be a complete record of the attendance of the school. In the quarterly summaries are included the amounts received in school fees, and the amount of school requisites received. This book likewise contains the entries of grants of all descriptions made to the school, and is its account book. The "Admission Register" contains the names of the scholars, the dates of admission, residence, occupations of parents, and records, under their several dates, their progress from class to class, and the dates of their removal from the school lists, and their ultimate destination. There is another book in which the Inspectors make notes of their examinations of the schools, and such other observations as they may think useful. The class-rolls are marked every day at noon, and at the end of the day they are added up and the results entered in the "Daily Report Book."

Defects.

169. It is impossible to refrain from noticing the strangeness of the regulation which requires the attendance of scholars to be recorded only at noon, as it seems to leave so much room for not attending school fully, for by it the school is able to count the attendance of a child who may not have been present a longer time than was sufficient to answer to his name. There is no guarantee whatever that a certain amount of time has been *bonâ fide* spent in school. To counterbalance that, however, a rule exists requiring a slate to be hung up in the school, on which the names of any children who leave before the closing of the school must be inscribed, but it did not seem to be very generally complied with. It would seem to be a much more efficacious plan to divide the day into two parts, and fix a minimum of two hours, during which the scholar must be present in order to be counted as having attended, and to have the rolls marked at the commencement of each meeting of the school at a fixed hour in the morning and afternoon. The custom of leaving a scholar's name on the rolls of the school for thirteen consecutive weeks of absence before striking it off should also, I think, be abolished, and a much more limited time fixed. I have noticed the effect it has of complicating and rendering fallacious the statistics of the National Board.

Registers well kept.

170. I am glad to be able to say that I found the Registers kept with much care and neatness. Indeed their condition was wonderful considering how old they were in most cases. The entries regarding religion were carefully made. I found them omitted only in two instances—one was in a convent school, where, owing to the entire absence of Protestants, the teachers had thought it unnecessary to do it; and the other in the case of an ordinary school, where it had not yet been done at the time of my visit, the master said, but would be. I could not make out how far accurate the entries under the head of school fees were, but it was impossible to check them without unravelling the class rolls, for which there was no time.

Registers of Church Education Society.

171. The Registers of the Church Education Society would be useful if they were perfectly kept, but as they are not, their value is not great. The attendance of the children, and their classification are always recorded, but no mention is made of religious denominations, and the Admission Register is in most schools so badly kept that no reliable information could be got respecting the rate of the children's progress, or the ages at which they leave school.

Christian Brothers.

172. The Christian Brothers have only one register in which the same particulars, except that of religious denomination, are given as in those of the National schools. No class rolls are used, but the number of boys present is noted, and weekly summaries are kept in a note-book by the superiors, who, at the end of the year, make use of them in calculating their annual returns to be sent to the central house in Dublin. Their custom is to strike off any scholar's name who has been absent for two weeks consecutively.

Mixed Education.

173. Education in the district which I visited is practically denominational. It seems to be unnecessary even to assert, much less to attempt to prove, this, since the separation of the youth of different denominations in separate schools is one of the most prominent features of education in the south of Ireland. This is not wonderful, seeing that the people of one religious denomination so enormously preponderate that in the chief city of the south of Ireland, which contains a large Protestant community, the members of that community stand in the proportion of not more than one in six to the Catholics. That proportion would of course be preserved in the schools, did even mixed education exist, and the predominance of the members of one faith would give to the schools at least a denominational aspect. But besides the force of numbers, the strength of the determination of the members and clergy of the Established Church to unite with the National Board of Education only on the condition of the acceptance of their own views with respect to the use of the Holy Scriptures in every school, and the necessary refusal of that body to adopt those peculiar views, gave a more distinctly denominational colouring to the educational machinery of the country; and it had this most important effect, of leaving the National schools entirely in the hands of the largest religious body, the Catholics.

Education practically denominational. Reasons:— (1) Predominance of Catholics. (2) Dislike of Established Church to National system.

174. This gave them a practically denominational character, which was again increased by the exclusive control which the Catholic clergy acquired over them, so far at least as patrons and managers have any power. That clerical influence had the further effect of scaring away from the schools the small body of Presbyterians and dissenters, who immediately seized the opportunity which the facility of opening non-vested schools afforded of having schools of their own. And thus the National Board, while maintaining its neutral legislation on the hypothesis that its school attendance was mixed, has been forced into encouraging denominationalism with one hand, which, with the weapons of its legislation in the other, it is unceasingly threatening to destroy.

(3) Clerical Managers. (4) Withdrawal of Presbyterians

175. If the National system had succeeded in its object of uniting the different religious denominations of Ireland in its schools, we should not find in the same localities, separate National schools for the Catholics, for the Established Church, for the Presbyterians, and for Dissenters. That such is the case a glance at Cork will suffice to prove. In that city there were last year 22 separate schools (departments), including the Model Schools, which were distributed according to religions as follows:—10 were attended by Catholics, and under the management of Catholics, 6 belonged to the Established Church, and were under clerical patronage, and 3 were Presbyterian, and under the care of the clergy of the Presbyterian Church, and 3 constituted the model schools.

National system failed. Schools in Cork.

176. Ten departments were affording education to an average attendance of 2,705·2 Catholic children, 6 were educating 212·2 children belonging to the Established Church, and 3 were educating about 153 children, for the most part Presbyterian, but many of them members of the Established Church. There was once a Wesleyan school as well, but it was closed at the opening of the Model Schools. It must be borne in mind that the managers of the Established Church and the Presbyterian schools above alluded to are all of them warm supporters of a mixed system of education, but do not make use of the Model Schools, which are just the institutions they most desire to see established throughout the length and breadth of the country. One of the hottest advocates of the mixed system is the originator of the new Presbyterian school in Queen-street, not more than a mile distant from the Model schools. Holding the views he does, I am utterly puzzled to explain his motives in opening a school for which there is no need at all.

Children of different religions in them.

177. I come now to consider whether there is any mixture of religions in the National schools, as it may be objected that such does exist. In the case of the National schools attended by Roman Catholics and directed by the clergy of that body, I unhesitatingly say that there is no mixture of religions in them. The National schools in connexion with the Established Church, and the Presbyterian schools, do contain pupils of different creeds, the mixture being most perceptible in the latter class.

No mixture of religions in Catholic National schools.

178. The following facts will bear me out in my assertion:—I visited 46 National schools under the management of the Catholic clergy, and found on their rolls 9,596 names, of which 21 only were recorded as members of the Established Church, and one only as Presbyterian. The following short table will make it plainer:—

Statistics.

Religious Denomination.	Number on Rolls.	Per-centage.
Roman Catholic,	9,574	99·697
Established Church,	21	·284
Presbyterian,	1	·019
Total on rolls,	9,596	100·

179. In Cork, where Protestants are more numerous, it might be thought that they would be found in greater numbers in the National schools. But it is not so even there. In the twelve schools to which I have alluded above, only 5 Protestants appeared on the books, on which 4,339 names were enrolled.

180. Wherever I went the same facts presented themselves. In the rural districts, occasionally 2 Protestants, or 3, or 4 (I never met more than 5) would be found in the National schools. Thus, at the Ballinora schools, 5 little members of the Established Church were attending, 2 of them going to the girls' school, and 3 to the boys'; at Castlemartyr National school there were 4 Protestants, and so on. The presence of these children may be accounted for, in the towns, by mixed marriages, and, in the country, by the absence of schools of their own near enough for them to go to.

In county the same.

181. In seven schools or departments connected with the National Board, and under the management of the Established Church clergy, I found 373 children enrolled, of whom 10 were Catholics, 356 belonged to the Established Church, and 7 were Presbyterians, giving a per-centage of 95·4, 2·7, and 1·9 of each denomination respectively. The number of Catholics, though small, contrasts strangely with the proportionately still smaller number of Anglican Protestants in the Catholic schools. I was unsuccessful in getting any explanation of it. There was no reason to suspect proselytism, since the managers of all those schools are known to be careful in avoiding anything like meddling with the faith of their neighbours. I visited four Presbyterian National schools, but was able, in consequence of one of them being closed for repair, to investigate only three, on whose books 231 names were enrolled, 147 of that number being Presbyterians and 84 members of the Established Church; there were no Roman Catholics. The large number belonging to the Established Church is easily accounted for by the greater similarity of creed between them and the Presbyterians than between them and the Roman Catholics, and, besides, these three schools are much more middle than primary schools and thus attract the children of the lower middle class of Protestants of all classes.

National schools of Established Church.

182. In the three departments of the model schools at Cork, there were 644 names on the books on the occasion of my visit, distributed according to religion thus:—

Model schools.

	Established Church.	Roman Catholic.	Presbyterian.
Numbers,	434·	75·	135·
Per-centage,	67·4	11·6	21·

The presence of so many Roman Catholics in spite of the disfavour with which these schools are regarded by their ecclesiastical superiors is, to my mind, a convincing proof of the need that exists for good middle schools in Cork and elsewhere.

Church Education Society's schools.

183. The schools connected with the Church Education Society, which I visited, contained on their books 559 scholars, of whom 7 were Roman Catholics. I do not know how far all these establishments may be free from proselytising practices. I am bound, however, to say that I could discover no evidence of their existence, except in the Irish Industrial Ragged School in Cork, which, I was told by a Protestant minister, is known to be proselytising, and seemed to be the most open to suspicion. They profess to take no notice, and to ask no questions as to any child's religion who is admitted, nor is any record made on the school registers respecting it. The child is expected to go to church and that is all. I discovered, however, that there were two Catholics in the school, one of whom had been educated in the monks' school in Douglas-street. He seemed to be over fourteen years old, and had been placed there by his mother. The tastes or inclinations of the children are not consulted; but when I urged the propriety of doing so, was met with the rejoinder that they were free to go away if they chose. It requires more moral courage, however, than most children possess, to act with such determination, which, too, would be sure to bring them into collision in such a case with their elders.

Majority desire denominational system.

184. With the knowledge of such facts as I have stated, it is not surprising to know that the great majority of people with whom I came in contact were in favour of an adoption of the denominational system. It is the feeling of the Catholic clergy as it is the feeling of the Catholic laity, and their wishes are shared by the majority of the clergy of the Established Church.

Catholics unanimous for it.

185. No exception can be found to this unanimity of feeling among the members of the Catholic hierarchy in all its gradations; although, indeed, a few isolated instances occur of disagreement among the laity, but they are singularly few. I met only three Catholic laymen who advocated the maintenance of the present system; but one of them was too timid to say much, or to allow his name to be mentioned; another was young, and had not evidently mastered the subject about which he expressed glibly his opinions, and the only person of any weight was a magistrate who once owned the *Cork Reporter*, but although I sent him a circular and saw him twice, I was unable to get more from him than some strong expressions of dislike for any approach to a denominational system.

Clergy Established Church the same. Exceptions.

186. The Established Church clergy are almost unanimous for the adoption of the denominational system; but of late years there have been some defections from their ranks to the Board of Education. Four incumbents of parishes have schools in connexion with the National Board, which, in two instances, were in connexion with the Church Education Society. I refer to Dr. Webster's schools, to which I have had occasion to refer before, and to the Ballintemple parish school. The Rector of Garrycloyne, Mr. Perrin, and the Rector of Ballymartle, Mr. Stoyte, have both started National schools, if they can be dignified by the name, seeing that in neither case are there a dozen scholars on the rolls. It is fair to say that the teachers do not receive salaries—at least not so far as I know—the grants being confined to the usual free stock of maps, &c., &c., to commence with, and to the privilege of getting books; for which advantages the right of inspection is claimed and exercised. The master of the Endowed School at Kinsale, an unbeneficed clergyman, was warm in his advocacy of an undenominational system. These instances seem to me to bear out Dr. Webster's statement that a change is coming over the minds of his clerical brethren with respect to education. But whatever change may be coming, it is certain that the mass of the Irish Established clergy are at present in favour of denominational education, which being interpreted, means the State aid with the right of using the Bible without restriction.

Laity concur with clergy.

187. I believe that the laity of the Established Church are pretty much of the same opinion; some few, indeed, who desire earnestly to break down the wall of estrangement which separates them from their Catholic neighbours, are afraid of denominationalism, lest it should have the effect of widening the existing breach, and hesitate to adopt it. But even they do not resist the principle with any of the strength of a deep conviction; their opposition is at the most speculative.

Presbyterians oppose denominational system.

188. The strongest and fiercest opponents of the system are the Presbyterian clergy. They will hear no arguments in its favour, nor admit any good in it whatever. It is in their eyes wholly bad, both in itself and as regards the effects it will produce. These sentiments, however, would carry more weight, if not conviction, if their holders were more consistent, and would refrain from doing anything towards hurrying on the adoption of the denominational system by the Board by building schools of their own, and in places, too, where there is no reason whatever for their establishment. I believe that the secret of their opposition is the fear they have for their co-religionists, who, scattered in very small numbers over the country, would, not being able to provide schools of their own, be in danger of being absorbed into the religious bodies whose schools they were obliged to attend.

189. Having thus briefly reviewed the attitudes of different sections of society with respect to the religious aspect of the question of education, I pass on to explain the reasons which seem to influence them, and the feelings and wishes they entertain respectively.

Religious aspect of question of first importance.

190. It should be fully known and felt that this phase of the education question—the relation which should exist between it and a definite religious belief (which is the meaning of denominationalism)—is the one which is supreme in the minds of those who are in any way connected with the education of the people. The efficiency of the schools fade into insignificance beside it; while that is hardly noticed, the question of the relation it should bear to religion fills all minds. In the minds of the Catholic priesthood, as well as of the Catholic laity, the full recognition in the schools of the country of that relation would be the solution of every difficulty, and the introduction of the one thing now wanting to make the educational system of Ireland perfect. Its recognition would, they say, give a religious tone to the schools, which is now wanting in them; it would invest them with an interest in the mind of the public which they have never possessed; it would remove the difficulty which now besets the training of teachers; it would, by effecting that, secure an adequate supply of trained teachers; it would thus, incidentally, be the means of preventing the spread of revolutionary and socialistic ideas; it would abolish the vexatious, because unmeaning, regulations which at present obscure what the people believe and love; and it would remove those arbitrary and insulting disqualifications and hindrances which are now put in the way of the "religious" who act as teachers.

Benefits of denominational system.

Nothing in circumstances of country against it.

191. If there were another state of things existing, such for instance as exists in England, where the members of different religions balance each other, then, it is thought, there might be some reason for the present attitude of the Board of Education with respect to religion, and possibly there would be more willingness displayed to acquiesce in a neutral system for the general welfare of society. But since the mass of the people are united in religious belief, the maintenance of a legislation which was framed to meet the difficulty of a mixture of different beliefs in schools in which there is no such mixture, becomes intolerable through its unmeaningness and the arbitrary spirit which inspires it. No good can be effected by it—on the contrary, it stands in the way of doing good.

192. It is not wonderful that people feel strongly when, without any conceivable reason arising out of existing circumstances, teachers are forbidden to allow the practice of any outward act of their religion by large numbers of children who would be benefited by it, and which would offend no one, since no one would be present to be scandalized. A school of 600 is forbidden to make the sign of the cross or to say any vocal prayer out of the time devoted to religious instruction, in consequence of the possible presence of some one whose religious prejudices would be grievously shocked at such "superstitions and mummeries." Another school, taught by monks, with more than 400 scholars, is suddenly reminded that the sign of the cross, which the striking of a clock was the signal for making, must no longer be made, as it was a violation of the Regulations of the Board; and although the school was composed exclusively of Catholics, they were strictly enforced. The monks, unwilling to forbid the boys to continue the practice, removed the striking weight from the clock, and thus, no sound admonishing them, the practice died a natural death.

Present system meaningless.

Examples.

193. The nuns complain bitterly of being obliged, during school hours, to avoid all mention of religion, that is, of anything distinctively Catholic, and of being unable to use any of the symbols of their faith, except at stated times. The crucifix and the image of the Blessed Virgin, have each their respective cupboards, and are displayed only twice a day, being carefully hidden out of sight when the time for secular instruction recurs. The Superior of the Kinsale Convent, to which a large National school is attached, told me that she always felt humiliated to be obliged to close the doors of the cases in which those objects are kept. It looked to her like slighting and making of secondary importance things which should be supreme; and all, both monks and nuns, agreed in saying that the effect on the children is not good, for it has a tendency to make religion in their eyes a thing for certain times and hours, and not, what it should be, an atmosphere in which to live. The regulation which prohibits any allusion to religion during the hours of secular instruction removes all the opportunities which occur continually during the course of a day for instilling religious principles into the minds of the young, who, thus taken unawares, are more impressionable than when they are set formally to learn a lesson in Catechism or Scripture history at a stated hour. Such are the complaints of the "religious," and I own I cannot see that they are merely sentimental or unfounded.

Nuns complain of restrictions in religion.

Its effects bad.

194. With respect to the necessity for uniting education with religion by admitting the denominational system, the Bishop of Cloyne regards it as a great State question, upon the solution of which depends the stability or the opposite of the kingdom. For he considers that unless some religious belief is instilled into the heart of the rising generation, the effect of a mere cultivation of the intellect will excite desires and aspirations which may prove dangerous to society. The bishop, in other words, thinks that one of our dangers is socialism, which it is the tendency of merely secular education to produce, and knows no preventive against it so good as a sound religious education. He illustrated his remarks by pointing out to me the unsatisfactory moral tone which prevails in the National schools, owing to the absence in them of a good religious spirit. And he considers that that now negative spirit, will develop into one of restless discontent with good order, and will be the ally of revolution and of anarchy. Whether this will be the result or not of a perpetuation of the present system I know not. I can only say I agree with the bishop heartily in his complaint about the absence of a high moral tone in the National schools.

Denominational system concerns welfare of State.

Low moral tone of teachers dangerous.

195. I also agree with him in thinking it of the highest importance that some change should be made which will facilitate a good training system. The people are impulsive and highly susceptible to the influences which are brought to bear upon them. Their intelligence and readiness to acquire knowledge render them most liable to those influences which a cheap literature of too mixed a character exercises. Its "tall talk" and philosophic garb are too powerful for minds which have had no early training of a solid kind to enable them to detect and to resist its fallacies, and under the name of intellectual growth, they are falling victims to principles which, although they may possess no lasting vitality within them, are dangerous in a high degree.

Good training system needed; only possible on denominational system.

196. A residence in a training school sufficiently long to allow time for the acquisition of real knowledge, and of the best methods of imparting it, and for the moulding and formation of the mind and character would do all that can be done to make education effective in Ireland. But without religion as the basis of such a system it is hopeless to look for its establishment. The withdrawal of the National teachers from the training schools by the bishops is a pretty clear indication of their mind. And the instances I have given in that part of my report which relates to teachers is a good indication of their determination to act. The bishops all agreed in saying that of the two evils, the absence of training in the teachers, or their training under the present state of things, they far prefer the former. The Bishop of Ross regards a residence in the training schools in Dublin as dangerous to morals and destructive to religion. He assured me that he had known cases himself in which such consequences had resulted, and that for that reason, among others, as a bishop, he absolutely prohibits any of his teachers from going to be trained. He considers, with the Bishop of Cloyne, that the only escape out of the difficulty is the establishment of the denominational system.

197. Its establishment would, in the opinion of all, remove the remnants of those disqualifications on the score of religion which are visible in the partiality which is displayed in the treatment of Protestants and Catholics by the Board. I refer to the refusal of the Board to allow any further grants to schools taught by monks, and the regulation which debars nuns from receiving State aid, unless they reside on the spot where the school exists. This action appears to be arbitrary in the extreme, discourages the spread of education, and is resented by the mass of Catholics as an insult which through their religion is offered to themselves. But Protestants all the while are treated with the greatest favour.

Denominational system would place Catholics and Protestants on equality.

198. The contrast is very striking in Cork, where, while Dr. Webster is allowed by the National Board to have six National schools in the same court-yard, with an aggregate attendance of not more than 223 children, for whose education a staff of teachers are supplied at a cost of above £200 a year to the State, and a Presbyterian clergyman is allowed to open a new school without a question being asked as to its necessity (for which there is none), all aid is refused to the members of the Presentation Order, who, at a heavy cost, erected a school in one of the poorest neighbourhoods of the town capable of holding 700 children, and attended on the average by over 400, in the hope of being assisted, and also to the nuns who teach the new schools, on the north side of Cork, known by the name of St. Mary of the Rock, upon the erection of which £3,000 were expended, and in which more than 350 children are taught, on the average, every day. Such conduct only alienates from the Government of the country large and influential bodies of persons whose adherence and good-will it would be good policy to cultivate.

Not treated equally now.

Examples.

Alienates religion.

199. The Christian Brothers will never make any movement towards co-operating with the State in any educational movement as long as this spirit exists. They are an increasing and very influential body in Ireland, and are slowly, but surely, monopolizing the education of all the towns in the south of Ireland, and in their advance uproot the National schools. Within two years they have established themselves in two important

Christian Brothers increasing.

Established at Middleton and Mallow.

Will be at Queenstown.

provincial towns in Cork—Midleton and Mallow, in both of which the people gave up the free education of the National schools, and taxed themselves to be able to have their schools. At Midleton, besides raising £2,500 to erect the buildings, the inhabitants have engaged to pay £150 a year for the maintenance of the Brothers. The National school has disappeared, and the education of that district is now entirely in the hands of the Brothers and of the nuns who conduct the girls' school. At Queenstown, the National schools are doomed, and will exist only until the bishop's new church is built, when the Christian Brothers will take possession of the premises which now serve as a temporary church, but were erected with the view of receiving them. They now teach in Cork 1,610 boys daily, and are established in Youghal, Midleton, Mallow, Fermoy, and Mitchelstown, while wishes are already beginning to be expressed at Kinsale for their introduction there. The Roman Catholic Bishop of Cork, Dr. Delaney, said he would do all he could to plant them in every town in his diocese; and the Bishop of Cloyne said the same. They both urged the importance, as a matter of policy, of taking such steps as would lead to the establishment of some friendly relations between them and the Government of the country.

Bishops intend to introduce them everywhere; their co-operation with Government important; their influence great.

200. They are not inclined to be, I think, enemies; but seem to desire only a fair recognition of Irish rights, religious and political. Their influence must not be underrated, as it is apt to be by people who do not know Ireland well, or have seen little of the Christian Brothers. A few good men teaching large schools—such is the estimate that is likely to be formed off-hand of their influence. But the state of the case is very different, for it must be remembered that their schools are filled with the youth of nearly all classes of society, who, when they go into the world become important members of society, and carry away with them the feelings and thoughts they acquired at school, and, moreover, a feeling of affection and attachment for their former instructors, which is of unusual strength. Many have risen from the lowest ranks of society high up in the social scale through their schools, and the fabric of middle-class society is becoming in the towns of Ireland more and more composed of their scholars. Their existence cannot be destroyed, nor can their influence be counteracted, it would seem to be wise, therefore, to make warm friends of them rather than, at the most, luke-warm adherents.

Religious feeling and sense of right in favour of denominational system.

201. It will be gathered from my remarks that two feelings are operating in antagonism to the National Board and in favour of a denominational system—the feeling of religion, and the feel of right, both of which are irrepressible, even when acting apart, but when, as is the case in Ireland (I speak of that part of Ireland which I visited), they are united in their action, they are irresistible. For the people desire the union of religion with education, believing it to be in itself most important; and feeling so strongly its importance, they claim the application of the principle as a right, there being such religious unanimity among the vast majority of the people as renders its refusal arbitrary and meaningless. They point to the schools in which the prohibitive system of the Board is in full operation, and demand the reason of its existence. Whose interests are to be protected in them that interests and feelings of such magnitude should be so wholly neglected and needlessly slighted? It is impossible to argue in defence of the system on the grounds of its necessity, when such facts as I have stated exist. The legislation of the Board is meant to protect the particular creeds of those who differing as to religion resort to the same schools.

Circumstances in schools justify claim.

202. It would be wise and just if circumstances demanded it, but I deny the existence of such circumstances altogether. The fact of the presence of twenty-one Protestant children in schools containing 9,574 scholars cannot be considered a reason strong enough to justify withholding from 9,523 Catholics permission to combine their faith with their instruction in such ways as are most congenial to them. The interests of so small a minority can hardly, I think, be considered of sufficient importance to counterbalance the wishes of such a majority.

203. Or take the case of the city of Cork, again, where, in its National schools, 2,435 children were assembled on 25th June, 1868, of that number only three being of a different faith from the majority, yet the 2,432 Catholics were not permitted freedom in the exercise of their religion. I hardly think any body of Englishmen would tamely submit to such a restriction. It may seem to be a small and unimportant thing to contend for a crucifix or an image, or for the privilege of making the sign of the cross at all times with so much earnestness; but by those who contend, it is felt to be a battle for a principle, and for the vindication of what they consider to be their just rights. The Catholic clergy have, besides, lost all confidence in the National Board since, in addition to its deeds, the revelation has been made by Miss Whately of how the late Archbishop of Dublin regarded its establishment. They think they will be safe only in the possession of an unfettered denominational system, without which they will never be satisfied.

Opinions of Established clergy and laity.

204. I was careful to find out what the wishes of the Established clergy were, and I saw, or communicated with, as many of them as I could; of course, I called on the Bishop of Cork as soon as I arrived, and I take this opportunity of expressing my gratitude for the great courtesy and condescension with which his Lordship treated me. I had interviews with eleven of the clergy of his diocese, and saw a few members of the laity, among whom was Lord Bandon, and sent circulars to many whom it was impossible for me to see, but, I regret to say, received only two answers in all. My acquaintance, therefore, with the opinions and views of the laity is limited, although, I believe, much unanimity of feeling exists between them and the clergy, whose opinions, therefore, may be considered as representative of the views of the whole body of members of the Established Church. The Bishop regretted the isolation of their educational system from the National Board, and would willingly adopt any plan by which they might be brought into union with it, with, however, the liberty to use the Bible as freely as they do now. He thinks that this end can only be effected by the adoption of the denominational system, which experience has proved is the only plan by which all classes can be brought into State connexion as regards education. He thinks it is quite plain, and should be fully admitted, that the National Board has signally failed in its original object of assisting all classes on neutral ground. He is not astonished at its failure, as he knew that religious feeling was too strong and too deep in the Irish character to acquiesce tamely in such a system; but, since it has failed, he thinks that the authorities should now frame their regulations to meet the wants and wishes of the different religious bodies in the country. It would remove much of the dissatisfaction which is now felt by the members of the Established Church, who consider themselves aggrieved at being unable to benefit by the aid which the State gives to education, and which they are jealous should go exclusively to the Catholics and Presbyterians.

Protestant Bishop of Cork.

A Rector's view of denominationalism.

205. The introduction of the denominational system would not, indeed, be, according to the rector of a rural parish, all that could be wished, but would be better than the present state of things. I discovered that what he, with others of his clerical brethren, if they had their own way, would wish to see established, would be not a denominational in the sense of a separate system, but one which, while embracing all creeds, would render obligatory and necessary the daily reading of Scripture and its free use "for correction, for reproof, for instruction in righteousness," &c., in the schools of the country. To put it more plainly, the clergy of the Established Church would, according to him, wish to see a system of National Education established whose regulations as to religion should be framed on their peculiar principles and be the exponent of their own views.

206. Lord Bandon agrees with the Bishop of Cork heartily in desiring the denominational system, which, while leaving religion free, would enable the Protestant landlords to do more for the education of the people on their estates. He regretted, he said, that he was unable to do for the National schools on his property as much as he wished, but if he were to help them, his co-religionists would cry out against it as unfair to themselves, who are without State aid, and want all the help they can get. He thinks that much jealousy is caused by the Roman Catholics enjoying State aid, while the Protestants get nothing. Vested schools placed under neutral lay management, would be available for all classes of religionists in his opinion. Lord Bandon's opinion.

207. As I have said before, the strongest opponents of the denominational plan are the Presbyterian clergy. In the Appendix may be read two lengthy letters from the Presbyterian ministers in Cork. Their principal reasons for opposing the introduction of a denominational system are, the stirring up of religious animosities by it, and the consequent weakening of society which it would entail. They also object to it on the grounds that it would be an endowment of different denominations, and that proselytism would assuredly follow. They think that by such a system the influence of the clergy of all denominations would be excessive; and, above all, they think that it would be fatal to the integrity of the faith of their scattered brethren, who, unable to have schools of their own, would be driven for education to the Catholic schools, and would be absorbed eventually into the religion of the majority, but who under the present system could be safe. But here, again, it is demanding too much, to thwart the wishes of thousands because of a handful of people. As to the fears about proselytism, I believe them to be groundless. I do not think the clergy would take the trouble to proselytize, and I think that there is sufficient ground for confidence, as there is nothing in the attitude of the convent schools, which are unfettered by State regulations, and give full sway to the religious spirit, and possess many attractions which other schools have not, to lead us to suspect that they ever use their liberty and their influence to make proselytes. Much as I respect those gentlemen, I am constrained nevertheless to repeat my surprise at their inconsistency in establishing schools of their own, and non-vested, if they are such believers in the efficacy of a mixed system. The new Presbyterian school in Queen's-street, Cork, opened only last September, is, on any other than the denominational principle, needless,* extravagant, and inconsistent. It is near to the Model Schools, in which there is room for many more than it contains; and in the Model Schools these children would be as well taught, and have the great advantage (for such it is in the eyes of the clergymen to whom I am alluding) of associating in "friendly worship" with others. Its existence is not an evidence of its founders' love for a mixed system. Opinions of Presbyterian clergy.

208. Those clergymen of the Established Church who dissent from their brethren with respect to this question base their objections to a change from the present system to a religious one, on the same grounds precisely as the Presbyterians. Dr. Webster dreads the bitterness which proselytism would cause, and he sees no other result from a change than an active development of that spirit. He believes that education will deteriorate, and that the books will be lowered in time, by being brought down to a sectarian level. The Catholics will use their books to defame their opponents, who, on their side, will not be slow to frame their books with the view of demolishing popery. I hope and believe, however, that a wiser and better spirit now prevails in Ireland. In England, where denominational schools exist, I am not aware that such evils exist. I have acted as an inspector of schools for eighteen months, and have had an extensive acquaintance with Roman Catholic schools during that time, but cannot recall to mind any case in which the liberty afforded them so generously by the State was ever abused. I cannot think that Ireland will fall below England in the possession of the same freedom of education. Opinions of Established clergy opposed to denominational system.

209. In the course of the above remarks on mixed education, I have endeavoured simply to put myself in the position of those whose opinions I have been endeavouring to give, and must not be understood to have in any way expressed my own mind on the abstract merits or demerits of the "denominational system." It would be out of my province altogether to do so; and I am not, besides, blind to the difficulties which beset the question on every side. But, notwithstanding, there are occasions and circumstances in which the mere abstract view of a case must give way before an actual necessity for a line of action in a particular direction. I am deeply conscious that such an occasion is present, and that such circumstances exist at this moment in Ireland. The strong feeling of a people brings into action very frequently the principle of expediency. May it not happen that expediency will now hasten the adoption of such educational measures as the Irish most desire?

Teachers.

210. I propose to notice, first, the proportion of teachers, as an average, to the average attendance in the different descriptions of schools visited, commencing with the National. The National schools, owing to their support by the State, and their low salaries, which render their employment less expensive, are well supplied with teachers. Their number, indeed, compared with the daily average attendance of children, would induce one to expect a more thorough educational efficiency in all the classes of their schools. The following figures will give some notion of the proportion of children in average attendance to each principal teacher and assistants, and to principal teacher, assistants, and monitors. Teaching Staff in National Schools.

211. In 48 National schools, with an average attendance of 3,544·6 children, I found 48 principal teachers, 38 assistants, and 34 monitors, which gives an average of 73·4 to every principal teacher, 41·1 to a principal teacher and assistant, and 28·5 to each principal teacher, assistant, and monitor, or in other words, each of these 48 schools had an average daily attendance of, in round numbers, 74 children, who are provided with 3 teachers. Proportion of children to teachers.

212. It may be interesting to compare these results with the schools taught by "religious." They are left, as to the number of their teachers, altogether to themselves, and the will of the superior, or the circumstances of the community as to numbers, determines the number of teachers. But as all these schools are in connexion with houses whose inmates are more or less numerous, the number of principal teachers may be considered adequate. I speak, of course, chiefly of nuns, there being only two schools taught by monks in my district. The following facts will convey the conclusions at which I arrived. I visited 6 convent schools, attended, on their average, by 2,293 girls, in which there were 63 nuns regularly employed in teaching, assisted by 73 monitresses, giving an average of 36·3 children to each nun, and for each monitress an average of 31·4, or for each teacher at all 23·1, a result which proves that the convents are not under officered, and that if the magnitude of their results bears no proportion to the magnitude of the machinery in operation, the fault is to be attributed to a waste rather than to a want of power. Teaching staff in convent schools.

213. The only schools taught by men living in religious communities are the Lancasterian and the Douglas-street or South Monastery school (as it is called), which have an average of 751 children in daily attendance, Monastic Schools.

* Not even on the denominational system can it be redeemed from the charge of needlessness.

for whose instruction 11 monks are employed, giving an average of 68·2 boys to each teacher; with 10 monitors employed, we have an average of 75·1 to each monitor, and combining monks and monitors, we have one teacher for every 35·7 scholars. This is very much higher than the average in the convent schools. But the number of "religious men" is much less than that of the women. The larger proportion of monitors in the convent schools is not so easily explained, but I believe it is owing to the encouragement given by the Inspectors to their employment in the convents out of some chivalrous (perhaps) feeling of consideration for the shabby remuneration which the nuns receive from the Board.

Christian Brothers.

214. As I am on the subject of monastic and convent schools in connexion with the Board I may as well here briefly notice the teaching staff of the Christian Brothers and the convent schools that are not aided by public grants. There are three Christian Brothers' schools in Cork, with an average attendance of 1,610 scholars, for whose instruction they supply nineteen teachers, and 161 monitors, which allows one master for every 84·7 scholars, and including the monitors, 8·9 to each teacher. Their supposed allowance is one master to every hundred boys, but this being insufficient, they supplement by appointing numerous monitors, who do the actual teaching, under the superintendence of the Brothers in charge of the different rooms, but these monitors are too inefficient to be included in the teaching staff.

Convent schools.

215. In three convent schools not connected with the Board, I found an average of 1,209 girls under fourteen teachers and thirty-nine monitresses, giving an average of 86·3 girls to each nun, and including monitors, an average of usually 22·8 scholars.

Church Education.

216. In eighteen schools of the Church Education Society, attended daily on the average by 393 children, there were 18 teachers employed, giving an average of 21·8 to each teacher. Monitors are so rarely found that it is useless to include them in this estimate.

Grades of National teachers.

217. The National teacher, after passing a preliminary examination, is allowed to take charge of a school in the capacity of a probationer, that is, he is allowed for a time to occupy the post of a qualified teacher, during which he is supposed to prepare himself for the examination which he must pass to become qualified for permanent employment. He is then called up and examined, and classed according to his merit, or rejected if unfit. This classification is his first foothold on the ladder, up which, by a succession of similar but sharper ordeals, he may now hope to advance to the summit of his profession. First to gain a grade, and then go higher is the teacher's aim. It is peculiarly his interest to do this, since upon it, and not upon length or excellence of service does his advancement depend. It would be thought, in consequence of this, that the majority of teachers would attain at least to a middle rank. But this is not the case, at least so far as the information I have been able to collect goes. For out of twenty-nine National schoolmasters whom I saw, thirteen were in the third class, one of that number being in its lowest division.

Men.

Majority in 3rd class.

Distribution of minority.

218. The remainder were distributed as follows:—Four were in the first division of the second class, and three in the second division of the same class. In the first division of the first class there were four teachers, in the second three, and in the third one; thus while having 27·6 per cent. of the masters in the highest class, and 20·6 in the second class, we have 51·6 in the lowest class of all.

Mistresses.

219. The female teachers stand, as regards the preponderance of numbers in the lowest grades, in the same position. Out of twenty whom I saw, eleven were in the lowest class, five (three in the first, and two in the second divisions) were in the second class, and four were in the highest class, one being in the first division, two in the second, and one in the third. The following per-centages express the relative proportions of these classes. In the third class 55 per cent., in the second class 25 per cent., and in the first class 25.

The low grade of teachers remarkable.

220. Others may be struck, as I was, with this preponderance of teachers in the third class; for why should it be so, seeing the door is thrown open to all to advance, with the double inducement of increased pay and improved position? And besides, the intelligence possessed by these teachers is considerable, and the knowledge required not so great but that it might be acquired by moderate perseverance and study.

Causes, (1) early marriages.

221. One reason appears to me to be the habit which prevails among the Irish of marrying early. The greater number of the male teachers I met were married, and had married young—comparatively young themselves, many were fathers of grown-up children. They assume the responsibilities of married life just when their resources are slenderest. A young man, with £24 a year, and a wife and young children, has to look alive to keep want outside his door; and he must be ready to do all he can in his leisure time to earn something beyond his official pay. Either he takes to private tuition, or to cultivating his potato field, and either alternative is fatal to study, which, unless he neglects his school, must be done out of school hours.

(2) Local employment.

222. Then again, in the country districts, where the farmers' sons are numerous and ill-provided for, it is not, I believe, uncommon (I saw two instances myself) to combine teaching and farming. The son of a farmer near to a school who is sharp enough to pass the required examination and has not enough to employ him at home all day becomes a teacher; he thus brings in a comfortable yearly sum to add to the family stock, and contributes, in the evening and in the early morning, his share of manual labour to the farm. When this is the case, the young man has no ambition to shine as a distinguished member of the body of teachers. At Couscroneen National school, in Myross parish, the teacher of the boys' school told me he was a farmer's son, whose farm was about two miles away, and that he helped his father before and after the daily opening and closing of his school. At Shirkin Island there was a very similar case.

(3) Regulations of Board.

223. Another reason of this depression is owing, without doubt, to the application of that regulation of the Board which precludes a teacher from promotion, if, although otherwise qualified, the average attendance of his school has fallen, or if the children fail to satisfy the Inspector on his visit to the school preceding the oral examination of the teacher. The Board does not make, apparently, any exception for cases in which the district may be very scattered, or the children very poor, or the weather unusually bad, or the attraction of another school, to which the Irish poor are very susceptible, too great for the average attendance to keep up to the required minimum. One of the marks of a good teacher appears to be, in the eyes of the Board, his power of keeping up a good average; and as this average is a thing visible only in ink and on paper, a wide margin is left open for the exercise of the teacher's skill, if he is dishonest, in fabricating the required figures.

224. At Baltimore, the now ruined but once flourishing place from which the American city takes its name, I visited the National school, and succeeded in seeing the teacher, a man broken in health and spirits, and getting past middle life, married, and the father of eight or nine children. Upon learning his grade, which was the first division of the third class, I expressed my surprise at his not being higher up. "Well, sir," he said, "you see the people are very poor, and their children attend very irregularly, and when the Inspector came either the average was too low, or the scholars failed to do well, and I lost my chance." All these reasons are worth, I think, consideration, as explanatory of the low classification of the male teachers in my district.

Low grade of female teachers.

225. I have noticed above the similarly low grade of the female teachers. This did not surprise me. Promotion depending principally on intellectual advancement, it was not surprising that women of their class were so low down. It is not of so much importance to them as to men to get on, for theirs is a life in which

advancement is identified with anothers. The life of the female teacher is a combination of domestic and scholastic duties. Her wants are fewer than a man's. She is a wife, or a daughter, or a sister, and in those relationships she finds occupation and support, and need not exert herself to get more than she has. Cause.

226. But are these teachers less useful than others of higher standing? Are they less efficient instructors? As regards men, it cannot be denied that the teachers of the first class are superior, individually, to those of lower grades. But I do not think that personal superiority affects the condition of the schools taught by the different classes of masters to any great extent. I believe that, on the whole, making due allowance for surrounding circumstances, the teachers of the highest grades are not so much more efficient as they are thought to be. As to the moral superiority which I looked for in the schools which had the advantage of teachers of the highest grade, I could see no difference between them and others which had not the same advantage. There was the same absence of habits, of order, and self-restraint; the same presence of unchecked copying and prompting; the same whispering and talking; the same uncontrolled deportment; in short, all the indications of the absence of that influence which is called moral. Relative efficiency of different grades fairly equal.

227. Female teachers differ very greatly in efficiency, but their variations have no relation whatever to their classification. I found the best instructed school taught by a mistress who ranked only in the third class. It was the Castlemartyr female school. By referring to the tables,—pp. 140–144, in which I have given the results of my examination of the different classes of schools, comparison can at once be made between it and the Sundayswell female school, Cork, taught by a mistress of the first class, or, the Midleton Poor Law Female National School, taught by a mistress of the second class. I have no doubt as to which of the schools would come out best.

228. The number of teachers in the first class in my district is proportionately large. I found eight, and I knew of at least three others in different neighbourhoods. It is, I believe, very unusual to find so many in such close proximity; but the district has many small towns or large villages, surrounded, to the north and to the south and east of Cork, by good agricultural populations, whose children require higher instruction sometimes, and pay higher fees for it; and opportunities, too, occur of private tuition, by which some addition is made to their salaries. In the city of Cork itself there are, excluding the Model school, only two masters of this grade, who really teach middle class schools, and are well paid. In the ordinary National boys' schools of the city there are no masters of so high a grade. There is not much field now for a first-class man, owing to the absorption of the better classes into the Christian Brothers' and Presentation Monks' schools. I found only one first class man in a purely rural school, but he had a farm. In every country town, except Kinsale, I found first class teachers. First Class teachers numerous. Number in Cork. Found chiefly in towns.

229. I expected to find a more general dissatisfaction with the present principle on which teachers are advanced to the upper grades, but very few indeed had even thought of the matter as a grievance. Some would have the working of the system modified. Thus, one teacher suggested the advisability of abolishing the plan of requiring an oral besides the written examination. Another would have (and this is one of the very few instances in which I found the whole principle of the classification of teachers attacked) advancement to a class depend upon good service after proving at the outset fitness to teach by passing a successful examination. The teacher of the St. Nicholas, No. 1, Boys' school told me that he had the necessary number of good reports, and had been put off through an illness happening accidentally to interfere with his passing the oral examination. Feelings of teachers on method of advancement.

230. A feeling, too, exists that the Inspectors have too much power, and that their reports, upon which advancement depends, are made unfavourably, owing to some trifle which ought not in fairness to be allowed to count against them. The teacher of the Cove (Queenstown), No. 1 school, told me that the former Head Inspector of that district came to inspect his school, and found a few Sequel Books still remaining in use in that class, as was allowed within a limited time, which had not then quite expired. These books, the teacher said, put him out, and he threatened a bad report for inefficiency in the management of the school, which he said, would operate against his advancement. I mention this without at all giving an opinion as to the right or wrong of the individual's case, but merely to illustrate the feeling that exists in the minds of some of the National teachers with respect to the present system of classification. Think Inspectors have too much power.

231. My own feeling, if I may be allowed to express it, respecting the matter is, that advancement of grade, with its accompanying increase of pay, is made too much dependent on literary capacity, and too little on good service. I am unable to see what peculiar right a teacher has acquired to be raised in position simply because he has proved himself to be a good scholar, when another man, equal to him in the discharge of his duties, is unable to advance. The teacher's office is one which requires the devotion of all his energy for the efficient discharge of its duties, and leaves little time for such repeated efforts as have to be made in order to rise in the present system. A man, before he is permitted to teach, should prove himself fit to undertake charge of a school by passing an examination. His examinations should cease when he commences his work, and his advancement proceed in proportion to his subsequent merit. Besides, a good mathematician is not necessarily a good teacher, nor is there any special power to instruct youth efficiently imparted with the knowledge of natural philosophy. A third class man may be quite as able a teacher as a first class man, and his services should be recognised and rewarded, and not passed over because he is unable to stand the test of an examination, which really has no effect upon his work, taken as a whole. It must be borne in mind, as far as my experience goes, that the bulk of the children under the first class men are not better taught, as a rule, than those under men of inferior grade. There may be a few boys who are benefited by the superior instruction of the highest teachers, but they are very few, and indeed higher instruction is not confined to these schools, but is found where men no higher than the third class preside. Advancement should go with good service.

232. It may not be unnecessary to add that the majority of the teachers, who are in charge of schools, are persons who have had a previous training as assistant teachers. In the case of very small schools, which do not offer any local inducements of good school fees, or the chances of private tuition, or society, and the like, it is not unusual to find young men in charge of them who have never known any more of school-keeping than what they learnt as scholars or as monitors. Such schools are to be found only in very remote parts of the country, and are inferior, as might be expected. Managers, in employing teachers, are not of course unmindful of the advantage there is in having a person of experience at the head of a large school. Principal teachers generally experienced.

233. The National teachers being classed, the Church Education Society was determined that the teachers of their schools should not be without some distinction. And so I found that they were, with one exception, classed according to their proficiency as tested by examination. Their classification is made not necessarily when they leave the training school, but may take place subsequently. Indeed, they are called up and examined, as a regular practice, after they have been in charge of schools. Church Education Society's teachers classed.

234. The question of training being one of great importance, was carefully gone into. The following facts will convey the results of my inquiries. They will show that the number of trained teachers is in excess of those that are untrained by a very considerable proportion; and they will at the same time show that the Training.

Trained principal teachers exceed untrained.

assistant teachers are untrained without exception. Of twenty-nine masters in charge of schools, nineteen were trained and ten were not, giving a proportion of nearly two trained teachers to one untrained. Among female teachers there is not the same excess of trained mistresses, there being in twenty as many as nine untrained teachers. Combining males and females, we have, of forty-nine teachers, thirty that were trained and nineteen not trained, the number of the trained teachers being nearly double that of the untrained.

With assistants untrained teachers predominate.

235. But it must be borne in mind that these facts do not represent by any means the state of things in the whole class of teachers, since they concern only the principals in charge of schools, and do not include the assistants, who, being all untrained, if they were included in the calculation, would turn the scales in the opposite direction, and place the trained teachers in a minority, which will appear from these facts. The ordinary National schools that I visited have thirty-eight assistants engaged in teaching, of whom twenty-three are males and fifteen are females, none of them being trained. Now, if this number of untrained assistants be added to the nineteen untrained principal teachers, instead of having the trained teachers exceeding the untrained in the proportion of nearly two to one, we shall have the untrained (amounting to fifty-seven as against thirty) in excess of the trained in the proportion of very nearly two to one.

Causes.

236. The question then arises, why the principal teachers are for the most part trained, and the assistants not so. It may partly arise from the youth and short service of the latter class, as teachers in Ireland are employed some time (except in rare cases) in exercising their office before they are called up to be trained. But this is not an adequate explanation, since very many of these persons have exceeded the time that usually

(1.) Youth and short service of latter class.

elapses between first taking service under the Board and being called up to Dublin for training. I discovered this by referring to the history of the principal teachers, which showed me that the average period that elapsed between their first appointment and their training was less than the time that had elapsed between the appointment of the majority of the assistant teachers and the period of my visit. Nor can unwillingness to be trained be alleged as a reason. The teachers, on the contrary, are most anxious to be trained, as they feel that they

(2.) Training prohibited by clergy.

would thus be able better to compete with the trained teachers for employment. The real reason is the unqualified prohibition put by the clergy upon going to the training schools, constituted as they now are. The employment of trained teachers by the same authorities who refuse to allow untrained teachers to enter the training schools is only apparently inconsistent, for those individuals who have been trained, and are sought after by the managers of National schools, were trained when as yet there was no prohibition, and when all were free to go. And "where there is no law there is no sin," is the principle on which the Catholic clergy go, as regards employing trained teachers. But a law having been passed, its ministers are ever on the alert to ensure obedience to it, and any infraction of it is treated with unbending severity. All those of the Catholic priesthood with whom I came in contact, without an exception, told me that no man or woman who had been to the training schools could hope for employment.

237. The Bishop of Cloyne told me it was vain to look for employment in his diocese under such circumstances. The Bishop of Cork expressed the same sentiment, as did also the Bishop of Ross, who further added that he considered the Model schools in Dublin destructive of the morality of youth; and for that, if for no other reason, he would never sanction the training of teachers from his diocese. An old and venerable priest in Cork, told me, with great earnestness, that he would do all in his power to prevent the employment elsewhere in Ireland of any person who went from his parish to the training schools.

Training desired by most teachers.

238. The teachers themselves desire training, but dare not go for fear of losing employment. The mistress of the St. Patrick's National school told me that she would like to be trained, but was forbidden. The master of the Blackpool school in Cork said that he had been summoned four times, but was ordered not to go by his manager. The mistress of SS. Peter and Paul infant school expressed her desire to go to the training school, but said she was sure she would lose her place. Cases have occurred in which young men have disobeyed the injunction (though very rarely), and have found that the clergy were thoroughly in earnest by the loss of place that ensued. As I was going through the Model school in Dublin with a friend, he stopped and pointed out to me a young man who was employed in one of the rooms through which we passed as one of those who, in consequence of obeying the summons to go to Dublin to be trained, had lost his place. I learn that he had been employed at Scartlea, near Aghada, as principal teacher in the school there, and informed the manager that he wished to go up to Dublin to be trained. He was told by Mr. S——, the manager, that if he carried out his intention he would lose his school. He, nevertheless, went to Dublin, was trained, and returned in the hope of getting back his place, but found it filled by a person who had been engaged permanently during his absence. He was then thrown on his own resources, and being a worthy man with the extra recommendation in the eyes of the Board of enduring much for training's sake he was immediately re-admitted for the special class. I give the substance of the story as he told it to me. I heard of another case in which a young man just returned from Dublin went in search of work, and succeeded at length, after many refusals, in getting a junior assistant's place through the kindness of the head teacher who had the appointment in his hands, but concealed the fact of his being trained from the manager.

Training desired by managers as well, but on religious basis.

239. But the managers as well as the teachers regret this dead-lock, and desire its removal by such changes as will secure the combination of religious with secular teaching in the training schools. It may not be inopportune here to make a few remarks on the subject of training in Ireland, with reference to the necessity there is for making some alteration in the present system. The teachers are anxious to be trained, and very naturally, as it is a recommendation which gives them a higher value in the field of competition for employ-

Advantages of present system.

ment, and, moreover, places within their reach, during the four and a half months which are spent, on the average, in Dublin, many precious opportunities of enlarging their minds by intercourse with others better informed than themselves, and of improving their manners by associating with others of superior culture. It gives them, in addition, some time for well-directed (let us hope) study, and for observing different methods of teaching, which, if they are intelligent, may be of service to them when they return to their schools.

240. But these advantages fall very far short of real training. They are, indeed, better than nothing, but the time allowed for training is too short for the fullest benefit to be derived from them. The real fallacy of

Its imperfections.

the system lies in commencing the work of training after a young man or woman has been allowed for three years or more to be occupied in teaching, and may be supposed during that time to have acquired fixed habits and modes of action. Duties of importance are discharged for a long time, frequently during a whole school generation, by a teacher before he is called upon to learn how to perform them. He is allowed to experimentalize, and theorize, and blunder, before he is taught how to act upon systematic principles. Besides this, he is, after being considered sufficiently intelligent to conduct a school, liable to be refused admission into an institution which was founded for the purpose of improving the teacher, on the ground of insufficient intelligence; and although thus condemned, he is nevertheless remanded to his post, without a chance being given him of improving his intelligence at all.

241. Then again, how fallacious it is to call that training which occupies only a period of four and a half

months; for, excepting those who are called up for the special class, that is the whole amount of time allotted to training. It is a difficult matter to take unformed minds, and mould them; but it is still more difficult to affect the intellectual bias of those whose minds are already formed. It is next to impossible to give a man a real knowledge of any subject in four and a half months; but it is quite impossible to teach a man a subject which includes a moral education as well as an intellectual one. For training, to my mind, is chiefly valuable in its moral aspect, using the word moral in its largest sense. All the ideas we acquire need time to become assimilated and form part of our minds; and those of a moral character are not exceptions to this rule, but require even more time to become strong motive powers within us. If this be so, I am unable to perceive how the originators of the National system arrived at the conclusion that a residence of four and a half months in a training school could be sufficient to make a teacher thoroughly efficient.

Class from which National teachers come.

242. The National teachers may be said, as a rule, to have sprung from the lower classes, either from the small shopkeepers or tradesman's class in the towns, or from the peasant, farmer, or agricultural labourer's class in the country. They are all of them the creation of the National system; from it they got the education which, in its service, they impart to the younger generation.

Salaries; their sources.

243. The sources from which the National teacher derives his income are the National Board, local contributions in the shape of school-pence or endowments, the sale of books, and here and there extra sums under the names of "good service allowance," "gratuities for cleanliness and good order," and for "training monitors." The bulk of this salary comes, however, from the public purse, the next largest amount being derived from school-fees, and a fraction from the sale of books, &c. I have mentioned endowments, but indeed, with one exception—the mistress of Sundayswell girls' school, in Cork—I do not know of any Catholic teacher receiving anything from endowments. Of the schools in connexion with the National Board, but belonging to the Established Church, I found six (the different departments that go to make up St. Nicholas' school, Cork) in which the teachers derived yearly sums from endowments. The sums derived from selling books are very trivial and are hardly worth being included in this estimate. From all these sources combined the National schoolmaster in the district I visited may be supposed to receive an average income of £49 5*s*. 4½*d*., of which £31 10*s*. 1*d*. comes from the Board, £16 15*s*. 3½*d*. from school fees, and the remaining £1 from the sale of books, &c. The difference between the fixed salary of £31 10*s*. 1*d*. and the total salary of £49 15*s*. 4½*d*. expresses the average amount by which the salaries of male teachers are increased.

Average amounts, masters.

Mistresses.

244. From similar sources the female teachers derive an annual average income of £44 5*s*., of which £26 5*s*. 1½*d*. are paid by the nation, and £17 5*s*. 3½*d*. are derived from school-fees, the sale of books, good service allowance, gratuities for training monitors, &c.

These average salaries.

245. Small as are these average salaries respectively, they, nevertheless, exceed the average salary for the whole of Ireland, which is, roughly speaking, not more than £30 per annum, and exceed considerably the average salary of the majority of the principal teachers of the district I visited, who, being in the lowest class, would not have more than £32, respectively, from all sources. They exaggerate the average salaries of the teachers throughout the country, as they are calculated from statistics derived only from the schools actually visited, which, while not including the bulk of the schools, include certain schools in the city of Cork and the surrounding country towns taught by masters of the highest classification, whose average salaries exceeds the general average by £34 13*s*. 3½*d*. In Queenstown, in Cloyne, in Skibbereen, in Bandon, and in Cork and the country surrounding it, the best paid masters are found. Their salaries average from £72 to £122 a year. The mistresses of high grade are fewer in number, owing to the convent schools having occupied their places in the towns. It was only in Cork that I found female teachers of this class. Their salaries (I exclude always the Model schools) range from £60 to £80 a year. Male teachers of the second class receive salaries ranging from £34 to £60, and females from £27 to £45 a year. The salary of third class teachers range from £24 to £34 a year for men, and for women from £18 to £26 a year. The National Board grants an increase of pay in the shape of what are called good service allowances, paid upon a scale adjusted to the class of the teacher. But although the scale contemplates the extension of the allowance to the different classes of teachers, practically none benefit by it but those in the first class. I found only one teacher out of that grade receiving the allowance for good service. This creates much discontent among the teachers, as it looks like a practical refusal to reward long and good service. A small allowance made yearly to teachers of a certain length of good service would be a valuable addition to their pay, and would be very thankfully received as a proof of the recognition and appreciation of faithful service.

Salaries of different grades.

Good service allowance.

246. Besides good service allowance, certain premiums granted for cleanliness, gratuities for training monitors, for singing and drawing, and profits derived from the sale of books, go to increase the salaries of the masters and mistresses; but the total amount derived from these items is so small that the average payment does not amount on the whole to more than £1. The monitors in the ordinary National schools being few, the sums arising from their training amounts to very little. Two or three schools only are taught music and drawing, and the amount, therefore, for them is very trifling indeed, as are the amounts derived from premiums, &c. The profit made by the sale of books is so small that it amounts, on the average, to no more than 13*s*. 3*d*. a year, the majority of schools making much less than that amount.

Average salary does not represent a net sum.

247. Such are the means by which the salaries of teachers are increased, and I have shown how slight is the addition they make. But the average salary does not represent a net sum. It is calculated independently of the deductions for rent, for the supply of fuel in the winter, and sometimes for the purchase of apparatus, in the shape of maps, &c., to which every teacher's yearly stipend is liable.

No houses, as a rule, provided for.

248. No National teachers are supplied with houseroom; none, at least, of schools under Roman Catholic management, with the exception of two: the master of the Ballymartle National school, and the mistress of the girls' school at Cloyne. The teachers of schools in connexion with the Established Church are more frequently supplied with houseroom. I came across four who were thus supplied.

Cost of rent on the average.

249. The average cost of rent amounts to £7 per annum, some teachers in Cork paid more, and some in the purely rural districts less; but in no case exceeding £20 per annum, or falling below £2 10*s*. These rates of payment will convey some idea of the kinds of houses occupied by National teachers. I should be glad to approach to some estimate of the sums paid by teachers out of their own pockets for coal, for occasional repairs, and sometimes for apparatus, but I am unable. The statements made to me by the teachers were so loose and vague that I could not gather sufficient data from which to deduce a law. I must, therefore, content myself by giving a few particular instances.

Examples of expenses which fall upon teachers.

250. The first note book I take up gives me the following facts. In the Blackpool National school, Cork, the master has a salary amounting to £43 2*s*., out of this his rent for the year 1867, £7 16*s*., had to be deducted, and the following minor sums:—15*s*. a year for coals (for which though the pupils subscribe small sums, he is responsible), glazing 13*s*., brushes for cleaning 5*s*., share of subscription got up amongst the teachers to defray the cost of new maps 5*s*., tablets 3*s*. 9*d*., making a total sum of £2 1*s*. 9*d*., to which, if the amount for rent

£7 16*s.* be added, and the sum £10 17*s.* 9*d.* be subtracted from his gross salary (£42 3*s.*), the net income of this man would be no more than £31 5*s.* 3*d.*, out of which he would have to feed and clothe himself and his family.

251. The teacher of the boys' school at Passage West told me that he frequently put in windows at his own cost, not wishing to trouble the manager, and showed me a large map which he had bought for the school, but gave me no figures. At Clogheen village school the teacher says small expenses, such as glazing, whitewashing, &c., fall on him, as he is unwilling to trouble the manager, who is responsible nevertheless, and would willingly pay if applied to. He named 2*s.* as the sum it had cost him to have windows put in in 1867. He supplies pens and ink, and occasionally books. I saw a boy in the school who had taken a Fourth Book on credit from him, and steadily refused to pay for it. House rent cost him £3 per annum, and his salary was £34.

252. The teacher of Sundayswell National school informed me that he had to pay almost the whole cost of the coals used in the winter preceding my visit—but he gave me no figures. His salary is, on the average, about £52 from all sources, and his rent £7. I may mention here that he is married to the mistress of a National school in the country about twenty miles from Cork, and goes home every Saturday, for which he told me he had to pay car hire, a weighty item of expense to him. In one or two cases, I met with complaints from the teachers of being obliged to give requisites of books, &c., to pupils who refuse to buy them, or take them upon credit and never pay for them. The teachers are afraid (it seems to me) to refuse them, as the children would leave, and thus lower the average attendance, and endanger their salaries.

Sale of books. Teachers not benefited by it.

253. The sale of books requires a notice here. The present regulation which makes the teachers responsible for a full supply of books, acts detrimentally to their salary. The teacher gets a supply of requisites for which he has to pay ready money, though at the large discount of 25 per cent., but owing to the unwillingness of the children to buy at all, or to their unwillingness to pay when they do buy, he remains out of his money while the books remain unsold, as they do frequently for months together, or loses it entirely by the credit system to which, for the reasons given above, or through good nature, he is driven. And, at any rate, the amounts come in in such driblets that they are not felt, while the sum which had to be paid in cash for requisites was large enough to be felt severely. This is particularly the case in small schools, where the books are more frequently given than sold. Let us take the case of a man who has no more than £30 a year, and who is discovered by the Inspector to have a deficient supply of requisites. According to the Board's regulations, its officer is obliged then and there to write an order for whatever amount of books he may deem necessary, which are sent down from Dublin to the nearest Model School, the amount being deducted from the man's salary, who is thus not only obliged to submit to the deduction from his salary, but has to wait, as I have said, for months before he gets back his money at all, the length of time he has to wait not being compensated by the 25 per cent. discount which is regarded as his profit. An Inspector told me, as we discussed this matter, that he would very much rather give a man the necessary money out of his own pocket than put the regulation in force in the majority of cases, so severely would it be felt.

Assistants' salaries

254. The average salary of the assistants amounts to no more than £26 per annum for males, and £20 per annum for females. They receive nothing beyond this, since all the extra receipts of the schools go into the principal teachers' pockets. I found only one exception to this rule; it was at Queenstown, where the manager requires the master of the upper school (No. 1, as it is called) to pay £4 a year out of the school fees to each of the assistants, he adding £8 a year besides. These two young men were the only assistants who received anything beyond their salaries. It would be impossible for them to live on this pittance did they not live with their parents, as several do, or receive help from them when away from home, or by private tuition make small and fluctuating amounts by which they eke out their salaries.

Extraneous employment of teachers.

Private tuition.

255. This brings me to the subject of the extraneous employment in which all the male teachers under the Board are more or less engaged in order to support themselves respectably, or to live at all. The staple of this kind of occupation is private tuition, either at home, or in evening schools. Young men who want to acquire a knowledge of arithmetic or book-keeping to fit them for commercial work, or to compete for Government appointments, have resort to the National teachers, who are less expensive than others, and probably not less efficient. This work is done of course in the evening and on Saturdays. I met a man who made sometimes £10 a year by surveying land, and regularly employed his leisure time in giving lessons in navigation to the captains of merchant vessels preparing to pass the examination of the Board of Trade, and in other branches of mathematics. The teacher of the Clogheen school above alluded to was engaged for nine months just before my visit in teaching the children of a gentleman in the neighbourhood, for which he received £15 a year. All the masters in Cork were engaged in this kind of work, but they all concurred in saying that the uncertainty of the occupation made its remuneration too fluctuating to be counted on as a fixed item of salary. It is not very uncommon, I was informed, to find the National teacher acting as postmaster in out-of-the-way places. I came upon one such instance at Belgooley, a small village near Kinsale, where the teacher of the school is postmaster and receives about £3 a year for his trouble. And at the Cove of Kinsale, I was informed by the young teacher of the school there, that his predecessor had been postmaster for years previous to his death. An ingenious man may employ himself in miscellaneous ways, and thus increase his income, like the teacher of the Enniskean school, who makes something by mending the clocks and watches of the neighbourhood.

National teachers postmasters.

In National Schools of Established Church, masters act as clerks and sextons.

256. In the National schools in connexion with the Established Church, the teachers are generally engaged to act as clerks or sextons, which increases their salaries considerably. Thus the master of the Ballintemple National school, while receiving £24 from the Board, has, in addition, £10 a year as clerk, and a house free, with £8 a year from the managers, and an allowance of £3 a year for coals. He was the best paid third class man I met with, his net salary amounting to £49 a year.

Teachers not much benefited by such occupations.

257. From all that I could gather, these irregular occupations did not seem to bring much increase to the salaries of the teachers. They would not of course make any reliable returns by which I might have been able to judge of the extent to which they were affected by them. But, anyhow, the question of the sufficiency or insufficiency of the present rates of payment to meet the demands of life among the teachers, and to enable them, besides, to maintain their positions in such a manner as would increase the respect of the people for their office, is not affected by the fact that they are able to earn something extra by work done out of hours. To my mind it is questionable whether it is a good thing for a teacher to be obliged to continue work beyond official hours. But however that may be, the real question is simply this, are the National teachers of Ireland adequately remunerated for the services they render the country in educating its youth? Do they receive an equivalent for what they do? This is felt by them to be the real point, and they are all concurrent in the opinion that their present salaries are wholly insufficient, in many cases, to meet even the bare necessaries of life, and to enable them to maintain becoming and respectable appearances. They say that the present scale of payments was fixed when living was much cheaper than it is now, and was more in harmony with the circumstances of the country generally. When the National system came first into existence, labour was less valuable than it is; mechanics were less well paid; and agricultural labourers did not receive such large wages. And in

Salaries thought insufficient by teachers.

keeping with that state of things, the necessaries of life were cheaper; the potato had not failed; the exports of the country were not so numerous; and steam communication, which stimulated the export trade, had not raised prices in Ireland to the level of the English markets. Their salaries were then, they say, more in keeping with surrounding circumstances. But now that circumstances have changed, no alteration has been made in their case, and the salaries which were considered sufficient to meet the demands of existence thirty years ago have now to bear a doubled expenditure.

Teacher's position and influence lowered.

258. The present rates of payment not only depress the teacher's life; they also affect his position, by putting him in unfavourable contrast with mechanics, the Constabulary, and even with agricultural labourers. The majority of the teachers receive salaries inferior to those of the Constabulary, and in the case of assistant teachers, not exceeding those of well paid farm servants. A parish priest, writing to me, says on this head, that the payment of an assistant in his parish is not much more than that of the class I have above mentioned. The disproportion between the remuneration of the National teachers and others less well educated, tends to bring them into contempt. They are looked upon as men who can do nothing else, and so are obliged to be content with inferior wages. One teacher told me that he was subject to much annoyance by the jeering tone of the young men of his village about his miserable pay. Then again, their poverty keeps them down in habits, in manners, and in thought, to the level of those who surround them, and to whom they ought to be superior, if their influence is to be of the best kind. No intelligent observer can enter the majority of the National schools without feeling that the highest influence is wanting.

Poverty keeps them on level with people.

Remuneration should be more proportionate to value of work.

259. There is absent in the teachers the circumstances of good manners and proper dress, which go a great way towards civilizing children. He is in all these respects on a level with his scholars. How can he be otherwise when his pay is barely sufficient to keep himself and his family supplied with simple necessaries? They feel all this very keenly. There is, too, a feeling prevalent among them, that remuneration ought not be awarded merely in relation to the possibility or not of living on a certain sum, but should be regulated according to the value of the work itself. They consider it only fair that the same principle should be admitted in their case, as in the case of those above them, who are paid for their services not merely on a calculation of how little a man may live for, but on the theory of the value intrinsically of his labour. This feeling is a sign of an advance in civilization, for it is the perception of the moral values of things as apart from their mere material relations. I speak chiefly of the better class of National teachers, who are indignant that their skilled labour should meet with no higher remuneration than the labour of those engaged in lower spheres of employment.

Uncertainty of tenure of office a grievance.

260. Another grievance of the National teacher is the uncertainty of his tenure of office. He is liable to be dismissed at any moment without notice, and for no fault. The manager is absolute, and the teacher entirely at his mercy. All the teachers I saw, even those most happily circumstanced, were urgent in pressing this matter on my notice. This rather astonished me, as I did not find any instance alleged of the exercise of this power, but on the contrary, the managers were all praised for their kindness. I did not even meet with one case of dismissal; and the length of time which, on the average, the teachers had been employed was a pleasing evidence of the humanity and kindness of the clergy. I did, indeed, hear of cases of severity, but they had occurred out of my district, and I would not mention them were it not that they were quoted by the teachers as examples of what might any day happen to themselves. As I was passing the door of a National school in Cork, the teacher rushed out and told me he had a case to bring to my notice illustrative of the grievance of which I speak. I went into the school, and there I saw a man who bore all the appearances of want and care and fatigue, and with his clothes fast going into tatters. He was a National schoolmaster who had been summarily dismissed to make room for another person who could combine playing the organ with teaching. He produced a good testimonial from his late manager, testifying to his freedom from fault. This sudden dismissal involved the necessity of sending his wife and children to the workhouse, where they were when I saw him, and he had been walking from place to place in search of work for six weeks or more. He spoke with great bitterness of the manager, who had cast him adrift for no fault of his, but merely to suit his own convenience. The teacher of the Carmichael boys' school (Cork) told me that he knew a young man of the first class who was dismissed by his manager because he refused to apologize for using corporal punishment in the case of an unruly boy.

Remedies proposed by teachers.

261. As the matter seemed of great importance to them, I endeavoured to find out what they considered would be the best remedies for the evil. I found that they considered the best remedy would be to place their appointments either in the hands of the National Board, thus rendering them liable to dismissal only by that body, or, while leaving in the hands of managers the power of dismissal, to limit it by specifying the offences for which it could be used. This is pretty much the same in effect as the former and more sweeping plan, which has in view the ambitious aim of making the National teachers members of the civil service. These opinions exclude all recognition of the principle of the necessity for local influence in the schools, and could never be practicable if that principle continues. If the whole educational administration were changed, and a rigidly centralized system take its place, then the National teachers would naturally fall into those relations with the central power which they now desiderate.

Objections to them.

262. But constituted as Irish society is now, I cannot but think that education must have an intimate connexion with religion, and so long as that is the case, there must be local influences in the schools, chiefly clerical of necessity, but also embracing (which I hope) more of the lay element than it does now. Of this I am sure, that in the present temper of the clergy of all denominations, great difficulties would arise if the teachers were to be independent of them, and especially if they continue to originate schools, or are compelled to raise funds for their support. But the present system leaves the teacher so entirely at the mercy of the manager, that something in justice should be done to give him a little more independence, if he is to be not entirely the mouthpiece and creature of his employers.

Absence of pensions a great grievance.

263. Not least among the grievances of the National teachers is the absence of any provision for them in their old age in the shape of pensions. Their small salaries put it out of their power to provide for themselves by saving money, and when incapacitated for further work, they have nothing to fall back upon but the workhouse for support. This termination of their lives they seem to consider as inevitable, unless some provision is made to secure them a subsistence when too old to work any longer. All the teachers I had anything to do with urged the necessity of this as an act of justice. They have rendered services to their country in the cause of education equal at least to those of the soldier and sailor who are provided for when incapacitated, and consider, therefore, that they should be treated with the same consideration. It must be owned that the demand is not exorbitant, if the ground on which they make it is worthy of consideration, which I suppose few would deny.

264. I do not know whether the workhouse, as their final and only refuge, is a phantom conjured up to frighten people into acquiescence with their views or not, as I had no opportunity of judging. I met with no cases of disabled teachers, although I made inquiry, nor did I even hear of a teacher resorting to the

parish for relief. I can only report what I heard from men who had inquired, and who informed me that the workhouse registers are not without records of National teachers whose lives were ended within their walls. And looking beyond the present, it is difficult to imagine what other fate can await persons whose means of living are for the most part barely sufficient to meet their daily wants, much less to enable them to lay up a store against the day of infirmity. These observations will help to throw some light on the question of the supply of efficient teachers in the schools on which I was instructed to report.

Supply of efficient teachers.

265. I suppose by efficient is meant that standard of excellence as regards character, ability, and previous preparation, which ought to be fairly expected in a teacher. Now, as to the supply of teachers, there is as yet no difficulty, but as regards their efficiency more reserve is necessary in forming an opinion if my interpretation of efficiency be the true one.

266. As regards the intelligence generally, and the natural ability and adequate knowledge of the teachers as a body no question can be raised, nor respecting their attentiveness to their duties. But as regards those things which constitute real efficiency, namely, an acquaintance with the science of teaching as expressed by the word education, a moral superiority, as well as an intellectual one, to their scholars and their scholars' parents, systematic maintenance of discipline and order, the possession of good manners, neatness in person and dress, and a good position in public esteem, and lastly, an absence of any physical defects, the supply of efficient teachers cannot be considered as satisfactory. With respect to their powers as educators of youth my report on the instructions and discipline of the schools will give some idea.

Public estimate of teachers low.

267. The bulk of the teachers do not appear to stand high in public esteem. Much of this is owing, no doubt, to the absence of good order and discipline in their schools, and is more prevalent in places where they can be contrasted with the schools conducted by the Christian Brothers, the religious spirit of whose pupils is, in the eyes of the people, combined with their good manners and conduct, their greatest recommendation. I asked a man in Cork, who was apparently a little uneasy about his son's imperfect spelling at the Christian Brothers' schools in Peacock's-lane, why he sent him there. He replied, because they taught him his religion better, and made him practice it better, and because he was not so rough and rude and dirty as the boys were who frequented the ordinary National schools. Another man, who also had his children with the Christian Brothers, said much the same, but added that the masters of the National schools were not good examples to boys. I found in three places a feeling that the teachers were intemperate—one master was mentioned to me by name as being intemperate. I could not discover even through the agency of the police any real ground for the accusation. His appearance was against him, and when I first visited his school he was away, being ill, as the assistant informed me. I went to his house, but he was out, and on the following day, when I returned to examine his school, he told me that he had been very ill with a severe headache. His eyes were anything but satisfactory in appearance. A young merchant who had been educated at a National school himself, told me that for seven or eight miles in every direction round his native town the teachers were either known or said to be intemperate. In one town which I visited the teachers bore a poor name in that respect. There are many exceptions I know, and here I am only trying to show how they are generally regarded.

Absence of better personal habits.

Physical defects.

268. Want of manner, of tidiness in dress, and proper personal cleanliness, are great drawbacks to efficiency, and there were too many such instances. Physical defects too may be seen, which, whatever the other excellences of the person may be, should be a disqualification to become a teacher. The master of the Shirkin Island boys' school was humpbacked, and the mistress of the girls' school had lost a leg, and had to go on crutches. The effect on the children of such sights cannot be good. No great care seems to be taken to select the best persons possible in every respect to fill the important post of teacher.

Managers of schools anticipate difficulty in getting adequate supply of teachers.

269. The managers of schools, in answer to a circular which I append, generally agree in saying that the supply of efficient teachers at the present moment is not below the demand, but anticipate difficulty in getting them. They chiefly mean by that trained teachers, who, when they die out, will not be succeeded by others of the same efficiency; and therefore desire to see such changes made as will facilitate training. But others, as Dr. Rice of Queenstown, see a difficulty arising out of the growing tendency among the teachers to emigrate. The education which a man must possess in order to become a National teacher gives him great advantage as an emigrant. The want of teachers is not yet felt, nor is it apparent, but it cannot fail to come. Already at Queenstown, where the assistants are unusually well paid, the manager informed me he was unable to fill a vacancy, owing to the unwillingness of the men to take up a work which begins with so little and offers such poor prospects at the end. At one of the National schools in Cork, an assistant told me that he and his friends were only waiting to see whether the present Commission of Inquiry into Primary Education was going to do anything for them, and if it did not, they would go to America. More remarkable still was what was told me by another man, a principal teacher of the first class, and more than twenty years' service under the Board. Had he not a family he would emigrate at once, he said.

Present inducements inadequate to secure able teachers, hence necessity for change. Establishment of training schools, and better pay necessary.

270. These facts are worthy of consideration. For if it is desired to induce a better class of men, as regards ability, to become teachers, and not to be obliged to accept through sheer necessity the inferior men, who will become teachers, because able to do nothing else, the circumstances which are now creating so much discontent among them, should be dealt with without delay, and means should be adopted to obtain a supply of really efficient teachers, attached to the Government of the country. Two things are necessary, the establishment of good training schools, and the introduction of some scheme which will secure adequate remuneration to the teachers of the country by which young men and women may be induced to become teachers. The influence of the National teachers should not be overlooked.

Alienation of teachers dangerous. It would be advantageous to win them; means by which this could be done.

271. The teachers possess much influence, and it is a dangerous thing, therefore, to have them estranged in feeling from the constituted authorities of the country. It is not impossible to win them, and it is most important to do it. Take up their case, and, for the good of the whole community, endeavour to remedy what is manifestly imperfect in it. Put them on a level, as far as possible, with the circumstances of the age and country, by giving them the means of living respectably and comfortably, and by helping to insure them some provision against old age; and as the Constabulary of the country, taken from the people, remain loyal and faithful in the midst of an infectious atmosphere of popular discontent, so will the National teachers, too, become loyal and faithful. Give them a real interest in the country, and they will soon take root and learn to identify their own interests with its stability. I would not give them land, for remembering the peculiar sensitiveness of the Irish mind with respect to the soil, I think it would be a dangerous thing to give to a class of men who ought not to be necessarily stationary, for obvious reasons, a gift that might bring about much difficulty. Besides, there would be the temptation to devote too much time to agriculture, and too little to the instruction of their schools. I would remunerate them with money on a scale proportionate to the value of their services. But this involves the question of an increased expenditure, which I admit, but not that that increased expenditure need fall exclusively on the public. I think that society generally should do more for popular education locally than it has.

272. The extent to which local aid should go would be a matter for consideration, but at any rate the amount that would be derived from local sources would go a great way towards supplementing the increased expenditure which the necessity of paying the teachers of the primary schools more liberally would involve. But the expense might be kept down by lessening the number of adult teachers, and by employing monitors or pupil-teachers more largely. The number of assistants is above that of monitors, and in some particular cases the number of certificated teachers in one school is out of all proportion. Thus, in a school in Cork, in which there was an average attendance in 1868 of 112, I found no less than 3 certificated teachers, 1 probationer, and 1 monitor employed, or a teacher for every 22·4 boys. In England one certificated teacher and one articled pupil-teacher would be considered sufficient in a school of that size. The certificated teacher would probably receive £90 a year, and the pupil-teacher's pay would probably amount to a sum ranging from £8 a year to £20. Half of that sum would be provided by funds raised locally, and the other half by the State. This diminution of the numbers of certificated teachers would also be economical as tending to lessen the expense of training, if, as I hope for the sake of Ireland will be the case, normal training schools will be established.

Better payment of teachers implies increased expenditure which local aid should help to provide.

273. It would be a good thing if houses were provided for the teachers. It would give them an air of greater respectability if they were always provided with decent houses, and not obliged, in country places, to reside in places little better than cabins. With respect to the payment of the teachers, I have come to the conclusion, derived from my examination of the National schools, that, on the whole, the principle of payment by results, besides being a sound and feasible one, is the one above all others best calculated to bring into action to their fullest extent, the energy and ability of the teachers, and to improve the present imperfect condition of instruction in the Irish schools. There is a great terror entertained of it by the teachers and the managers of schools, the former preferring, of course, to have fine salaries paid them unconditionally, and fearing that parents will almost set a premium on their children going to school, and the latter dreading the prospect of diminished grants to be made up by their own exertions, and thinking that payment by results necessarily means the introduction of the English system of providing half the expenses of the schools. But these are not really formidable difficulties, and would, I think, disappear if certain exceptional cases were provided for in an exceptional and liberal way. But while paying by results, I think there should be a small yearly sum attached to the teacher's certificate and varying with it, upon which he might always depend, as, for instance, when he first takes charge of a school, and the class salaries of the present race of teachers should be left intact to them.

Provision of house advisable.

Payment by results.

Results as tested by examination, could render teachers more efficient.

274. Starting with a good training system as the foundation of an efficient educational staff in the country, I think that the adoption of some such means as I have in the course of these remarks suggested, would go a great way towards furnishing the country with a class of men whose influence would be used in the cause of peace and order, and who would be employed in bringing out and developing the moral as well as the intellectual faculties of the youth of Ireland.

275. I have reserved the teachers of the Church Education Society for a short notice here. The masters and mistresses are almost all young, and seem to be of, on the whole, a somewhat better class of society than the general run of the National teachers. I did not think much of their intelligence or of their capacities as teachers, though they had, with two exceptions, been educated at one or other of the training schools belonging to the Church Education Society. Their salaries are made up of grants from the Education Society, from local amounts derived either from the donations of private individuals or from the committee that govern their schools, or from the parish funds for discharging the duties of sexton or parish clerk, and amount to on the average of £35 a year, with houseroom, which is more than the majority of the National teachers receive.

Teachers of Church Education Society. Training. Salaries.

276. Their engagements as teachers are always made on the understanding that three months' notice on either side is necessary, in which respect they are better off than their fellow-teachers under the National Board. The clerkship of the church and the mastership of the school are always connected, and the resignation of one implies the resignation of the other. The master and mistress of these schools are sometimes man and wife, and thus combining the salaries, and having houseroom, they are very well off. In Cork and in Bandon their schools being large, attract the best masters, who are paid very liberally. The teacher of the Bandon Model School is by far the best paid, and the most efficient man of all those schools which I visited in connexion with the above-named society. His school, indeed, would bear favourable comparison with the best of the National schools. His salary is about £130 a year with houseroom, and is derived partly from the Erasmus Smith's board and from school-fees, which are paid regularly, the majority of the children being of the middle class. The mistress of the female training school is also well paid, having £80 a year and apartments in the training school. Her school is very small, and is fairly conducted.

Conditions of engagement.

Instruction.

277. My remarks on the condition of education in the National and other schools are based entirely on the results of a careful individual examination of a certain number of children in each of the three subjects which form the staple of Primary Education, as I have no confidence whatever in the system which prevails, at least in that part of Ireland which I visited, of taking the showy answers of a small upper class as representing the proficiency of all the scholars. And since National Education is meant for the many I was doubly anxious to discover how far its benefits were being reaped by the majority of the children in whose behalf schools are founded and maintained at the national cost.

278. I examined 2,011 children in reading, and nearly 1,500 in writing and arithmetic, including every kind of school. As my standard I adopted the system of the Revised Code which regulates the examination of children in England for annual grants to their schools, *exceptis excipiendis*. The children attending school in Ireland are, in each of the 5 classes, of a more advanced age than in England, and their natural intelligence is greater, while they are taught on a larger scale than has obtained amongst us yet. I therefore *widened the English margin* by exceeding a little our English rule of proficiency, and took the liberty of lowering the Irish standard somewhat, in the hope of striking a just balance.

279. I examined 52 schools of different kinds of which 39 were National, 6 were conventual, and 7 were connected with the Church Education Society. Of the 39 National schools 8 are good, 11 are fair, 15 are moderate, and 5 bad. Of the 6 monastic schools one may be considered good, 4 fair, and one bad, and of the Church Education schools none are good with the exception perhaps of the Model Training School, 3 are fair, 4 are moderate and 3 are bad, so that nearly two-thirds of the schools do not come up to the second standard.

Summary of schools.

280. The character of the reading is with a few honourable exceptions much the same in all the schools. It is tolerably correct, but horribly monotonous. There is great fluency, but utter disregard of stops. Punctuation in fact seems to be considered as an useful device for catching the breath, but by no means as having any necessary connexion with the meaning to be conveyed. It is scarcely necessary to say that this appeared a

General remarks on reading.

signal instance of the ill effects caused by the want of training in the masters, who have never learned any more than the children, that reading is an art by which information is conveyed to others, and not merely a vehicle for receiving it ourselves.

First Class in National Schools.

281. The children who compose the first class in the National schools are many of them under six, though rarely ever under five, except in some of the convent schools, where a few children under that age may be seen. The average age of the children in that class who were examined was about seven. Now in an English school those approaching six would be expected to point out the letters of the alphabet simultaneously. In Ireland, however, I found in very few schools any infants who could do that with any facility, while the children who were reading the First Lesson Book did so with much effort, and with no intelligence, and in some cases failed to read at all. It is in the ordinary National schools, that this deficiency is most noticeable, owing to the absence of any special knowledge of the method of teaching young children which exists, and, therefore, of any suitable provision for their instruction.

Convent schools.

282. The convent schools are exceptions. In them that amount of elementary instruction is found to be pretty fairly imparted, owing to the special provision which they are able to make for the infants. But those who have commenced to use books read with only moderate results. The children in the lowest class of the Christian Brothers' schools read better than those of a similar stage of advancement in the National schools. The children who compose the upper classes in all the different descriptions of schools read with fluency and accuracy, although their reading was still characterized by monotony and a general disregard of the rules which must be observed for reading to be good. The results of my examination of the same class of children in the schools of the Church Education Society, were more unsatisfactory than those of any other class of school, except in one or two instances. In three schools I examined a total of 21 children in the first class, and of that number only 13 could read monosyllables, and then only with difficulty—their average age being 8. Indeed throughout every class it was bad. It is unintelligent, frequently unintelligible, and always monotonous and untrammelled by any of the ordinary rules of good reading. Its inferiority was quite remarkable. There are two exceptions, the girls' school and the boys' school attached respectively to the male and female training schools at Bandon.

Christian Brothers.

Church Education Society.

Reading in Convent and Christian Brothers' schools better than in National schools.

283. The reading of the children attending the convent and Christian Brothers' schools was better than I found it elsewhere, which is due to the members of those bodies being of a better class of society, or to their more careful study of the rules for reading. The best reading I heard was in the Kinsale Convent school; it was good in every class, and might be well imitated in some of our best English poor schools.

Writing in National schools.

First Book.

Second Book.

Third Book.

Fourth Book.

284. Under the head of writing is included not merely proficiency in penmanship, but also correctness in spelling and dictation. Many of the children under six are able, in the English schools, to copy simple words and letters from a black board, and all above six are expected to write letters and figures from dictation. The children of the corresponding class in Ireland, as a general rule, can do neither the one nor other, with the exception that a few of the highest divisions can occasionally frame pothooks and hangers. And writing begins to be practised only in the Second Book, when a long period of schooling has already elapsed. In the Second Book the children are all able to *transcribe* with tolerable correctness on slates, a fact which I found so constant that I did not think it necessary to examine some schools in this particular. In this subject I desire to make special mention of the S. Presentation Monastery, of the Kinsale convent, and of Sundayswell girls' school. In the Third Book the dictation is good as regards *caligraphy*, the letters being clear and round, a merit which is, no doubt, owing in a great measure to Mr. Vere Foster's excellent copy books; but spelling is generally imperfect, the children seeming to need more practice. The scholars in the Fourth Book write their dictation on paper. I used to give them a passage from their reading book, reading it once through distinctly, and then reading out three or four words at a time, but never repeating. The writing in this class was very rapid and their spelling fair, but no punctuation. The style of writing was easy, perfectly legible, and neat. Mistakes and errors occurred, but not in sufficient numbers to lower the per-centages of passes in this class to any extent. If the boys were in the habit of writing on paper more frequently they would soon overcome whatever defects are now observable in their work. Their poverty is said by the schoolmasters to necessitate the constant use of slates for all kinds of writing.

Original exercises would be beneficial.

285. Original exercises are very rare in the majority of schools. It would be greatly advantageous to introduce them more generally into the National schools. The scholars who compose these upper classes are old enough to derive real benefit from the practice. It would bring their knowledge of writing into practical use. The plea of poverty ought not to be considered of any value when it is a question of spending 2*d.* on a copy book in which to do the exercises. In the St. Nicholas male National school, Cork, the plan is adopted with much success, as also, I believe, at the Carmichael schools in the same city.

No writing in first class in Christian Brothers' and other convent schools.

286. Writing from dictation is as unknown in the first class of the Christian Brothers' and other schools taught by monks or nuns as it is in the National schools. They follow the same plan of contenting themselves with teaching the children to frame letters from copies until they reach the second class, when they begin to practise transcription, at which they are fair adepts enough. But it seems to be a pity that the work is not made less mechanical just when they are able to use their minds with advantage to its development. To copy from a slate requires no effort of the mind, but to write from dictation requires the memory to be brought into play.

Writing in their upper classes imperfect.

287. While the writing of the upper classes in the Christian Brothers' schools and the Presentation Monks' schools is commendable, both as regards penmanship and accurate spelling, the corresponding classes in the nuns' schools are not so satisfactory in consequence of the little practice which they seem to have in it. The exercises I set them were original, and were given with the view of testing how far their education was being carried on with sufficient solidity to make it of practical value in afterlife. I regretted, however, to see how comparatively superficial it was. Girls, who could have written a copy in a fairly neat hand, when set down with a set of questions to answer, failed either to write good hands, or spell correctly, or put together two or three sentences of consecutive thought in good English. Here again I must name as an honourable exception the convent school at Kinsale, where the exercises of the girls were most creditable.

Church Education Society.

288. In only three of the schools of the Church Education Society did the writing rise at all above mediocrity, and it must be owned that in two of them real excellence was attained. They were the Bandon Female Model School, attached to the training school for mistresses, and the boys' school, attached to the male training school. Of forty-nine whom I examined in the latter school no less than ninety-seven per cent. passed successfully in that subject.

Arithmetic deficient in first class of National schools.

289. In the First Class of the National schools no arithmetic is taught or known beyond a knowledge of counting, and (sometimes) adding small numbers together in its higher divisions. This is curious when it is recollected that the children are, on the average, nearly seven, and that the similar class in England would be required to know—and very rarely fall below satisfying the requirement—how to count up to one hundred, to distinguish between the figures as set down on the black board, and to add and subtract mentally up to ten. This fact seemed to pass the bounds of credibility in the eyes of most of the teachers to whom I mentioned it, and I fear that I seemed to a few

to be drawing largely on their powers of belief. I recollect one man, the teacher of a country school, saying, when he heard it, "Begorra, your honour, they must be wonderful children, then," which exemplifies what I have so often felt and said, that the National teachers have no notion of what can be done, because they have no opportunities of seeing what is being done elsewhere.

290. In consequence of that neglect of arithmetic, the children remain longer in the lower classes than they should, for if not able to satisfy the Inspector, when he holds his examination with the view of promoting from lower to higher classes, in that subject, they are left behind. And I account for the large number of children of an advanced age in the second class by the fact of their being unable to rise out of it, owing to their very imperfect knowledge of arithmetic. The passes in the second class altogether do not amount to more than 62·9 per cent., and when it is borne in mind that the per-centages in reading for this class are high, some idea may be formed of the deficiency of arithmetic. Notation is defective, and accuracy is the exception, the rule being that error characterizes the exercises worked by the children.

Same defects in Christian Brothers' and other schools taught by "religious."

291. The same phenomena are observable in the schools of the Christian Brothers, the Presentation monks, and the nuns' schools, with this additional melancholy feature, that the children who compose the classes in question in those institutions are all much older than in those of a similar position in the ordinary National schools, and are more deficient in this particular.

292. By reference to my analysis of the examinations I held of them, it will be seen that the average of the children in the second class is over 10, and that in some schools it exceeds 12; and the following facts will show how poor the results in arithmetic were in these classes.

St. Finn Barr's convent school.

293. It is grievous to know, that out of 22 girls in the second class of St. Finn Barr's convent school, Cork, of the average age of 10, 15 failed to do the following simple sums in addition, subtraction, and multiplication :—

79	8712	6079
806	2305	6
920		

294. But sad as such a result is, it is nothing when compared with the state of arithmetical knowledge of 21 girls in the third class of the same school, 11·1 years old on the average, who failed without one exception, to work the following easy sums :—

£	s.	d.	£	s.	d.		£	s.	d.
7001	2	4	43	8	4	× 36	6)4214	2	3
904	8	9							

Queenstown convent school.

295. Nor is the state of things in the Queenstown convent school much better. I examined 21 girls, 9·4 years of age, taken from the second class, setting them similar sums to those given above, and only 8 were able to work them correctly, but of that number 2 were merely moderate, and not creditable.

Kinsale convent school.

296. In arithmetic, the Kinsale convent school maintains its character; all the girls whom I examined in the 2nd and 3rd classes passed, although more failures occurred in the higher classes than I expected.

Convent schools unconnected with Board did better.

297. It is curious enough that while such wholesale deficiency is noticeable in the convent schools connected with the National Board, much more satisfactory results followed my examination of the convent schools which do not stand in that relationship. I examined two such schools in Cork, one of them belonging to the nuns of the North Presentation Convent, and the other to the Irish Sisters of Charity in Peacock-lane. In the former place, I examined 30 girls, taken in equal numbers from the second and third classes indiscriminately, whose ages, on the average, were respectively 12·2 and 13·8 years; and owing to their advanced ages, I set them sums twice as difficult as those set to the schools I have mentioned above. The second class passed without a failure, while 6 of the third class were unsuccessful. In the latter school, yet only in its infancy, of 20 girls who were examined in arithmetic, 8 only failed, their average age being 11·5 years. The following are specimens of the sums set to the girls of these two schools :—

864,521	9384)7840757(—
439	

Christian Brothers.

Third class.

298. I must not omit noticing also the disasters which attended the examination of the 48 boys of the second and third classes of the large Christian Brothers' school in Peacock-lane, Cork, which bears a high reputation there, and is considered to be the *ne plus ultra* of school excellence. Twenty-seven of those boys composed the division of the third class examined, and their average age reached to 11·5 years. The following sums were set them :—

£	s.	d.	£	s.	d.		£	s.	d.	
9001	3	4	78	8	5	× 45	40012	3	$1\frac{1}{2}$	÷ 5
905	8	$7\frac{1}{2}$								

but only 9 of them succeeded in doing them correctly. It is fair to add that the Superior informed me that most of these boys had only just been promoted from the second class. But it is curious that boys of such an age should have been so long in the second class. The remaining 21 boys who were taken from the second class were on the average 9·9 years old or in round numbers 10, and were set the following sums :—

Second class.

87	8712	6079 × 6
609	2305	
570		

two of which were worked correctly by only 10 of the boys.

Presentation monks' school, National.

299. In the South monastery school, as it is called in Cork, conducted by members of the Presentation Order, the arithmetical knowledge of the second class was very fairly satisfactory, since of 20 boys of an average age of 10·5 years, only 6 failed to do sums similar to those set in the Christian Brothers' school; but the third class showed the same deficiency as the other schools I have above mentioned, for of 28 boys who were examined only 13 were able to do the sums that were set. This school is in connexion with the Board, and enjoys whatever advantages may be thought to be derivable from it—inspection books, &c., &c. Now, these facts are doubly remarkable as being observable in schools taught by people who have made education their study, and, in fact, their daily occupation, and who are better educated, and have had greater opportunities than most of the National school teachers, in whose schools I must own I never, except in very exceptional cases, saw such poor results.

Church Education Society.

300. Arithmetic in the Church Education Society's schools is, like the rest, very deficient. In table B, p. 144, it may be seen how low the per-centages calculated on my records of the examinations of their schools

St. Luke's Scriptural school (boys).

are, falling very much below the numbers which represent the proportionate success of every other class of school. The St. Luke's Scriptural school bears a high name among the Church Education Society's schools. I was asked by several people whether I had seen it, with a manner which seemed to imply that something like a surprise was in store for me. I went there on a very wet day, most unfortunately, and several children were away, and, of course, the most advanced among them. Only 20 boys were present whom I examined leniently; three only of them were present in the second class, of the ages of 10, 7, 8, respectively, who were ignorant of the simple rules of arithmetic, and knew nothing of notation. In the third class there were 7 boys, 10 years old, on the average, who were said to be doing long multiplication and division, but were quite unable to do either well, and knew *nothing of notation*. Of 11 girls who were present in different classes only one passed in arithmetic, their average being 12.

(Girls).

Arithmetic in fourth class National schools. Specimens of sums.

301. The fourth class in the National schools is the best instructed in every subject, although arithmetic is always the weakest, being on the whole, however, not discreditably taught. My plan of examination was to give invariably a sum in proportion and practice, and sometimes a sum in simple interest. The following are examples of the kind of sums I was in the habit of setting :—

1. Find the value of 237 cwt. 3 qrs. 17 lbs. of sugar at £6 17*s.* 4½*d.* per cwt.
2. A pensioner received in 1864 £23 7*s.* 4½*d.*; how much had he a day?
3. Find the interest on £728 16*s.* 4½*d.* for three months at 3½ per cent. per annum.

Occasionally, when there happened to be a fifth class I would go higher, and try their knowledge of decimals, or vulgar fractions, or give a problem involving some rule in arithmetic. These trials were always attended with success.

302. It is pleasant to be able to report favourably of the success which seems to attend the instruction of the more advanced scholars. I take at random almost from my examination schedules 4 schools from different parts of my district, male and female, and I find that only 2 failed out of a total of 37 who were examined in the fourth class. Much aptitude is displayed by the children of both sexes in learning arithmetic when they reach the fourth class, and their quickness and general neatness and accuracy were remarkable. I visited a rural school about 7 miles from Cork consisting of 2 departments, and found that the fourth class girls had gone through Barnard Smith's Arithmetic very nearly, including the problems.

Christian Brothers' and other convent schools.

303. The Christian Brothers and other monastic schools were in a very satisfactory condition as regarded the arithmetic of their upper classes, who are soundly and extensively taught it. Logarithms, geometrical and arithmetical progression, &c., &c., are frequently read. But the nuns' schools are not so proficient. This is explained by the fact that the nuns are not obliged to prove their knowledge of arithmetic by examination before teaching, and hence do not study it sufficiently to be able to teach it thoroughly in its higher branches.

Church Education.

304. Except in the cases of the two schools attached to the training institutions at Bandon, which are very creditably taught, the upper classes of the schools of the Church Education Society exhibit as much deficiency as the lower ones in arithmetic as well as in other subjects.

Analysis of Examination of certain Conventual Schools.

305. I examined the higher classes of five schools upon paper, namely, North Presentation Convent, the Kinsale Female National school, the Peacock-lane Christian Brothers', the St. Joseph's Female National, and South Presentation Monastery.

306. These schools I propose to analyze at greater length, giving the number in each of the higher classes who passed good, fairly good, fair, and moderate examinations, together with the average age of the children examined in each class. In the North Presentation Convent School, in the second class, out of 15 children examined, of an average age of 12·2 years, in reading 10 passed, in writing 15, and in arithmetic 15. In the third class, out of 15 children, with average 13·8, in reading 10 passed, in writing 10, and in arithmetic 8. In the fourth class, out of 15 children examined, whose average age was 14·6, the reading of 14 was good, and 1 moderate; the writing of 4 was good, of 2 fairly good, of 3 fair, and of 6 moderate; the arithmetic of 1 only was good, of 2 fairly good, of 4 fair, and of 8 (more than one-half) moderate; the geography of 2 was good, of 2 fairly good, of 6 fair, and of 5 moderate; the grammar of 2 was good, of 3 fairly good, of 4 fair, and of 6 moderate. The writing in general is good, at least legible, though rather scrawly. The letters about "Corck," as one or two of them call it, are very poor, only consisting of two or three lines, one proceeding as far as "My dear sir;" and some not being commenced at all. The ages of the pupils in this school is particularly worthy of attention.

North Presentation Convent School.

Kinsale Convent.

307. In the Kinsale Convent School I examined 25 children in the second class, whose average was 8·1 years. Of these 25, *all* passed in reading, *all* passed in writing, and *all* passed in arithmetic, a marked contrast to certain schools in which the children averaged one-third more of their average of years. In the third class, out of 19 children, averaging 12·2 years, all passed in reading, all in writing but 4 moderate, and all in arithmetic but 6 moderate. In the fourth class of 11 children, averaging 15·1 years, all were good in reading, 3 good in writing, 2 fairly good, and the rest fair. In arithmetic 5 were moderate, and the rest bad. In grammar; 5 were fairly good, and 6 moderate. In geography 4 were good, 3 fairly good, 1 fair, and 3 moderate. In the fifth class of 11 girls (monitors), averaging 17·0 years, who were reading the whole of the Fifth Book, 9 were good in reading, and 2 fair. In writing 6 were good, 4 fairly good, and 1 fair. In arithmetic 1 was good, 2 fairly good, 6 fair, and 2 moderate. In grammar 7 were good, 3 fairly good, and 1 fair. In geography 8 were fairly good, 2 fair, and 1 moderate. The handwriting in this school is very good, the spelling not so good. The letters show considerable intelligence, but there is great sameness of style. Most of them introduce their description of the town of Cork in an easy and natural manner, which is not the case in other schools.

South Presentation School (convent).

308. In the South Presentation Convent I examined in the second class 25 children, who were reading the Second Book, but only up to page 125. Their average age was 11·4 years; and 15 *were above* 12 *years of age*, a fact to which I direct special attention. Of these 14 passed in reading, 11 in writing, and 9 in arithmetic. In the fourth class I examined 4 children, averaging 12·5 years. Of these 3 passed fairly, and 1 moderately in reading, 3 fair and 1 moderate in writing. In arithmetic all moderate. In geography 3 moderate, and 1 fair; and in grammar the same. In the fifth class of 23 children, averaging 12·5 years, in reading, 8 were good, 8 fairly good, 3 fair, and 6 moderate; in writing 3 good, 3 fairly good, 13 fair, and 4 moderate; in arithmetic 4 good, 8 fairly good, 8 fair, and 3 moderate; in grammar 7 fair, and 16 moderate; and in geography 17 fair, and 6 moderate. The papers are not very tidy; the geography is poor; and the letters weak both in substance and composition. The handwriting also is decidedly bad. There is a room for needlework, overcrowded by about twice as many girls as there ought to be. The needlework is very good.

309. Out of 20 children whom I examined in the second class of the South Presentation Monastery School, averaging 10·5 years, 18 passed in reading, 15 in writing, and 14 in arithmetic. In the third class of 28 boys, averaging 12·6 years, 25 passed in reading, 17 in writing, and 13 in arithmetic. In the fourth class of 10 boys, averaging 14·3 years, 4 were good, 3 fairly good, and 3 fair, in reading; 3 fairly good, 6 fair, and 1 moderate in writing; and 4 fairly good, 5 fair, and 1 moderate in arithmetic. In geography, 1 good, 8 fair, and 1 moderate; in grammar, 1 good, 5 fair, and 4 moderate. South Presentation School (monastery).

310. In the fifth class of 6 boys, averaging 15·8 years, in reading 4 were good, 1 fairly good, and 1 fair; in writing, 4 fairly good, 1 fair, and 1 moderate; in arithmetic, 1 good, 3 fair, and 2 moderate; in grammar, 2 good, 2 fair, and 2 moderate; in geography, 1 fair, and 5 moderate.

311. The papers are written with a fair amount of distinctness; the letters do not display much individuality; but the composition is tolerably good, though there is very little of it. It is a curious fact that while almost all the boys remark the public buildings and the adaptation of the harbour for commerce, no one notices the climate, the population, or the history, and only one or two its natural beauty. In this school it is to be observed that only one or two put their letters into proper form. Amongst extra subjects taught in the higher classes are book-keeping, mensuration, Euclid, &c. A few boys could draw elementary figures and scrolls pretty well.

312. In the second class of the school of the Christian Brothers in Peacock-lane, Cork, out of 29 boys, averaging 9·9 years, whom I examined, 18 passed in reading, 14 in writing, and 9 in arithmetic. The weakness of the number who passed in arithmetic is remarkable, comparing the high average of the age of boys examined with the easiness of the sums that were given—three rows of figures to be added, not exceeding hundreds—subtraction up to thousands, and division of thousands only by 6. In the third class of 27, averaging 11·5 years, 24 passed in reading, 17 in writing, and 10 in arithmetic. Peacock-lane Christian Brothers.

313. In the fourth class of 93 boys, averaging 13·1 years, in reading 42 were good, 18 fairly good, 16 fair, and 17 moderate. In writing, 17 were good, 24 fairly good, 29 fair, and 23 moderate. In arithmetic, 32 were good, 30 fairly good, 17 fair, 14 moderate. In grammar, 27 good, 11 fairly good, 31 fair, and 24 moderate. In geography, 33 good, 9 fairly good, 15 fair, and 36 moderate (or bad).

314. The papers are distinctly written, but neither questions nor answers are numbered, and the paper is written on both sides. The geography is peculiar—one boy informing us that "Kyaf" (meaning Kieff,) "is a provenc in Scotland," and another, that "Lucern is one of the states in North America." A curious mistake is made by almost all in calling Switzerland "Switzerald." The letters display, as might be expected, the greatest variation in character. They are for the most part rather above what one would expect from such children, or rather they give indications of a good style in the future; generally speaking they are very short, consisting of but two or three sentences. Those which are more ambitious, are by no means the best. Those which purport to give information, are, as may be supposed, better of their kind, than those which attempt reflection.

315. In the second class of St. Joseph's Convent school, Cork, of 14 girls, averaging 10·5 years, 5 passed in reading, 10 in writing, and 1 in arithmetic. In the third class of 12 girls averaging 13·4 years, 6 passed in reading, 9 in writing, and 6 in arithmetic. St. Joseph's, Cork, Convent National.

316. In the fourth class of 12 girls averaging 14 years, 2 were good, 3 fairly good, 3 fair, and 4 moderate, in reading; 7 were fair, 2 fairly good, and 2 moderate, in writing; 1 fair, and 11 moderate, in arithmetic. In grammar, 5 were fairly good, 6 fair, and 1 moderate; in geography, 6 were fairly good, 3 fair, and 3 moderate. The arithmetic seems to be most defective in this school. The papers are tolerably well written but untidy and blotted. The letters were not written at all.

317. The following schools may be dismissed more briefly, notice being taken only of those points in which there is something unusual.

318. *Cloyne Male National School.*—In this school, circulating decimals, double proportion, and advanced interest are taught. Cloyne, male National.

319. *Queenstown Male.*—Geometry and mensuration are taught. The reading in the third class was very poor and monotonous and without intelligence. Grammar in half the class fair, the rest moderate. Geography (Europe) good. Answering on subjects of reading lessons very poor and wanting in intelligence. Queenstown, male.

320. *Clogheen, near Cork.*—Reading very indistinct. Children do not exhibit any intelligence—mere parrot knowledge. Second and third classes not up to the mark in arithmetic. Writing inferior to most other schools. Spelling bad. First class better in reading. The master supplies ink and pens. Writing is in some cases suspended owing to the unwillingness of the children to buy pens. Pens are frequently borrowed of their neighbours. I saw one boy who has borrowed the Fourth Reading Book and steadily refuses to buy it. Clogheen, near Cork.

321. *Castlemartyr Male.*—The children of this school are remarkably well and soundly taught; they read better than usual in National schools. They know the meanings of the words in their lessons, and express themselves with great clearness and precision. Grammar is well advanced and syntax is known in the third class. The geography is excellent. The dictation was not read first as was usual, but only one girl made a mistake. The fourth class was deserving of the highest praise. Castlemartyr.

322. *Cove of Kinsale National.*—First class—first division know nothing; second division read words of three letters in First Book badly. They cannot count or add. The second class read fairly but monotonously. Grammar embraces the noun only. Geography *nil.* As a specimen of the amount of meaning which they attach to their reading, I may mention that "ocean" was defined as an "island," and a "continent." In arithmetic, they can only add as far as 1,000. In the second division the reading was fair, but no meaning was attached to the words. Grammar—they knew nothing of the definitions. In the third class the reading was better, 4 convent girls read and answered questions remarkably well. The spelling was good and they understood something of the meaning of words. Grammar moderate. Geography bad; *e.g.*, the Shannon was said to "run" into the Pacific! Nothing was known of Scotland, Ireland, or of France—Scotland said to be in France. Arithmetic was bad—only to simple division not including long multiplication. Cove of Kinsale National.

323. *Kinsale, No. 1, Male.*—The first class in all divisions was bad. The first division knowing nothing of the alphabet, nor of counting. The second division read words of two letters very imperfectly. No counting done. They could not distinguish the days of the week. The third division read badly, count to ten wretchedly and know nothing of the days of the week. They answered, however, questions in their lesson. Writing, *nil*, the letters being copied either very imperfectly or not at all. In the second class, the first division read and explain badly. No grammar or geography. In the second division, no grammar nor explanation in spelling, nor geography. Ocean taking the apparently popular form of an "island" or a "continent." Third division—explanations poor, grammar *nil*, spelling moderate, geography and definitions imperfect. In the third class, the explanations were moderately done, the grammar and geography moderate, but the dictation bad. Fourth class—unable to work a sum in proportion; grammar, fair; geography, *nil*, St. George's Channel being considered to be the east boundary of Europe, and the Rhine to flow into the Mediterranean. Kinsale, No. 1, male.

St. Mary's Convent, Queenstown.

324. *St. Mary's Convent, Queenstown.*—The third class read better than usual, not so the monitors. There was a little mispronunciation. The explanation of words and of the lesson was good. Grammar fair. Geography of Ireland only moderate. Arithmetic, notation to tens of thousands fair. The class was only just promoted. In the second class the answers were very bad, not much intelligence displayed. Geography bad. Nothing was known of Europe.

St. Nicholas' female, infant.

325. *St. Nicholas' Female Infant.*—The first class count badly, and know nothing of addition. Second class—reading good, writing good, arithmetic fair, especially notation. Multiplication table not known.

St. Nicholas' male preparatory.

326. *St. Nicholas' Preparatory Male.*—Second class read badly, writing bad, grammar fairly good, arithmetic fairly good, geography bad. Third class read tolerably well, grammar bad, adjectives being confused with conjunctions; geography bad, arithmetic bad.

St. Nicholas' male.

327. *St. Nicholas' Male.*—First class—the days of the week were not known as such, but mechanically. The children could not say what happened in winter, and the months were not fully understood. In the second class geography and grammar were good. Third class geography moderate. Fourth class grammar good. Fourth and fifth classes—grammar, geography, and geometry, to Second Book, composition and the usual grammatical exercises are done on paper. Analysis and book-keeping are taught. Answering in every subject was very satisfactory, as may be seen by referring to the tables on pages 140, 144.

Passage West, male.

328. *Passage West.*—Four boys learn geometry, one mensuration. Drawing is to be taught. Reading in the first class is accurate, spelling good. The first division write letters and figures, and have commenced notation, and add up to ten.

Skibbereen, No. 1, male.

329. *Skibbereen, No. 1, Male.*—In the second class spelling is good and grammar bad, an "adjective" being defined as a "verb" or "abverb." No intelligence exhibited in the use of words. Geography moderate, only the outlines of the world. Multiplication table good, money good, weights and measures bad, notation fair. Third class—grammar moderate, dictation bad, writing bad and crooked, words not spelt properly, *e.g.*, "inimies" for enemies, and "pray" for "prey." Arithmetic not good, failed in compound division. Mental arithmetic good, geography bad, particularly of Ireland. Fourth class—reading moderate, arithmetic good, dictation fairly good, grammar moderate, and geography moderate.

Skibbereen, No. 3, infants.

330. *Skibbereen, No. 3, Infants.*—First class read monosyllables painfully slowly, spelling each word, some not knowing their letters if suddenly changed. Addition bad, especially in lower division. Senior division answers questions and spells well. Writing on slates poor. Second class, first division read very well, and answer questions with much intelligence. Grammar fair, geography very poor.

St. Patrick's infants' school, Cork.

331. *St. Patrick's Infants', Cork.*—Reading of school in general bad. Second class especially could hardly spell any of the words of the lesson. Arithmetic of first division bad. They can repeat addition table by rote, but cannot add as an exercise of reason. Arithmetic of second division accurate and rapid.

Church Education Ballymoney school.

332. The Ballymoney school, near Bandon, and connected with the Church Education Society, was the worst of any. Not one-third of the children passed in reading, not one quarter in arithmetic, although more than half were above 12 years of age.

Christ Church, Cork.

333. *Christ Church, Cork.*—In the second class, average age 9, notation was wretched, children could not set down thousands. The writing slovenly, mistakes uncorrected in the copy-book. Geography almost unknown, though professedly taught; *e.g.*, "London said to be on the Liffey," &c. Third class could hardly read at all, but were quick at answering questions in reading lessons, though unable to express themselves in a consecutive manner.

Baltimore.

334. *Baltimore.*—The first class read fairly and write badly; they could not form their letters. Second class read Third Book fairly, but spell badly. Write in copy-books untidily and with a want of freedom; arithmetic, notation to hundreds; multiplication of two figures; short division commenced. Third class read badly, no grammar at all; geography moderate; definitions hardly known; writing moderate.

Bandon, female Training.

335. *Bandon Female Training.*—First class, writing good (words and figures), equal to first standard in England; general knowledge moderate. Second class generally good, except grammar. Third class, reading good, writing good, arithmetic low for third class; no compound rules, long division being the limit; grammar respectable, geography very fair.

Bandon model Training school.

336. *Bandon Model Training School.*—Second class had proceeded as far as reduction, third class as far as proper fractions, fourth class interest, decimals and proportion. The higher classes learn vulgar fractions, Barnard Smith's problems, and mensuration. First class, reading bad, no knowledge of what they had read. Second class, grammar, up to verb and adjective, moderate. Third class, arithmetic moderate, geography fair.

Midleton.

337. *Midleton.*—First class, arithmetic bad, general knowledge most imperfect; second class, reading wretched, low toned and inaccurate, arithmetic poor, only to simple subtraction, done by only half the class; geography moderate, Pyrenees described as "dividing France from England," and North Sea, as "situated in Ireland;" definitions not well known. Third class, reading fair, dictation *nil*, words being mutilated, notation unknown, millions being written for thousands.

St. Luke's Scriptural school.

338. *St. Luke's Scriptural School.*—This school is inspected by the Church Education Inspector whose report I read. I only saw the second, third, and fourth classes, the *élite* were away, prodigies I infer from report on algebra. I can only say that the children of the second and third classes, though examined leniently, acquitted themselves disgracefully, the arithmetic was miserable in both, a boy in the second class, who was said to be doing division could not do subtraction, and the third class boys no higher than long division, some in multiplication of three figures, which they could not do, no notation. The reading was wretched, indistinct, and without intelligence, in some instances the words were miserably mutilated. The third class did dictation but poorly, with many mistakes. Grammar bad, "of" called a noun, adjectives called verbs. Master defended himself by saying the boys had been only just promoted into higher classes; I made allowance for this, but the children were unable to do anything. The fourth class was rather better in reading, grammar better, as far as distinguishing parts of speech, but no syntax, arithmetic poor, all failed in proportion; a sum involving a leap year was given, which one and all made to contain 466 days; a simple sum in practice was given, but half did it incorrectly. Girls' school worse, dictation miserable, except in a few instances; and reading of third class quite unintelligible. Geography poor, arithmetic of second and third classes *nil*, fourth not doing higher rules than compound multiplication. In the second class, average age 8, none passed in any subject. In the third, out of 7 children average age 10, in reading 2 passed, in writing none, and in arithmetic 2. In the fourth class of 10 children, average age 11·4, in reading 4 passed, in writing 4, and in arithmetic 1. In the girls' school there were 11 examined, 3 in the second class, average age 10·7, 3 passed in reading, none in writing or arithmetic; 4 in the third class, age 9·8, none passed in reading, 1 in writing, and 1 in arithmetic. In the fourth class of 4 girls, 3 passed in reading, 1 in writing, and 1 in arithmetic. Their average age was 12·8 years.

Girls' school.

Higher subjects.

339. Besides the ordinary subjects of instruction, in the National schools, and in all others, grammar and geography are taught in every class above the lowest. And in the upper classes it is the almost universal rule to find the higher rules of arithmetic, such as interest, compound proportion, geometrical progression, learnt by a few scholars. Occasionally, algebra, Euclid, and mensuration, may be found. In the Christian Brothers'

schools the higher mathematics are frequently read, as well as a certain amount of physical science. I do not profess to give any information as to the efficiency with which any other subjects beyond grammar and geography and the higher rules in arithmetic are taught. It was out of my province to deal with them, and, moreover, I had not sufficient time. I simply mention the fact that they are taught with satisfaction. Of the condition of grammar and geography not much can be said, except of the higher classes of the National schools, which are fairly instructed in those subjects. But their numbers are small, and the ages of the scholars composing them are high. It will be recollected that not more than 10 per cent. of the number on rolls can be reckoned in the upper classes, and that their average age is not less than thirteen. Still it is satisfactory to know that even under such circumstances there is a certain number of school attendants learning subjects which rise above the mere elements. I found at Passage West a very intelligent knowledge of physical geography, and of the rules of grammar as tested by parsing. At Cloyne, the senior boys were able to explain, with great intelligence, an eclipse, the cause of the seasons, and seemed to find no difficulty in naming all the countries, with their chief towns, on the surface of the globe contained within certain given degrees of latitude. The same can be said of the Christian Brothers' and the Presentation Brothers' schools, generally, in these respects in which, besides, composition is taught, a subject very little practised in the ordinary National schools. Similar success, unfortunately, does not seem to attend the efforts made in the convent schools. The ages of the pupils in the higher classes do not seem to help to make the higher branches of instruction more vigorous. They are as feeble and as imperfect as the lower classes.

Grammar and geography well taught in upper classes,

340. The successes attained in these subjects, as, indeed, in everything in the upper classes, must not be considered as an index of the state of the junior classes. The children composing them are supposed to learn them, but very little can be shown for the trouble and time bestowed upon them. In the second class geography is very little known, and, upon examination, I found more than 50 per cent. of the children wholly unable to pass in it at all, and in grammar it was no better. The geographical definitions were known only in a very confused manner, oceans being confounded with islands, and continents with seas, and so on; while a similar confusion of the parts of speech showed their knowledge of grammar to be equally superficial. The geography of Ireland was as badly known as any other. If the map was put before them they could point out the places quickly enough, but they failed to exhibit any knowledge as retained in the memory. In Cork not more than 37 per cent. of passes were secured in grammar and geography by the second class. It is doubtful whether it is a wise plan to teach grammar and geography to the junior children at all, considering how difficult it is to get them on in the three chief subjects. But if they are taught, care should be taken to obtain better results. Very few in the ordinary National schools learn drawing. I only met with three schools in which it was taught; but singing in the girls' schools is very generally taught. The teachers can more easily learn singing, and there is more encouragement to teach it, owing to its popularity. In the nuns' schools it is respectably taught, but not as regards the theory, except in the Kinsale convent school, where the girls are taught to sing from note as a regular daily exercise. They practice the scales carefully, and a class of girls who went through the trying ordeal of singing an exercise before me acquitted themselves with great credit. Much value seems to be attached to it by the clergy and others. It civilizes and refines them. A gentleman, Mr. M'Carthy Downing, the present member for Cork, expressed his satisfaction with the good effects which the singing the girls of his neighbourhood learned at the convent produced on them.

deficient in the lower classes.

341. Industrial education is, of course, confined to the girls' schools, and consists of instruction in sewing, knitting, lacemaking, and crotchet work. In every girls' school sewing is necessarily taught daily, an hour being, as a rule, given to it. The schoolmistress teaches it, or if the school is a mixed one, under a master, some woman is employed for that purpose. In the convent schools the nuns themselves superintend the industrial education of the girls with an efficiency that far surpasses any of their literary efforts. Besides plain sewing, they teach ornamental work, such as embroidery, crotchet, &c.; and in some convents, the sums realized by the industry of the girls are enormous. At the Ursuline convent at Blackrock, near Cork, I saw a large amount of very beautiful crotchet work, so fine as to resemble lace. It has a great reputation, the nuns told me, and, I believe, it is patronized by the French Empress. At Kinsale there were some beautiful specimens of lace worked by the girls, and their fancy and plain work realized in one year £1,100, most of which went to the girls. The Superior told me that at one time they did large amounts of crotchet work, but she gave it up, as she saw that, when they left school, the girls got into idle and gossiping habits, as the work did not require any great attention or exertion. In the ordinary schools, no attempts are made at fancy work, but plain sewing, cutting out, are sufficiently well taught to be of use to the girls in life. In these respects the schools are invaluable to the country. It seemed to me, on examining the needlework, that the Irish girls are, as a rule, better taught than our English girls; but, of course, they remain at school longer than our children do. I must not omit to notice the excellence of the specimens of needlework which were shown to me at the Bandon Female Training School. It was quite equal to the best of ordinary National schools, and excelled many of them.

Industrial occupations.

342. A few words on the general condition of the intelligence of the children may not be out of place here. By the intelligence of the children I do not mean their natural capacity, of which there can be no question. Quickness, aptitude, and intelligence, are not wanting; there is plenty of it, but it is, for the most part, raw material. It is not put sufficiently under the influence of education, and so remains undeveloped and unfolded, in most cases, apparently for the whole of their school course. It is in this respect that I think the intelligence of the Irish school child is unsatisfactory. The children who remain at school until they reach the highest class are examples of what might be done more generally. Their reasoning powers are all alive; they are quick to observe, to compare, and to conclude. They are prompt, and, for the most part, accurate. I speak of the boys. I tested them by questions on their reading lessons, which I sometimes would request them to summarize, and their efforts surprised me. Arithmetic tests very fairly the extent to which a child's intelligence has been benefited by education, and the passes in the upper classes were, on the whole, very satisfactory indications of good results in this respect. I do not mean to say that I was satisfied that their instruction gave many indications of exactness and method. I did not expect it, knowing how little training their teachers had had; but it seemed to me that the children whom I am describing had benefited very largely by their education in some of the larger meanings of the word.

Intelligence of children:

good in upper classes;

343. With respect to the children lower down, however naturally apt, as they undoubtedly were, very little can be said in their praise. They were, as a rule, most mechanically taught. They could read, but in most cases the meaning of what they read was not apprehended. It was with the greatest difficulty I could get a child in the Second Book to answer the simplest question about his lesson, sometimes put in the most leading way. Their minds seemed to be lying fallow, or if not that quite, the soil had not been far penetrated. The want of interest displayed by these children in what they were doing, and their distraction of mind, made it one of my most disagreeable tasks to examine them. Most of my questions were met with entire silence, or with answers wide of the mark. The children in the lowest classes were very dreary. Their lessons were dreary, the method of their instruction dreary, and its results had thrown very little light on their minds.

inferior in lower classes.

I have over and over again failed to get from children seven years old any proof that they knew the days of the week, or if they could say them off by being started, they would fail to say what day succeeded another if the regular order was broken. Their knowledge of colour and form was very slender. It was not an unfrequent occurrence to find an entire ignorance at that age of the difference between a round and square thing, or between red and black. They are not taken in hand and thoroughly taught on any plan, which might, by kindling some interest in their little minds, open them up to receive information. Here again I say, apply the treatment of payment by results and trained teachers, and the disorder will disappear. Girls are not naturally so intelligent as boys, though they are quicker to learn, and, bearing this distinction in mind, I think that much the same may be said of the girls' schools as of the boys'. The girls in the convent schools, indeed, full of gentleness and modesty as they are, do not display very much intelligence. Their minds have not grasped the substance, and remain closed to the meanings of the things they have learned. They have no sparkle either, and their classes present most inanimate pictures. They need some contact with the quickly moving tide outside them to quicken them into activity. Perhaps the timidity and shyness which is more perceptible in the convent schools than in any others may account for the comparative dulness which they display. Their infant classes are the brightest of any. It was always pleasant to see them.

344. But nothing in them was equal to the intellectual torpor of the Church Education Society's schools. Everyone knows the effect that is produced upon children by setting them down in a room and giving them nothing very particularly interesting to do, or by setting them tasks which they are not helped by explanation or illustration to master. It not only makes them dreary, but, under the pretence of education, it leaves the mind almost as shut up as before. Such are these schools in appearance, and such are they in reality. They are the most melancholy places I visited. The same spirit appeared to possess both the teachers and the scholars.

Discipline important,

345. The discipline of a school is one of its most important points. It lies at the foundation of progress of all kinds. Without it progress in learning is impossible, as is also progress morally. It is one of the great moral instruments in education, as it produces habits of obedience and respect for authority, of self control, and of concentration of mind on the work to be done at a given time. Where it does not exist there instruction will be imperfect and superficial, and success only partial; and where it does exist the chances are greatly in favour of its being good. I expected to find in the good order of the National schools the evidences of such an appreciation of the value of good discipline, but I was greatly disappointed. If I found it efficient in one respect, it was sure to be deficient in another. The boys, perhaps, would move from their seats in order, but in their seats would talk without restraint; or if not very noisy, would be fidgety and look about incessantly. But in nearly all the National schools there was a recurrence of almost the very same things. The minds of the teachers did not seem to be possessed with the importance of maintaining discipline continually, and of making it a habit. Noise was checked, I thought, much more because it interfered with their comfort than because it militated against the efficiency of the school, and instead of a habit of quiet existing, that element of good order appeared to find an occasional place only where the teacher enforced it by exercising a special act of authority. The noise and murmur in the National schools were very trying. The habit of talking, with the listless, vacant looking about so prevalent in them, is fatal to learning. One of the parts of good discipline is to keep the children constantly occupied, but talking and looking about are fatal to it.

but very deficient in National schools.

346. Then the manners of the scholars were rough and untamed, but no effort seemed to be made to soften them. It was curious to me to notice the conduct of the children in the first schools I visited, forming as it did so great a contrast with what I had just seen in England. The children of a class I examined at Sundayswell, while doing their sums, occupied themselves in thumping or pinching each other at intervals, but the master took no notice of it, and let them do as they pleased, and when the boys were told they might go home, they rushed in a body from one end of the room to the door, quite unchecked. Making allowances for the difference of sex, the same faults mar the efficiency of the girls' schools.

Copying and prompting prevalent.

347. One of the greatest evils in the disciplinary system of almost every kind of school is the prevalence of the wretched habits of prompting and copying. They destroy self-reliance and individual progress, and are really immoral, because they are dishonest. But I could not discover that they were considered in this light at all. They are the habits of the children; it is natural to them to practise them, and so they carry them on in the most open manner. I endeavoured at first to check them, but my admonitions were forgotten the moment after they were made, and I had to give in and make the best of it. Had I sent away the children, I should have been left without any to examine.

348. The convent schools were quite as bad in this respect as any others, which may partly be owing to their rooms being sometimes crowded in consequence of the bad arrangement of desks which prevails in Irish schools. But they are, in point of order, quiet, cleanliness, &c., &c., very much superior to all other National schools. It was always a relief to me to go into a convent school after being engaged for any time in the ordinary schools. The neat dresses, the clean faces, and well-combed hair of the girls, and their pleasant, modest ways, used to compensate in my eyes in a great measure for their other defects. This part of the convent schools' training is doing much for the coming generation, by civilizing through these means its mothers.

Children dirty.

349. The children attending most of the ordinary schools are miserably dirty. Unwashed, uncombed, and filthy, they make even a large room well-nigh unbearable on a hot day. I exclude the Presbyterian and Church of England National schools from the application of these remarks, although they cannot escape censure as regards copying.

Discipline of Christian Brothers' schools.

350. The Christian Brothers maintain better discipline than any other teachers. Their schools are patterns of good order; the boys are always clean, and as tidy as their circumstances in life will allow, and do not copy and prompt to the same extent as the pupils of other schools, but they might, if they had more teachers, do better, too, in this respect.

Church Education Society.

351. The discipline of the Church Education Society's schools is what might be expected in most small places, and is in keeping with their general condition. But in the two schools at Bandon, often mentioned in this report, discipline is more effective, and is more in keeping with their instruction. The boys' school is very well ordered in every way, and I must say that very little copying was visible in it.

352. Much of the civilizing effect of primary schools depends upon their good discipline, as well as their efficiency as the instruments of instruction. It is difficult to explain how it is that so important a matter should be so much neglected in the National schools.

Religious instruction.

353. Instruction in religion is commonly given to scholars of National schools, subject to certain regulations laid down by the National Board, which were framed to protect the faith of children of different denominations. A card with the words "religious instruction" is directed to be suspended in a prominent place, in the school-room, and children of a creed different from that professed by those who are to be instructed are to be excluded during the lesson, unless, indeed, a special request be made in writing, according to a prescribed form by the parents or guardians that any particular child or children should join in such religious instruction. The people of different creeds are so separated from each other in educational matters that there is little opportunity for such rules to be of any practical value, but they are, nevertheless, very literally observed.

354. The teachers in the National, as, indeed, in all kinds of schools, are the instructors of the children in religion, but they are more exclusively so in the schools under Roman Catholic management, in which the clergy very rarely give any kind of religious instruction, no doubt in consequence of their numerous duties. In the Presbyterian and Established Church schools, while the teachers give lessons daily in catechism, &c., &c., the clergy do not fail to attend more or less frequently during the week, and take their part in the work. The minister of the church with which the Carmichael schools are connected attends once a week at least, and gives a lesson in religion, while Dr. Webster, besides attending at the Model Schools every day for the same purpose, finds time to give religious instruction frequently during the week in his own parochial schools. The occasional performance in person of this duty by the minister of religion invests the lesson with a more distinctly religious character, and renders it more impressive than when it is exclusively given by the teachers, except in the schools taught by "religious," whose profession, and lives, and dress seem to carry about as much weight as a priest's does. Teachers as a rule instruct in religion.

355. The instruction given consists, in the ordinary Roman Catholic schools, exclusively of lessons in the authorized catechism, which are committed to memory and explained by the teacher, while in the Protestant schools, besides the catechisms recognised by their respective Churches, a portion of Scripture is read either by the teacher to the children, or by the children themselves. In the Christian Brothers', the Monks', and the convent schools, it is much the same in principle, except that it seems to partake more of the character of a religious exercise, and that the explanations are made more fully, and have a more practical character. The adjuncts of religious objects, such as statues, pictures, flowers, and sometimes lights, go far to make the lesson more penetrating than where it is not so accompanied. It was out of my province to examine in religion, and I had no means, therefore, of testing personally the comparative excellence of the instruction as given by the "religious" and by the ordinary teachers, but I was informed that the difference was quite in favour of the former. Subjects of instruction.

356. The portion of time devoted to this kind of instruction is generally half an hour daily, in the ordinary schools from 3 to 3.30. At its conclusion prayers are said, consisting, in the Catholic schools, of the acts of Faith, Hope, and Charity, the Lord's Prayer, and the Hail Mary. In the convent schools, the lesson is given at mid-day, instead of in the afternoon, and is accompanied with hymns, &c., &c. Time devoted to it.

357. Much care is taken in the Church Education schools to make religion the first and most prominent thing, and as the principle of that body is to make the Scriptures the direct appeal in all matters, they are read daily to the children. Much of the text is also committed to memory, as well as the Catechism of the Established Church by its members. The school day begins and ends with prayer and reading the Scriptures. I was pleased to find that religious instruction was given in all the private schools I visited. It was a pleasing evidence of the depth of religious feeling in the Irish character. Religious instruction in Church Education Society's schools.

358. I have endeavoured in the foregoing observations to throw some light on the condition of instruction as I found it in the district to which I was sent. They can do no more than describe in outline its state; but I have endeavoured to give as much detail as possible in the tables which come immediately after these remarks. They are an analysis of the condition of instruction in each class of every description of school examined; and combining, as they do, the circumstances of age, classification, and proficiency, some correct estimate may be derived from them respecting the relative proficiency of the children examined. But while leaving the Commissioners to draw their own conclusions, I think it not out of place to make some reflections of a general character on the condition of primary education in Ireland, so far as it came under my own observation. General remarks on instruction.

359. Now, the efficiency or inefficiency of any system of education must be tested by the results it produces, and the value of those results must undergo the further test of being considered in relation to the circumstances of the ages of the children at school in each class, their natural intelligence, their rapidity of progress, &c., &c., or, in other words, in order to pronounce an entirely favourable judgment, it is necessary to be assured not only that the system is doing good, but that it is doing as much good as it ought, and that it is doing its work at a rate of progress reasonably commensurate with the circumstances to which I have above alluded. It is in this way that the education of the country must be judged, otherwise the probabilities are that we shall fail to be impressed with its defects in contemplating its actual usefulness.

360. Now two facts strike me at the outset, and ought to be borne in mind as important considerations. They are the large number of children in the lower classes, and the small number in the higher, and the high average ages of the children composing them. The proportion of scholars above the third class does not amount to more than 12 per cent., being in the National schools only 10 per cent., while in the two lowest classes it is about 70 per cent., or more than two-thirds of the whole number. These proportions become much more serious when the ages of the children are recollected. In the first class, the average age, including infants, is not less than $6\frac{1}{2}$ years, and in the second class $9\frac{1}{2}$, while in the third class it is above 11. The condition of the first class with respect to age is worthy of attention, because in it are included children under 5. The importance of these facts rests on the conclusion which I deduce from them, that 88 per cent. of the Irish children leave school, after being there 7 years, unable to work a sum in proportion, or to write a piece of dictation correctly on paper, and without a sound knowledge of what they have learnt. Nor is it unimportant to know that nearly 70 per cent. of the scholars spend 5 years at school without being able, at between 9 and 10 years of age, to work simple sums in the four first rules without failing to the extent they did under examination. Another fact worthy of note is that while 12 per cent. are really well taught, and can pass an examination creditably, being of the average age of 14, the majority fail in an increasing proportion as they descend in classification, being just the opposite of what is observable in England, where the junior classes universally, so far as my experience goes, do the best, the failures occurring in the highest classes. This occurs, too, where the teaching staff is so large.

361. All classes of schools present the same phenomena, except those of the Christian Brothers, which are exceptional, so far as having the numbers more equally distributed in the classes, but which with the convent schools present higher average ages than the National schools, being equalled by the Church Education Society's schools in this respect.

362. Then, again, if we regard the quality of the instruction given, there is not much reason for satisfaction. For if the first class is below par in every respect, being very imperfectly taught, as is evident from the fact that only in one instance did this class reach a per-centage of 66 in its passes, and in the majority of cases was below 50, and in one place, Skibbereen, was as low as 43, the second class is very imperfect, its reading is poor and its arithmetic imperfect, and the intelligence of the children to a great extent unawakened. They bear, indeed, all the marks of either neglect or inefficient teaching. In the convent schools, and even in the Christian Brothers' schools, the failures in this class and in the third were sadly large. There is throughout the schools a want of efficiency, which seems to be owing to the absence of a real knowledge of the art of teaching, or of adequate teaching power. The question arises how all this can be remedied. First of all, I believe the great remedy in the National schools will be to have well-trained teachers, and in the convent schools and others to subject the teachers to some test of their competency to teach, and with respect to the Christian Brothers, to endeavour to bring them into connexion with the State, and thus enable them to employ more

teachers, and persuade them to modify, in some respects, their present system by changing, for instance, their custom of not bringing on their pupils equally in the three staple subjects of instruction. At present, the National teachers, whether secular or "religious," with the best intentions, are unable to do much, owing to their unacquaintance with the art of teaching. They seem to be unable to deal with numbers by employing a simultaneous method of teaching, and prefer to teach the younger children individually.

363. By a course of training of sufficient length the teacher would acquire these methods, and learn their value, besides learning to appreciate the value of good discipline as a great means towards securing real efficiency. But besides training, what is needed to stir up the energy of all concerned in the schools is the adoption of the English system of payment by results. The younger children, who, being in the majority, would bring the largest grants, would no longer be neglected, and would receive an equal share of attention,

TABLE A.—Showing in each Class the Average Age of Children, the Number Present, and

DISTRICT, DESCRIPTION OF SCHOOL, NAME OF SCHOOL.	Number of Children present at Examination, and entered on Examination Schedule in each of the Classes.						Average Age of Scholars.						Per-centage passed in Reading, Per-centages calculated upon the whole number							
	Class of School.					Total for whole School.	Class of School.					Total average.	First Class (Lowest).				Second Class.			
	Lowest. 1.	2.	3.	4.	5.		Lowest. 1.	2.	3.	4.	5.		Reading.	Writing.	Arithmetic.	Total.	Reading.	Writing.	Arithmetic.	Total.
CORK.																				
1. Ordinary National:—																				
1. †Ballinora,	.	.	18	.	4	22	.	.	11·3	.	14·2	.	.	.	.	.	.	.	.	.
2. Blackpool National,	17	18	11	9	.	55	8	9·7	11	12·6	.	.	70·6	41·2	47·1	53	89	94·5	89	91
3. Carmichael Male,	9	14	15	12	.	50	6·7	9·5	11·6	14·5	.	.	55·6	100	77·8	77·8	78·2	100	86·4	88·2
4. Carmichael Female,	9	8	5	5	.	27	6·4	10	12	14	.	.	83·4	51·6	33	56	87·7	.*	62·3	75
5. †Clogheen Male and Female,	11	7	9	3	.	30	8	9·8	12	14·6	.	.	81·2	.*	.*	81·2	57	.*	72	64·5
6. Passage West, Male,	9	14	7	3	.	33	7·4	11	11·5	12	.	.	89	.*	35·4	62·2	100	.*	90·9	95·5
7. St. Michael's, Ballintemple,	9	1	6	7	.	23	7·2	8	11·5	13	.	.	66·7	.*	.*	66·7	100	.*	.*	100
8. St. Nicholas' Male,	.	.	10	14	3	27	.	.	11	13·3	15	.	.	.	.	.	.	.	.	.
9. St. Nicholas' Male Preparatory,	.	8	5	.	.	13	.	9·8	10·8	.	.	.	.	.	.	.	75	.*	37·9	57
10. St. Nicholas' Female Infants',	7	9	.	.	.	16	5·6	9·1	.	.	.	.	57	.*	.*	57	77·8	.*	77·8	77·8
11. St. Patrick's Male,	18	24	17	6	.	65	8·8	9·9	10·8	12·1	.	.	66·7	94·8	50	70·5	75	100	.*	88
12. St. Patrick's Female,	21	21	12	2	.	56	9·9	9·4	11·6	12	.	.	81	81	71·5	77·8	85·8	.*	100	92·9
13. St. Patrick's Male and Female Infants',	8	13	.	.	.	21	7	8	.	.	.	.	100	100	25	75	30	43	66	46
14. SS. Peter and Paul, No. 1, Female,	.	11	.	.	.	11	.	9·7	.	.	.	.	.	.	.	.	66	91	100	85
15. SS. Peter and Paul, No. 2, Female,	.	.	16	19	.	35	.	.	11·3	13	.	.	.	.	.	.	.	.	.	.
16. Sundayswell Male,	12	15	17	3	.	47	7·6	11·9	12·2	13	.	.	75	.*	25	50	53·4	80·6	93·4	75·8
17. Sundayswell Female,	41	25	26	16	.	108	6·7	9·2	11·1	12·2	.	.	76·7	58·4	29·9	55	100	‡	86·8	93·4
Total,	179	196	183	105	7	670	7·4	9·6	11·3	13·1	14·7	11	77	76	44	66·9	78	86	68	79·9
2. Conventual National:—																				
18. St. Finbar's Convent,	.	42	21	.	.	63	.	10·2	11·1	.	.	.	.	.	.	.	68·3	58·8	16·5	47·8
19. St. Joseph's,	.	14	12	12	.	38	.	10·8	13·3	14·1	.	.	.	.	.	.	64·3	71·5	50·2	62
20. South Presentation Monastery,	.	20	28	10	6	64	.	10·5	12·6	14·3	15·8	.	.	.	.	.	90	75	70	78·4
21. South Presentation Convent,	.	.	.	27	.	27	.	.	.	12·4	.	.	.	.	.	.	.	.	.	.
22. Blackrock Convent National,	8	8	9	6	.	31	8	9·6	10·6	14·5	.	.	87·5	.*	.*	87·5	87·7	.*	50	69
Total,	.	76	61	49	6	192	.	10·5	12·3	13·6	15·8	13	.	.	.	.	74·2	68·4	45·6	62·7
3. Conventual, not National:—																				
23. Christian Brothers', Peacock-lane,	.	21	27	134	.	182	.	9·9	11·5	14·1	.	.	.	.	.	.	85·7	66·7	42·9	65·1
24. North Presentation Convent,	.	15	15	15	.	45	.	12·2	13·8	14·6	.	.	.	.	.	.	66·7	100	100	88·9
25. Sisters of Charity, Peacock-lane,	.	.	20	.	.	20	.	.	11·5	.	.	.	.	.	.	.	.	.	.	.
Total,	.	36	62	149	.	247	.	11	12·3	14·2	.	12	.	.	.	.	76·2	83·4	71·5	77
4. Church Education Society:—																				
26. Christ Church,	13	8	5	5	4	35	7·6	9	9·5	12·4	12·2	.	54	.*	7·6	30·8	62·6	.*	.	31·3
27. Cork Industrial Ragged,	7	5	13	4	.	29	9	10·6	11·3	13·3	.	.	57·2	100	85·2	81	100	100	40	80
28. St. Luke's Scriptural Boys',	.	3	7	10	.	20	.	8·3	10	11·4	.	.	.	.	.	.	33·4	.*	.*	33·4
29. St. Luke's Scriptural Girls',	.	3	4	4	.	11	.	10·6	9·7	12·7	.	.	.	.	.	.	100	.*	.	50
Total,	20	19	29	23	4	95	8·3	9·6	10·1	12·4	12·2	13	55·6	100	46·4	55·9	74	100	13·3	48·6
5. Primary, Private:—																				
30. Mr. M'Carthy's,	.	.	16	.	.	16	.	.	11·2	.	.	11	.	.	.	.	.	.	.	.
Total for every description of School in the whole of the Cork District.	199	327	351	326	17	1,220	8	11	12	14	15	12	66·8	88	45·2	61·4	75	84	49	67
QUEENSTOWN.																				
1. Ordinary National:—																				
31. Cove, Queenstown,	.	.	14	15	.	29	.	.	12·3	13·8	.	13	.	.	.	.	.	.	.	.
2. Conventual National:—																				
32. St. Mary's Convent,	25	24	26	18	.	93	8	9·4	10·7	14	.	10·5	68	.*	32	50	58·4	.*	39·4	48·9
Total for every description of School in the whole of the Queenstown District.	25	24	40	33	.	122	8	9·4	11·5	13·9	.	11·7	68	.*	32	50	58·4	.*	39·4	48·9

* Not examined.

and limits of age should be fixed, so as to bring the scholars as rapidly forward as would be consistent with sound instruction; and the presentation of each child for examination in a higher class in each successive year would fill the school classes more equally, and thus give a child, by the time he is 12 years of age, a chance of being able to write well, and to do the higher rules of arithmetic with fair facility. The adoption of some plan is needed to make the education of the country as good as it ought to be, and would be, with the abundant supply of teachers and schools that now exists. It is sad to see so little resulting from the expenditure of money, time, and power which is now made.

364. The following tables contain an analysis of the results of my examination of every description of school. I have so constructed it that the relative proficiency of each may be seen together with the ages of the children examined.

Per-centage which passed the Examination held at various Schools in the Cork District, so far as visited.

Writing, and Arithmetic, in each class. of Children actually present at the Examination—viz., 2,011.													Per-centage passed in the higher subjects. Per-centages calculated on the whole number of children actually present at Examinations.					District, Description of School, Name of School.
Third Class.				Fourth Class.				Fifth Class.				Total per-centage for whole School.	Class of School.				Total per-centage.	
Reading.	Writing.	Arithmetic.	Total.	Reading.	Writing.	Arithmetic.	Total.	Reading.	Writing.	Arithmetic.	Total.		Lowest, 2.	3.	4.	5.		
																		CORK.
100	75	100	92	.	.	.	.	100	100	100	100	.						1. Ordinary National:—
50·4	43·3	61·2	51·6	66·7	66·7	66·7	66·7	.	.	.	.	.						1. †Ballinora.
90·4	84·8	100	91·2	91·7	100	58·5	83·4	.	.	.	.	.						2. Blackpool National.
80	100	40	73·4	100	100	100	100	.	.	.	.	.						3. Carmichael Male.
66·7	66·7	66·7	66·7	100	100	.*	100	.	.	.	.	.						4. Carmichael Female.
100	85·6	71·5	85·7	100	33·4	42·5	58·5	.	.	.	.	.						5. †Clogheen Male and Female.
66·7	50	66·7	61	100	100	100	100	.	.	.	.	.						6. Passage West, Male.
80	90	100	90	50	93	79·4	74·1	100	66·8	.*	83·4	.						7. St. Michael's, Ballintemple.
40	60	.	33·4	.	.	.	.	.	.	.	.	.	37	59·7	59·7	100	64	8. St. Nicholas' Male.
.	.	.	.	.	.	.	.	.	.	.	.	.						9. St. Nicholas' Male Preparatory.
64·7	42	71·6	60	100	83·4	100	94·5	.	.	.	.	.						10. St. Nicholas' Female Infants'.
100	58·6	100	86·2	100	100	100	100	.	.	.	.	.						11. St. Patrick's Male.
.	.	.	.	.	.	.	.	.	.	.	.	.						12. St. Patrick's Female.
.	.	.	.	.	.	.	.	.	.	.	.	.						13. St. Patrick's Male and Female Infants'.
100	69	100	89·7	100	94·8	89·6	94·8	.	.	.	.	.						14. SS. Peter and Paul, No. 1, Female.
94·2	65·4	76·5	78·7	100	100	100	100	.	.	.	.	.						15. SS. Peter and Paul, No. 2, Female.
96·2	88·6	80·7	88·5	100	87·5	93·8	93·8	.	.	.	.	.						16. Sundayswell Male.
																		17. Sundayswell Female.
75·3	72	75·6	76·5	91·6	89·1	83	88·4	100	83·4	100	91·7	80·6	37	59·7	59·7	100	64	Total.
																		2. Conventual National:—
42·9	42·9	.	28·6	.	.	.	.	.	.	.	.	.						18. St. Finbar's Convent.
50	75	50	58·3	66·7	83·4	25	58·3	.	.	.	.	.						19. St. Joseph's.
89·3	60·8	46·5	65·5	100	90	90	93·4	100	83·4	66·8	83·4	.	.	.	35·3	.	35·3	20. South Presentation Monastery.
.	.	.	.	81·5	74·1	74·1	76·5	.	.	.	.	.						21. South Presentation Convent.
100	100	100	100	83·3	100	66·7	83·4	.	.	.	.	.						22. Blackrock Female National.
60·8	59·6	32·2	50·8	82·7	82·5	63	76	100	83·4	66·8	83·4	68·2	.	.	35·3	.	35·3	Total.
																		3. Conventual, not National:—
89	63	37	63	90·8	78·6	86	85·1	.	.	.	.	.						23. Christian Brothers', Peacock-lane.
66·7	66·7	60	64·5	93·4	60	46·7	66·7	.	.	.	.	.	.	.	63·5	.	63·5	24. North Presentation Convent.
70	90	69·8	76·6	.	.	.	.	.	.	.	.	.						25. Sisters of Charity, Peacock-lane.
75·3	73·3	55·6	68	92	72·4	72·9	79	.	.	.	.	74·7	.	.	63·5	.	63·5	Total.
																		4. Church Education Society:—
40	40	.	26·7	80	60	60·1	66·7	75	75·1	50	66·7	.						26. Christ Church.
91·5	77	70	79·5	100	50	100	83·4	.	.	.	.	.						27. Cork Industrial Ragged.
71·9	43	28·9	47·6	80	80	70	76·7	.	.	.	.	.	.	.	40	37·8	38·9	28. St. Luke's Scriptural Boys'.
25	50	25·2	33·4	100	75	25	66·7	.	.	.	.	.						29. St. Luke's Scriptural Girls'.
57·1	52·2	31	46·8	90	66·2	63·7	73·3	75	75·1	50	66·7	58·2	.	.	40	37·8	38·9	Total.
																		5. Primary, Private:—
57·9	33 3	23·1	38·1	.	.	.	.	.	.	.	.	38·1	.	.	.	.	.	30. Mr. M'Carthy's.
65·3	58	43·5	56	89	77·5	70·6	79	91	80·6	72·2	80·6	64	37	59·7	49·6	68 9	53·8	Total for every description of School in the whole of the Cork District.
																		QUEENSTOWN.
64	100	78	81	93·4	100	93·4	95·6	.	.	.	.	88·3	.	.	.	.	.	1. Ordinary National:— 31. Cove, Queenstown.
92·3	92·3	73·4	86	72·8	80·9	63·2	72·3	.	.	.	.	64·3	58·4	.	.	.	58·4	2. Conventual National:— 32. St. Mary's Convent.
78·1	96·1	75·7	83·5	83·1	90·4	78·3	83·9	.	.	.	.	76·3	58·4	.	.	.	58·4	Total for every description of School in the whole of the Queenstown District.

† Those schools marked thus (') are rural schools.

‡ Copies and slates.

TABLE A.—Showing in each Class the Average Age of Children, the Number Present,

DISTRICT, DESCRIPTION OF SCHOOL, NAME OF SCHOOL.	Number of Children present at Examination, and entered on Examination Schedule, in each of the Classes.						Average Age of Scholars.						Per-centage passed in Reading, Per-centages calculated upon the whole number							
	Class of School.					Total for whole School.	Class of School.					Total average.	First Class (Lowest).				Second Class.			
	Lowest. 1.	2.	3.	4.	5.		Lowest. 1.	2.	3.	4.	5.		Reading.	Writing.	Arithmetic.	Total.	Reading.	Writing.	Arithmetic.	Total.
BANDON.																				
1. Ordinary National:—																				
33. Shannon-street,	8	15	16	7	.	46	7·6	9	11·7	13·4	.	10	50	.*	.*	50	86·7	.*	53·3	70
2. Conventual National:—																				
34. Presentation Convent,	.	20	16	15	.	51	.	10·5	13·2	14·8	.	12	.	.	.	.	75	.*	30	52·5
3. Church Education Society:—																				
35. †Ballymoney,	.	.	8	10	5	23	.	.	9·6	13·4	14	.	.	.	.	.	.	.	.	.
36. Bandon Model Training School,	13	7	9	14	6	49	9·5	10·8	13	13·8	17·6	.	61·6	92·8	86·7	81	72	100	72	82
37. Bandon Female Training School—Erasmus Smith's.	8	11	11	5	.	35	8·6	9·1	11·1	13·1	.	.	75	.*	.*	75	100	.*	100	100
38. †Enniskean,	.	2	6	2	2	12	.	6·5	10·9	13	13·5	.	.	.	.	.	50	.*	.	25
Total for Church Education Society,	21	20	34	31	13	119	9	8·8	11·1	13·3	15	14	68·3	92·8	86·7	78·2	74	100	57·4	69·4
Total for every description of School in the whole of the Bandon District.	29	55	66	53	13	216	9	10	12	14	15	12	59·1	92·8	86·7	64	78·5	100	46·9	63
MIDLETON.																				
1. Ordinary National:—																				
39. †Castlemartyr,	.	.	8	5	.	13	.	.	9	13	.	.	.	.	.	.	.	.	.	.
40. Cloyne Male,	.	.	.	19	.	19	.	.	.	13·2	.	.	.	.	.	.	.	.	.	.
41. Poor Law National,	8	6	7	2	.	23	6·5	9·1	11·1	12·5	.	.	100	.*	.*	100	100	100	100	100
Total,	8	6	15	26	.	55	6·5	9·1	10	12·9	.	9·7	100	.*	.*	100	100	100	100	100
2. Conventual, not National:—																				
42. Christian Brothers' Schools,	.	25	39		.	64	.	11·3	11·4	.	.	11·4	.	.	.	.	69·5	.*	89·5	79·4
3. Church Education Society:—																				
43. Midleton Church Educ. Society School,	10	10	2	.	.	22	6	8·3	9·5	.	.	8	70	.*	.*	70	30	.*	60	45
Total for every description of School in the whole of the Midleton District.	18	41	56	26	.	141	6·0	9·7	10·3	12·9	.	9·7	85	.*	.*	85	66·5	100	83·1	74·8
KINSALE.																				
1. Ordinary National:—																				
44. †Ballinspittle Female National,	.	10	11	4	.	25	.	9·2	11·4	12·7	.	.	.	.	.	.	90	.*	80	85
45. †Cove, Kinsale,	10	16	12	4	.	42	7·9	10·1	12	12·7	.	.	100	.*	33·4	66·7	62·5	.*	25	43·8
46. Kinsale, No. 1, Male,	8	20	9	11	.	48	8·2	9·6	12	13	.	.	12·5	.*	.*	12·5	60	.*	30	45
Total,	18	46	32	19	.	115	8	9·6	11·8	12·8	.	10·5	56·2	.*	33·4	39·6	70·8	.*	45	57·9
2. Conventual National:—																				
47. Kinsale National, Sisters of Mercy,	.	25	19	11	11	66	.	8·1	12·2	15·1	17	13·1	.	.	.	.	96	92	84	90·7
Total for every description of School in the whole of the Kinsale District.	18	71	51	30	11	181	8	8·8	12	13·9	17	11·9	56·2	.*	33·4	39·6	83·4	92	64·5	74·3
SKIBBEREEN.																				
1 Ordinary National:—																				
48. Skibbereen, No. 1, Male,	.	14	12	14	.	40	.	9	11·9	13·6	.	.	.	.	.	.	86·4	.*	79·4	82·9
49. Skibbereen, No. 2,	.	.	23	.	.	23	.	.	12·1	.	.	.	.	.	.	.	.	.	.	.
50. Skibbereen, No. 3, Infants',	23	14	.	.	.	37	6·5	7·1	.	.	.	.	43	.*	.*	43	50	.*	50	50
Total,	23	28	35	14	.	100	6·5	8	12	13·6	.	10	43	.*	.*	43	68·2	.*	64·7	66·4
2. Church Education Society:—																				
51. †Baltimore,	4	2	.	5	4	15	6·5	8	.	10·8	.	.	33·4	.*	.*	33·4	50	.	.	17
52. †Myross Parochial,	6	4	3	2	1	16	6·5	9	10·8	12·5	13·5	.	33·4	.*	.*	33·4	50	.*	50	50
Total,	10	6	3	7	5	31	6·5	7·5	10·8	11·6	13·5	9·9	33·4	.*	.*	33·4	50	.	25	33·5
Total for every description of School in the whole of the Skibbereen District.	33	34	38	21	5	131	6·5	7·7	11·4	12·6	13·5	10	38·2	.*	.*	38·2	59·1	.	44·8	49·9
Total for each description of School:—																				
1. Ordinary National,	236	291	295	186	7	1,015	7·2	9	11·5	13·3	14·7	11	65·2	76	39·7	60	80	93	66·2	74·4
2. Conventual National,	25	145	122	93	17	402	8	9·6	12·1	14·3	16	12	71·5	.*	31	51·1	75	71	59	68
3. Conventual, not National,	.	61	101	149	.	311	.	11	11·8	14·2	.	12	.	.	.	.	72·8	83	80·5	78·2
4. Church Education Society,	61	55	68	61	22	267	7·4	8·5	10·3	12·4	13·5	10	56	96	67	60	57	66·6	38	50
5. Primary, Private,	.	.	16	.	.	16	.	.	11·2	.	.	11	.	.	.	.	.	.	.	.
General Total for whole District so far as visited.	322	552	602	489	46	2,011	7·5	9·5	11·2	13·3	14·4	11·2	64·2	86	45	57	71·2	78·4	60·9	67·6

* Not examined.

and Per-centage which passed the Examination held at various Schools—*continued.*

Writing, and Arithmetic, in each class.
of Children actually present at the Examination—viz., 2,011.

Third Class.				Fourth Class.				Fifth Class.				Total per-centage for whole School.	Per-centage passed in the higher subjects. Per-centages calculated on the whole number of Children actually present at Examinations. Class of School:				Total per-centage.	District, Description of School, Name of School.
Reading.	Writing.	Arithmetic.	Total.	Reading.	Writing.	Arithmetic.	Total.	Reading.	Writing.	Arithmetic.	Total.		Lowest. 2.	3.	4.	5.		
																		BANDON.
93	73·4	82·6	83	100	57·4	100	85·8	.	.	.	.	73	.	.	.	.	.	1. Ordinary National:— 33. Shannon-street.
75	56·3	68·8	66·7	73·4	100	73·2	82·2	.	.	.	.	68	.	.	.	.	.	2. Conventual National:— 34. Presentation Convent.
37·5	12·5	.	16·7	70	80	70	74	100	100	.*	100	.	.	.	.	.	.	3. Church Education Society:— 35. †Ballymoney.
100	100	100	100	100	100	100	100	.*	100	100	100	.	.	.	.	.	.	36. Bandon Model Training School.
100	100	100	100	100	100	100	100	.	.	.	.	.	.	.	.	.	.	37. Bandon Female Training School—Erasmus Smith's.
50	.*	66·7	58·4	100	50	100	84	100	100	50	83·4	.	.	.	.	.	.	38. †Enniskean.
71·8	70 8	66·6	68·9	92·2	82·2	92·2	89·9	100	100	75	95	83	.	.	.	.	.	Total for Church Education Society.
79·9	66·8	72	72	88·5	79·8	88·4	85	100	100	75	95	75	.	.	.	.	.	Total for every description of School in the whole of the Bandon District.
																		MIDLETON.
100	100	100	100	100	100	100	100	.	.	.	.	.						1. Ordinary National:— 39. †Castlemartyr.
.	.	.	:	95	100	100	98·2	.	.	.	.	.	.	.	100	.	100	40. Cloyne Male.
100	71·7	100	90·5	100	100	100	100	.	.	.	.	.						41. Poor Law National.
100	85·8	100	95·2	98·3	100	100	99	.	.	.	.	99	.	.	.	.	.	Total.
98·6	83·4	95·5	92·5	.	.	.	.	.	.	.	.	86	.	.	.	.	.	2. Conventual, not National:— 42. Christian Brothers' Schools.
100	·0	100	66·7	.	.	.	.	.	.	.	.	60·5	.	.	.	.	.	3. Church Education Society:— 43. Midleton Church Education Society.
99·5	56·4	98·5	84·8	98·3	100	100	99	.	.	.	.	85·9	.	.	100	.	100	Total for every description of School in the whole of the Midleton District.
																		KINSALE.
82	63·7	100	81·9	75	100	100	91·7	.	.	.	.	.	.	.	.	.	.	1. Ordinary National:— 44. †Ballinspittle Female National.
75	8·4	16·8	33·4	100	75	26	67	.	.	.	.	.	.	.	.	.	.	45. †Cove, Kinsale.
100	22·3	89	70·4	100	73	100	91	.	.	.	.	.	.	.	.	.	.	46. Kinsale No. 1, Male.
85·6	31·4	68·6	61·7	91·6	82·6	75·3	83·2	.	.	.	.	60·6	.	.	.	.	.	Total.
100	79·6	73·7	84·4	100	100	100	100	100	100	83·5	94·5	92·4	.	.	60	95·5	77·7	2. Conventual National:— 47. Kinsale National Sisters of Mercy.
92·8	55·5	71	73	95·8	91·3	87·6	91·6	100	100	83·5	94·5	76·5	.	.	60	95·5	77·7	Total for every description of School in the whole of the Kinsale District.
																		SKIBBEREEN.
83·4	66·9	83·4	77·9	72	93	93	85·7	.	.	.	.	.	.	.	.	.	.	1. Ordinary National:— 48. Skibbereen No. 1, Male.
61	78	61	66·6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	49. Skibbereen No. 2, ,,
.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	50. Skibbereen No. 3, Infants'.
72·2	72·4	72·2	72·3	72	93	93	85·7	.	.	.	.	66·8	.	.	.	.	.	Total.
.	.	.	.	20	100	.	40	75	75	100	83·4	.	.	.	.	.	.	2. Church Education Society:— 51. †Baltimore.
.	.*	66·8	33·4	50	.*	.	25	100	.*	100	100	.	.	.	.	.	.	52. †Myross Parochial.
.	.*	66·8	33·4	35	100	.	32·5	87·5	75	100	91·7	44·9	.	.	.	.	.	Total.
36·1	72·4	69·5	52·8	53·5	96·5	46·5	59·6	87·5	75	100	91·7	55·8	.	.	.	.	.	Total for every description of School in the whole of the Skibbereen District.
81·7	72·5	79	78	91	87	90·7	89·6	100	83·4	100	91·7	78	.	.	.	.	.	Total for each description of School:— 1. Ordinary National.
81·6	82·8	63·1	75·8	85·1	87·8	75·4	82·7	100	91·7	75·1	88·9	73	.	.	.	.	.	2. Conventual National.
86·9	78·3	75·5	80	92	72·4	72·9	79	.	.	.	.	80	.	.	.	.	.	3. Conventual, not National.
57·2	44·3	66·1	54	72·4	82·8	51·9	65·2	87·5	83·3	75	84·4	62·7	.	.	.	.	.	4. Church Education Society.
57·9	33·3	23·1	38·1	.	.	.	.	.	.	.	.	38·1	.	.	.	.	.	5. Primary, Private.
73	62·2	61·1	65·1	85	82·5	72·2	79·1	95·8	86·1	83	88·3	72	48	59·7	70	82·3	65	General Total for whole District so far as visited.

† Those schools marked thus (†) are rural schools.

TABLE B.—Summary of Table A, showing, in each Class, the Average Age of Children, the number present, and Per-centage which passed the Examination held at various Schools in the Cork District (so far as visited).

Districts and Description of School.	Average Age of Scholars.						Per-centages calculated on the whole number of Children actually present at Examination, viz., 2,011. Per-centage passed in Reading, Writing, and Arithmetic, in each class.						Per-centages calculated on the whole number of Children actually present at Examination. Per-centage passed in higher subjects.					No. of Children present at Examination and entered on Examination Schedules.
	Class of School.					Total average	Class in School.					Total per-centage.	Class in School.				Total per-centage.	
	Lowest. 1.	2.	3.	4.	5.		Lowest. 1.	2.	3.	4.	5.		Lowest. 2.	3.	4.	5.		
CORK.																		
1. Ordinary National,	7·4	9·6	11·3	13·1	14·7	11·	66·9	79·9	76·5	88·4	91·7	80·6	37·	59·7	59·7	100·	64·	670
2. Conventual National,	.	10·5	12·3	13·6	15·8	13·	.	62·7	50·8	76·	83·4	68·2	.	.	55·3	.	35·3	192
3. Conventual, not National,	.	11·	12·3	14·2	.	12·	.	77·	68·	79·	.	74·7	.	.	63·5	.	63·5	247
4. Church Education Society,	8·3	9·6	10·1	12·4	12·2	13·	55·9	48·6	46·8	73·3	66·7	58·2	.	.	40·	37·8	38·9	95
5. Primary, Private,	.	.	11·2	.	.	11·	.	.	38·1	.	.	38·1	.	.	.	.	.	16
Total,	8·	11·	12·	14·	15·	12·	61·4	67·	56·	79·	80·6	64·	37·	59·7	49·6	68·9	53·8	1,220
QUEENSTOWN.																		
1. Ordinary National,	.	.	12·3	13·8	.	13·	.	.	81·	95·6	.	88·3	.	.	.	.	.	29
2. Conventual National,	8·	9·4	10·7	14·	.	10·5	50·	48·9	86·	72·3	.	64·3	58·4	.	.	.	58·4	93
Total,	8·	9·4	11·5	13·9	.	11·7	50·	48·9	83·5	83·9	.	76·3	58·4	.	.	.	58·4	122
BANDON.																		
1. Ordinary National,	7·6	9·	11·7	13·4	.	10·	50·	70·	83·	85·8	.	73·	.	.	.	.	.	46
2. Conventual National,	.	10·5	13·2	14·8	.	12·0	.	52·5	66·7	82·2	.	68·	.	.	.	.	.	51
4 Church Education Society,	9·	8·8	11·1	13·3	15·	14·	78·2	69·4	68·9	89·9	95·9	83·	.	.	.	.	.	119
Total,	9·	10·	12·	14·	15·	12·	64·	63·	72·	85·	95·	75·	.	.	.	.	.	216
MIDLETON.																		
1. Ordinary National,	6·5	9·1	10·	12·9	.	9·7	100·	100·	95·2	99·	.	99·	.	.	100·	.	100·	55
3. Conventual, not National,	.	11·3	11·4	.	.	11·4	.	79·4	92·5	.	.	86·	.	.	.	.	.	64
4. Church Education Society,	6·	8·3	9·5	.	.	8·	70·	45·	66·7	.	.	60·5	.	.	.	.	.	22
Total,	6·	9·7	10·3	12·9	.	9·7	85·	74·8	84·8	99·	.	85·9	.	.	100·	.	100·	141
KINSALE.																		
1. Ordinary National,	8·	9·6	11·8	12·8	.	10·5	39·6	57·9	61·7	83·2	.	60·6	.	.	.	.	.	115
2. Conventual National,	.	8·1	12·2	15·1	17·	13·1	.	90·7	84·4	100·	94·5	92·4	.	.	60·	95·5	77·7	66
Total,	8·	8·8	12·	13·9	17·	11·9	39·6	74·3	73·	91·6	94·5	76·5	.	.	60·	95·5	77·7	181
SKIBBEREEN.																		
1. Ordinary National,	6·5	8·	12·	13·6	.	10·	43·	66·4	72·3	85·7	.	66·8	.	.	.	.	.	100
4. Church Education Society,	6·5	7·5	10·8	11·6	13·5	9·9	33·4	33·5	33·4	32·5	91·7	44·9	.	.	.	.	.	31
Total,	6·5	7·7	11·4	12·6	13·5	10·	38·2	49·9	52·8	59·6	91·7	55·8	.	.	.	.	.	131
GENERAL TOTAL for the whole District visited,	7·5	9·5	11·2	13·3	14·4	11·2	57·	67·6	65·1	79·1	88·3	72·	48·	59·7	70·	82·3	65·	2,011

SCHOOL FINANCE.

Finances of National schools simple.

365. The finances of the National schools are not complicated, being comprised, in the majority of cases, exclusively under the heads of Government grants, and school fees. State aid takes the form chiefly of a teacher's salary, and not, as in England, of a grant to the school by which the managers are expected to keep the school buildings in good repair, to buy books, to pay the teachers, and generally to maintain efficiency, and so the accounts of the Irish National schools are no more than records of the various sums of money which are paid to them by the State. Their simplicity is a great contrast to the comparative complication of English school accounts. How far it would be possible for that simplicity to last, if the principle of making grants to the Irish schools were to be altered—which I cannot help hoping will be the case—is a doubtful question.

No subscriptions.

366. To one accustomed to examine the accounts of English schools, the entire absence of subscriptions of any kind to the National schools in Ireland is very remarkable. Neither in the shape of collections made in churches, nor in the form of donations from private individuals are there any indications of a local interest taken by any section of society in the schools. A few honourable exceptions exist, but they are too few to disprove my assertion. Sermons in their behalf are unknown almost—I certainly never heard of a case in which pulpit advocacy was resorted to by any school manager to create a school fund. Not even the nuns are so favoured, although in the case of the Christian Brothers an exception must be made to this statement, as their cause is pleaded occasionally from the pulpit, but only, or very seldom oftener than, when they are establishing or opening new schools in any locality. I know of but three National schools which are in any way assisted by the contributions of charitable people, they are the Saint Patrick's infant schools in Cork, the Guardian Angels' schools a little way out of that city, and the Saint Nicholas schools, for which subscriptions are regularly made, and from year to year seem to increase. The Presbyterian schools in Cork are maintained efficiently by the Government grants, and by the school-fees, which are sufficiently large to make up the salaries of the teachers, who, however, have a guarantee from the managers of £40 a year in the master's case, and of £30 in the mistress's, above their class salaries, in case the school-fees should fail.

Schools not advocated from the pulpit.

Only three National schools aided by private individuals.

Landlords do nothing.

367. Landlords take no interest at all in the National schools on their estates; they never visit them, they contribute nothing to them, and in one case I found that the landlord had turned the school out of a house it once occupied in a healthy locality, and it was then driven into a wretched cabin, which only through Mr. Vere Foster's benevolence became at all habitable.* I cannot help thinking that absenteeism, and the difference of

Causes.

* This was at Baltimore, and was done by a nobleman who is now dead, and whose name, therefore, had better be left unmentioned.

religion between the landlords and the mass of the people have much to do with this, although I am not insensible of the effect which the origination of a universal scheme of education by the Government must have had in deadening the sense of individual responsibility about education by, through the establishment of its schools, removing the occasion for its action. State action.

368. People act, as a rule, under the pressure of a necessity which is visible to their eyes, but if it be removed out of sight, it is soon forgotten, as well as its relationship to them. The need of education was supplied for the mass of the Irish when the National system was established, and their sense of individual responsibility seemed to fade away and never to have revived. The members of the Established Church, however, were not relieved of their burden, owing to the disfavour with which they regarded those regulations of the National Board which related to religion. They therefore set to work, and tried, as some think wrongly, to create a system of their own, which, despite its defects and incompetency, called forth much energy, demanded some sacrifice, and required continued efforts to maintain. It was the combined action of the members of the Established Church in Ireland which created the Church Education Society, and which maintains it now. They combined because they had before their eyes a great social want which it was necessary to supply, and that combined action, reacting upon individuals, stimulates their sense of responsibilty, and produces the local efforts which are made by the members of the Established Church to educate the children of their poorer brethren. Efforts of Established Church.

369. The Church Education Society itself does not in any one of the schools connected with it which I visited supply a quarter of the funds required for their yearly support. In the majority of them local efforts are depended upon, and do not fail, apparently, to be successful. Thus the salaries of the teachers of the St. Luke's Scriptural schools are guaranteed up to a certain extent by a committee. In Kinsale, a lady undertakes to supply books to the schools, and to repair the buildings. At Ballymoney, in the Bandon district, the mistress is dependent for her salary upon local subscriptions. The master of the rural school at Enniskean receives half his salary from the Duke of Devonshire and others, while the Myross school is, similarly, the object of the bounty of a former Lord Carberry, who endowed it, his bequest being supplemented by an annual subscription from the present lord. Church Education Society furnishes little. Local efforts do most.

370. I am fully alive to the fact that the Church to which these schools belong contains the wealthy landed proprietors, upon whom they are able to fall back for support, and that, therefore, it is hardly possible to compare them with those in which the most numerous class is educated without being unfair to the latter. But I believe that less is done for the Church Education schools by the great proprietors, and more by the efforts of the middle classes, than is thought. Of the fourteen schools of that connexion which came under my observation only five seemed, from the facts I collected, to be benefited by the proprietors of the soil directly. No doubt they benefit by their good-will, and that is a great deal. It is the active co-operation of the resident middle classes with the clergy in the cause of education I so much admire, and which I consider might furnish a good example for Catholics to follow, if they desire earnestly a denominational system, but which it is hardly probable will be granted unless the members of the different religious bodies agree to take part of the burden of maintaining their schools on their own shoulders. Activity of Protestants.

371. The objection may be raised, that the Protestant community is for the most part made up of a middle class, able with money and with intelligence to work in the manner I have described, whereas the Catholic body is as yet without such a class. I admit the force of the objection as regards the rural districts, but not as regards the towns, where such a class does exist, and might act most beneficially on the more important educational operations that are being carried on in them. The city of Cork possesses a large and intelligent middle class, and the provincial towns, too, are not devoid of people of sufficient social importance to be of use to education. But with the exception of a few people in the former place, no one knows anything about the schools, or seems to care about them. Whatever is needed must be supplied by the State; whatever is to be done must be done by the State; and so nothing is done locally. This is why only a quarter of the expense of educating a child is supplied from local sources in the part of Ireland which I visited, while in England half of the cost must be raised locally. Catholics might do more. State looked to for everything as regards education.

372. The National schools depend, as I have said, chiefly on the grants paid by the National Board of Education. These grants are made under the heads of class salaries to teachers, monitors' salaries, gratuities for training monitors, premiums for good order and cleanliness, &c., good service allowance, sums for teaching drawing and music and sewing, and the profit derived from the sale of books. Government grants,

373. The National schools which I visited, taught by secular teachers, and having an average attendance of 3,845 children, received for the year ending June 30th, 1868, a total sum of £2,527 13*s.* 9*d.*, being an average grant of £53 15*s.* 7*d.* per school, or 13*s.* 1¾*d.* per child. £39 17*s.* 8*d.* of that total sum is the profit derived from the sale of books granted to the schools by the National Board at twenty-five per cent. discount. to National schools,

374. Seven National schools taught by religious communities, with an average attendance of 2,953 scholars, received, for the same year, a total sum of £1,305 16*s.* 10*d.*, giving £186 10*s.* 11*d.* as the average amount granted to each school, and 8*s.* 10*d.* as the average sum for each child in attendance. By adding together, these respective totals of £2,527 13*s.* 9*d.* and £1,305 16*s.* 10*d.*, and dividing by the sum of the average attendance in each of the two classes of schools—viz., 6,798, we get 11*s.* 3¼*d.* as the general average amount paid by the public towards the education of each child attending the National schools of all descriptions, being 1*s.* 3¼*d.* more than is paid in England for the same purpose. to Conventual National schools. General average.

375. In the above calculations the payments of school pence are not included, which farther on I will show to amount, at the most, to 4*s.* 4½*d.* on the average. Now, if that amount be added to the average of 13*s.* 1¾*d.* paid by the State for each child in the forty-seven National schools under secular teachers, we shall have 17*s.* 6¼*d.* as the sum of money which is spent annually in the education of each boy and girl attending those schools. Each scholar, therefore, contributes, at a very high estimate, about one-fourth the cost of his own education, although more probably he does not contribute more than one-fifth. Average cost of education, including fees.

376. It is worthy of note that whereas, in the case of the ordinary National schools, by far the larger portion of the grant goes into the pockets of the principal teachers and the assistants, in the case of conventual schools, less than one-fifth of the grant goes to the teachers themselves, the larger share going to the monitors. In the ordinary National schools of £2,527 13*s.* 9*d.*, only £90 12*s.* 5*d.* can be counted as going to pay monitors, thus leaving £2,437 1*s.* 4*d.* for the salaries of the teachers of all classes. In the conventual schools, on the other hand, of £1,305 16*s.* 10*d.*, only £573 11*s.* 11*d.* were paid to the teachers, the balance, £732 4*s.* 9*d.* going to meet the expenses of monitors' salaries, &c. This disparity does not escape notice or remark. I cannot say that the persons directly interested in the matter ever made it a serious matter of complaint, although they all expressed a desire to have a more equal distribution made, forgetting, however, that the State, if it offers them remuneration on a lower scale than that which prevails in the ordinary National schools, dispenses, in their case, with the qualifications which it is so strict in exacting in the secular teachers. If the "religious" of both sexes would put aside their prejudices against undergoing the test of examination, Comparison of grants.

and would condescend to become certificated, and thus fully take part in the scheme of National education, I have little doubt they would be remunerated in the general way.

Cost of education in Church Education Society's schools high.

Reasons.

377. The amount of money spent on the education of the children attending the schools of the Church Education Society is greatly in excess of the average cost of educating a child attending the National schools. From the facts which I gathered respecting thirteen schools, I conclude that £2 0*s.* 0¼*d.* was spent during the year ending June, 1868, on the instruction of each child in average attendance, the average number in daily attendance in those schools being 393, and the total expenditure being £786 10*s.*, towards which the children contributed only £60, or 2*s.* 10½*d.* each, or somewhat more than one-nineteenth. I consider this estimate below the mark, as I was unable to gather the amounts spent in repairing the buildings, in fuel, in books, and other smaller matters. But large as the amount is, it need not surprise one, for the cost of education consists principally in finding sufficient to maintain teachers, who, whether there are few or many scholars, require a certain amount of money to keep them in respectability. There are no less than 18 teachers employed in the instruction of the 393 children in daily average attendance in these schools, being about one teacher to every 21·5 scholars. It is not, however, extravagance which causes this unusually large proportion of teachers; it is a necessity, arising out of the smallness of the Protestant population in the country, and their determination to have schools of their own. Only one of the 13 schools to which my remarks apply has an average attendance above 50, 7 of them fall below 50, ranging between 48 and 23, and 5 of them fall below 20, 2 of that number having as low an attendance as 12.

Examples of size of schools

378. The following table will give the facts more clearly:—

Name of School.	Number of Teachers.	Annual Average Attendance	Salary of Teachers.
			£ *s.* *d.*
Cork—St. Luke's Scriptural Boys',	2	30	64 0 0
,, ,, Girls',	1	23	30 0 0
,, ,, Infants',	1	35	24 0 0
Bandon Model School,	2	60	195 0 0
,, Female Training School,	2	42	125 0 0
Christ Church Parochial,	1	36	60 0 0
Enniskean Boys',	1	15	42 0 0
Ballymoney Girls',	2	41	40 0 0
Bandon Irish Society Ragged School,	2	46	59 0 0
Myross Parochial,	1	16	39 0 0
Kinsale Boys',	1	17	52 0 0
,, Girls',	1	12	31 10 0
Midleton Parochial,	1	20	25 0 0
Total,	18	393	786 10 0

Christian Brothers;

379. It is really a matter of difficulty to estimate exactly the cost of educating a child in the schools of the Christian Brothers. It can only be an approximate estimate. They consider that if they are guaranteed £35 a year for each brother's maintenance they can undertake to educate 100 boys each. But besides that, they must have houseroom furnished them, which is very far superior to any of the houses occupied by ordinary schoolmasters, so that the estimated yearly value of these buildings being thrown into the calculation, the yearly sum which each child's education costs would exceed the sum which is paid in money to the Brothers. In their schools in Cork they have an average daily attendance of 1,610 scholars, for whose instruction 19 Brothers are provided, whose yearly maintenance, at £35 a head, would come to £665, to which if the amount of school pence be added which was paid at the end of the school year 1867—£129 about—we shall have a total sum of £794 spent in the instruction of 1,610 boys, or about 9*s.* 10¼*d.* per head, but no account is taken of books, the value of the house, &c., &c., &c., which would probably bring the average amount up to 10*s.*, the estimate which the Brothers themselves consider to be correct. At Midleton, their schools are attended, on the average, by 399 scholars, and 4 Brothers are employed in teaching, who receive £150 a year from the parish priest, which gives an average sum of 7*s.* 10¼*d.* as the cost of education per head in those schools, exclusive of school fees.

estimate in Cork;

In Midleton.

Cost in different schools.

380. It would appear from the facts I have given respecting these three classes of schools that the cost of education is highest in the schools connected with the Established Church, being more than twice as great as the cost of instruction in the National schools, to which, however, they produce results as inferior as their costliness exceeds them. The National schools come next, and the schools of the Christian Brothers and other religious communities take the lowest place in the scale. These sums are cried out against as, in one instance, too heavy to be borne unaided, and in the other as too small for the maintenance of efficiency, and there is a feeling prevalent that all must be helped by the State.

Aid demanded unconditionally.

381. But while the schools of the Established Church will seek to lighten their burden by obtaining State aid through the establishment of a denominational system of education, the members of the Catholic body will also seek to improve the pecuniary condition of their schools by no other means than an increased expenditure of public money upon them. The one community will cry out for relief from the straits to which they are put, whilst the other will protest against any attempt being made to induce them to undertake any responsibility at all; and both will concur in demanding help on their own terms. Regardless of all economical considerations, State aid will be expected to be afforded in the fullest manner, on the one hand, to each separate school of the Established Church, however small it may be, while, on the other, increased aid will be deemed a necessity and a right, together with a loosening of the restrictions that now exist. The Protestant will declare his inability to do more, and the Catholic will protest his inability to do anything.

382. It is difficult to estimate fully how far the assertions regarding the impossibility of raising anything locally for the schools in Ireland are real. I have no doubt that those who say it is impossible fully believe what they say; but if the experiment has never been made, how can the assertion be fully relied on? One thing is certain—it is that nothing yet has been attempted to be done for religion in Ireland which has not succeeded, and if the education question be made denominational, I am unable to see why it should not succeed in asserting its claims on the charity of the people. What would be asked of the people would not be much, and it would have the effect of bringing them more into contact with the education of the country. But still the fact is plain, that the bishops and the clergy are unanimous in the opinion that it is hopeless to expect anything from local sources in that part of Ireland which I visited. The Bishop of Cork had no kind of

doubt about it. He said that the people in the more distant parts of his diocese are too poor to support schools in any way. The Bishop of Cloyne was equally clear and strong in expressing similar opinions, and the Bishop of Ross spoke in the same strain. I own that the latter prelate's objection had some force with me, as it was easy to see how really poor the people in his diocese were. But there is no reason why exceptional cases should not be treated in an exceptional manner.

School fees.

383. I was instructed to report on that part of school finance which comes under the head of school fees. I found that the amounts derived from this source were really the only form of local support received by the schools of the National Board, and that they do not make as great an addition to their funds as they should, considering the numbers in average attendance, and the rates of payment existing in them. The following facts will, I think, make this statement clear.

Average amount of fees in National schools.

384. In 41 National schools, attended daily on the average by 3,010·6 scholars, the fees amounted to no more than £659 19*s.* 10*d.*, giving therefore £16 1*s.* 11¼*d.* as the average amount received by each school in fees, and 4*s.* 4½*d.* as the sum paid by each child towards his (or her) education during the year ending June 30th, 1868. This amount, although it is considerably lower than the corresponding one in England, is much higher than the general average for Ireland. But it is also high for the district I visited, the general average for which would be not more than 3*s.* 6*d.* if certain National schools in the city of Cork were excluded in which the fees are unusually high, owing to the numbers of well-to-do children who attend them. In none of those schools do the fees fall below 6*s.* per scholar. The comparative prosperity of the population in most parts of the country which I visited will also explain why the school fees are higher in my district than they appear to be elsewhere in Ireland; and it should be borne in mind that in the rural districts, including the country towns, a very large proportion of the children attending the National schools are of the farming class.

Scale of payments of fees.

385. There is not one uniform rate of payment prevailing, but a scale is fixed by the managers sometimes, more generally by the teachers, which I found in every school to include payments from 1*d.* to 5*d.* a week, while in some schools they went up to as much as 10*d.* a week, this, however, being quite the exception. Three pence a week is I believe the true average rate of payment in each school, although the majority of children pay 1½*d.* and 2*d.* a week. In only four schools did I find 1*d.* and 2*d.* a week to be the limits of payment, while in seven schools it reached 10*d.*, the former being in the district of Skibbereen, and the latter in the city of Cork. I found only one purely rural school in which every rate of payment was in existence. In the country towns I found no payments higher than 8*d.*

Average weekly rate of payment.

Average payments in different districts.

Skibbereen.

Kinsale.

Midleton.

386. I have said that the average for the whole district would be not much more than 3*s.* 6*d.*, if certain schools were excluded from my calculation. The following facts will illustrate this. In the district of Skibbereen the total amount of school fees paid in seven National schools with an average attendance of 672 children, amounted to £65 10*s.*, which gives the small sum of 1*s.* 1½*d.* as the amount of money paid by each child for a whole year's instruction. In the district of Kinsale the average was higher. In seven National schools with an average attendance of 456 scholars, the fees amounted to £72, which gives an average payment of 3*s.* 1¾*d.*, by each scholar. The same rate I found existing in the Midleton district.

In Cork fees low.

387. In the city of Cork, from its greater commercial activity, it might have been thought that the rate of fees in the National schools attended by the lower classes would be higher than elsewhere, but such is not the case, the average amount of fees for these schools being not more than 3*s.* 1*d.* This low figure is explained by the circumstance of the majority of the National schools being resorted to by the poorest of the population, the better part of which is educated in the Christian Brothers' and other educational establishments conducted by religious communities, and in which no charges are made for instruction. To give examples—In the St. Patrick's Female National School, where the daily average attendance amounts to 106 children in round numbers, the total amount received in school-fees for the year ending June, 1866, does not amount to more than £13 4*s.*, giving the small amount of 2*s.* 5¾*d.* as the payment of each scholar. In the infants' department of the same school the disparity is still greater, for the total amount of fees paid by 131 children was only £13, or 1*s.* 11¾*d.* per child. In those convent schools connected with the Board in which fees are paid, with one exception, the disproportion between the number of scholars and the amounts of school-fees is still more striking. In the girls' school at Skibbereen, taught by the Sisters of Mercy, I found £9 about to be the whole sum paid in pence by an average attendance of 384 girls, or 5½*d.* by each girl. This is really gratuitous instruction.

In convent National schools fees lowest.

General average payment too low.

388. I now proceed to consider the question of school fees generally, as to whether the average amount paid by each child is in proportion to the time he is at school, to the average rate at which payment is made, and to his ability to pay. The sum of 4*s.* 4½*d.*, I consider, bears no fair proportion to the time for which each child in daily average attendance and paying fees is at school during the year, or to the average rate of payment I found prevailing. Each school is open on the average 220 days, or about 30 weeks in the year, and 3*d.* a week is the average rate at which the children are recorded in the school register as paying. Now paying at that rate, and going to school for that time, each scholar would, at the end of the year, have paid 7*s.* 6*d.*, and each of the 41 schools to which these observations apply, having an average daily attendance of 70 scholars, would have received £28 5*s.* 9*d.* instead of £16 1*s.* 11¼*d.*, or £12 3*s.* 9¾*d.* more. But as this calculation is made for the whole number in average attendance at each school, without deducting the proportionate number of non-paying scholars, it may not be considered fair, since, in every primary school, there must necessarily be a certain number of free children. But even making allowance for this, and deducting from the 70 attendants 20 per cent. for free children (which is about the proportionate per centage of scholars enrolled in these schools as receiving gratuitous education), the amount actually paid in fees falls below the sum that should be received—viz., £22 16*s.* 3*d.*, instead of £16 1*s.* 11¼*d.*

389. To recapitulate briefly, I have shown that in the National schools which I visited there is no average rate of payment in any district amounting to 5*s.*, 4*s.* 4½*d.* being the sum paid, on the average, by each child attending these schools, and that this payment in one district is as low as 1*s.* 1½*d.* Although in particular schools 12*s.*, and even £1,* may be reached, and 5½*d.* be the other extreme, it is certain that no school teacher receives, on the average, more than 4*s.* 4½*d.* in school pence towards the increase of his small salary, and in many cases receives much less.

Low rates of payment more the result of unwillingness than of inability.

390. Is this rate of payment the result of inability to pay more towards their children's education, or is it the result of unwillingness and capriciousness? I believe it to be the latter; for it must be remembered that the majority of the people who send their children to school agree to pay for them; and the facts I have stated show that if payment were to be actually made according to the terms agreed upon, the salaries of the teachers in fees would be much larger than they are now. All the teachers whom I saw think that they ought to have more income from this source, and say that if those in authority were to move in the matter they would not have occasion to complain as they do of irregularity and capriciousness in the payment of school-fees,

* The Carmichael male and female National schools alluded to, in the former of which, with an average attendance of 51, the school-fees amounted to £55 for year ending June, 1868.

and its general accompaniment—irregular attendance. All of them recommend the payment of fees weekly in advance.

391. I cannot throw any of the light of statistics, I regret to say, on this matter, but must content myself with repeating the statements of the National teachers, who volunteered information and seemed to speak with sincerity. They urge, as a great grievance, not gratuitous instruction in the case of those who *cannot* do anything for themselves, but a system of gratuitous instruction which parsimony and mere unwillingness forces on them; and they insinuate, if they do not plainly say, that they are not supported by the clergy in their efforts to obtain the money which the parents of scholars voluntarily agreed to pay for their instruction. They complain that the arrangements between themselves and parents cannot be enforced, and that if they could be, the managers would stand in the way of their enforcement, or if they did not, the children would not be sent to school. Two cases were brought under my notice in the course of my inquiries which illustrate the general indifference of the clergy with respect to this question. In one case, the master of the school told me that he was once obliged to refuse admittance to a boy, who was a paying scholar, on account of his irregular attendance. The boy, or his parents, appealed to the manager, who gave him a letter to the master, which obliged him to give in and take back the boy as *a free scholar*. This instance, though it does not profess to bear very directly on the point, is nevertheless useful as illustrating the small concern taken by the manager in the welfare of the master. The same teacher informed me that he had three scholars (brothers) who were being taught free of charge, on the supposition that they could not afford to pay school-pence. At length, one of them was removed into the higher department, which he entered as a paying scholar. Upon hearing this, the master dismissed the other two, but was soon obliged to receive them back. He returned fifty-nine as the number of children professedly free in his school, but assured me that very few of them were unable to contribute something towards their own instruction.

Examples of indifference of managers in this matter.

392. The other case was still more striking. The son of a well-to-do woman who kept a shop was sent to one of the National schools in the place as a paying pupil. The payments, which should have been made weekly, were allowed to run on, and the teacher's applications for them were disregarded. His patience being at length exhausted, he dismissed the boy from the school, upon which his mother appealed to the manager, and was immediately furnished by him with an order for his re-admittance, which the teacher had to grant.

Indifference of managers to be regretted as injurious to people and teachers.

393. Now, if it be the case that this irregularity in paying what, after all, are just debts, inasmuch as they were voluntarily contracted, does exist, and is not discouraged by those who could check it, it is doubly to be regretted, as a great opportunity is thus lost of strengthening in the people the sense of the natural obligation by which they are bound to educate their own children, or, at least, to co-operate in the efforts made by others for their instruction; and as an act of unfairness is in effect done to the teachers, who, being badly paid by the State, look to the school-fees as an important means of increasing their stipends. It cannot be said that the clergy have not the power to improve this state of affairs. No one who has any notion of their influence among the Irish people can doubt it. It is too great generally to fail in a matter which contains so largely the religious element.

They have the power to correct irregular payments.

394. It has been exercised in a few instances with sufficient success to establish the conviction in my mind that the same could be done more generally than is now the case. In a few schools, the managers have, by their influence, reduced the numbers of non-paying scholars to the lowest limits possible, by refusing free admission to any but the really poor, and by expelling such as will not pay their fees. Thus, the teacher of the Ballinora National School told me that his manager had arranged with him to admit none but the really poor as free scholars, and to compel all to pay who could. This school, with 134 on the rolls, has, of that number, only thirteen who professedly pay nothing, and, nevertheless, it is as well attended as any other—perhaps, he said, better; at any rate, the payment of fees makes no difference in the attendance. Again, in a poor neighbourhood in the district of Skibbereen there is a National school in the parish of Kilmacabea which is attended by the usual mixture of farmers' and labourers' children. The manager, a sagacious and zealous priest, arranged with the teacher to admit none free who were able to pay school-fees, and to dismiss those who refused to pay them. Two individuals were determined to try the strength of his resolution, and steadily refused to pay for their children, who were accordingly removed from the list of scholars. They were then sent by their parents to another school which, however, being inconveniently distant from their houses, they were soon sent back to the first school, and gave no more trouble on the score of fees. A little determination at first would be met with grumbling and opposition, but, in the end, would succeed in removing what is bad for the people morally, and unfair to the teachers.

Reasons of unwillingness to pay fees. 1st. Payment of teachers by public.

395. One of the reasons of this irregularity in paying fees is the payment of the teachers by the National Board, which the people consider is sufficient to relieve them from any obligation to contribute towards their maintenance. The schoolmaster or mistress is regarded as a servant of the Crown, and is remunerated out of funds which, in the end, only come out of their pockets. It is an objection to double payments, and is very analogous to the feeling with which a man refuses to give in private charity because he has paid his poor-rates. It is a feeling, according to my informant above alluded to, especially prevalent among the farmers.

2nd. Isolation of National schools.

Another reason which I think may be assigned for it is the isolation of the National schools from the people of all classes. They were established without any active co-operation of the people whom they were meant to benefit, and no measures are taken by the clergy to create any such interest in the schools as would tend to stimulate their flocks to render them as effective as possible. It cannot, therefore, be a matter of surprise that the people who never have the schools brought before their notice should be slow in doing anything for them.

Contrast of Christian Brothers' schools.

Take the Christian Brothers' schools, and what a difference there is! The people are ready to make sacrifices to have them, and, when established, to keep them effective. The reason is, because the clergy bring these schools well before the notice of the people, and use strenuous efforts to keep them flourishing. If they did the same for the National schools, they would not have to complain of the apathy of the people about them, and they would raise them and their teachers up to the standard which they sometimes deplore that they do not attain.

Gratuitous instruction generally prevalent.

396. I now come to consider the subject of gratuitous instruction, recognised as such, its extent, its necessity, and effects. Broadly speaking, all educational establishments are free—that is, they impart instruction without charge to all who choose to avail themselves of it. The numerous schools conducted by religious communities, almost without exception, teach gratuitously; and those which form the exception to this rule receive such trifling sums in school-fees, compared with the great numbers attending them, as hardly to entitle them to be regarded other than as free schools. Such are the Christian Brothers' schools, the South Presentation Monks'

Church Education schools free.

schools in Cork, and one or two convent schools in connexion with the National Board. The schools of the Church Education Society derive something from school-fees, but the average sum, even including in the calculation the large and almost middle-class school in connexion with the male training school at Bandon, where the fees are high, does not amount to more than one-nineteenth of the whole average cost of educating

each child attending its schools. I found that the average payment per head taken for 13 schools did not amount to more than 2*s.* 10½*d.*, the cost for the education of each child being about £2. But the lower classes among the Protestants of the country are no better off than the Catholics, and their numbers are not great.

National Schools only payment of fees a source of income.

397. The National system is the only one in which the payment of school-fees forms an important part of its finance; and, consequently, all the schools, with but few exceptions, in its connexion, excepting the majority of the convent schools, derive some income from the payments of children. But even the National schools are obliged to succumb, in some measure, either to the prevailing feeling in favour of free education, or to the necessities of poverty, by tolerating, as I have shown, irregular, capricious, and uncertain payments, or by giving gratuitous instruction to a considerable number of the children who attend them. I found only one school of those taught by secular teachers entirely free—the village school at Leap, in the parish of Kilmacabea. Two others, indeed, were said to be free, but their books contained entries of school pence. Schools such as the Carmichael National in Cork do not contain any free children, but they are exceptional, being attended exclusively by the children of people in easy, or at least comfortable, circumstances; and of the nuns' schools in connexion with the National Board which I visited four were partly gratuitous, and three were wholly so; but in the former class there was no rate higher than 2*s.* 5*d.*, and it descended in one school to 5½*d.*

Proportion of free children in National schools.

398. The proportion of free children in the National schools, according to the entries on the rolls, does not amount to more than 20 per cent. The registers of the 41 schools from which I derive the facts on which these calculations are made contain the names of 5,495 children, and of these, 1,397 are avowedly free, being about 20 per cent. or nearly one in five, which is a small proportion, and does not represent, by many degrees, the true proportion of non-paying scholars, who amount, in reality, to above 37 per cent.; 20 per cent. only expresses the ratio of pupils who are professedly free, whilst 37 per cent. expresses the real number who do not pay, composed of those last mentioned, and of those, who, though enrolled as paying scholars, fail to deserve this title through default of payment.

Extent of gratuitous instruction in Conventual schools.

399. It is, however, in the monastic and convent schools that gratuitous instruction is most prevalent. The numbers and great size of these institutions, containing as they do together many thousands of the youthful population, give to education in the towns, a largely gratuitous character. In Cork alone they educate 7,053 children free of all charge to their parents, or more than half of the whole school population. And what happens in Cork is the rule everywhere, more or less. Thus in Bandon, omitting a school, not a large one, which I was unable to visit, of 1,348 children on the school registers, not less than 850 are educated in the convent schools there free of cost. Or again, in the town of Kinsale, in which there are 725 children on the school registers; of this number the Sisters of Mercy educate 541 free, or more than 74 per cent. If the number of children in the "secular" National schools who are receiving gratuitous education were added, the number would be considerably increased. In Skibbereen 483 children are gratuitously taught out of 786 who are supposed to attend school. These instances illustrate the state of things as to gratuitous instruction. *Ex uno disce omnes.* In these four towns, in which 14,204 children are inscribed on the rolls, not less than 8,533, or about 60 per cent., are educated entirely gratuitously. The convents almost universally educate without receiving anything. It is a part of their rule to do so. The only exception I found to it was the Queenstown convent, in which the number of paying pupils, according to the register, was 476 as against 207 who did not pay. Two others indeed take school pence, but the sums are so trifling that they are hardly worth mentioning.

Bandon.

Kinsale.

Skibbereen.

The effects of this vast system of gratuitous instruction.

400. The first feeling is one of satisfaction at seeing such great opportunities of advancement bestowed so unreservedly on the poor, and especially on such poor as compose the masses of the Irish lower classes. But I am not sure whether the feeling is not one of admiration for the spirit of charity which has produced all these institutions, and of sympathy with its disinterestedness, rather than of admiration for its principle, which does not work out good results. I believe myself that it, eventually, is a depressing, and therefore a bad, thing, for a people to have everything done for them either by the State or by combined social action on a large scale; and as regards education in Ireland, I feel it to be most important to encourage and subsidize local efforts, but not to destroy them through over kindness. People value what they pay for, but care very little for what costs them nothing. And if it is an object to create in the minds of the people such a real value for education as will tend to induce them to make the best use of the opportunities that are given them for obtaining it, then one of the wisest plans would be to throw some obstacles in the way of purely gratuitous instruction. At present, the great cry is the irregularity of the children in attending school, notwithstanding the free access there is to all kinds of educational institutions. Bad weather and bad clothes, summer and winter, and seed time and harvest are all brought forward to explain this irregularity, and, perhaps, with reason; but one of the real reasons is to be found in the fact that the people have no pecuniary interest in sending their children to school; if they had, these excuses for non-attendance which I have just mentioned would be seldomer made. It is certain that all the paying children are the best taught, and the most regular; this, without a dissentient voice, the teachers all asserted. The men of the longest experience all concurred in saying that it would be more for the good of education if it were made less easily accessible. I must content myself with citing the instance of a convent school in exemplification of this. The Sisters of Mercy at Queenstown began by teaching gratis, but after a time thought it better to alter their plan, and substituted instead a system of fees, the only effect of which was to make the girls more regular and the school more effective. It is a matter for regret that the religious orders who conduct schools do not follow the example of the Queenstown nuns, even though, by so doing, they should somewhat infringe their respective rules; for they are helping very many who do not require such unqualified aid, and are demoralizing them by helping to smother their self-dependence and self-respect by removing from them the necessity for performing one of the most sacred duties, that of educating their own children. And unless their schools adopt this plan, it will not be possible for the National schools to become more stringent as to school-fees, at least wherever convents exist. It is worthy of remark that the attendance as to time at the nuns' and monks' schools, despite the double charm of religion and free admission, is no better than in ordinary National schools, in which fees are paid and the modicum of religion taught is very slender. In no school of that class did I meet with an instance of an average attendance in days that exceeded eighty-five, excepting the Christian Brothers' schools, which are quite exceptional. Besides the teachers, I found many of the clergy, indeed the most of them, advocates for the payment of fees by the scholars. It is somewhat in contrast with their practice which is to lean rather towards the people than towards the teachers when the question of fees is in dispute. Their opinions can be seen in their answers to my circulars which I publish in the Appendix of this report.

Better attendance would result from payment of fees.

School Buildings.

Classes of National school buildings.

401. The buildings in which the National schools are held fall into the three classes—First, those vested in the Commissioners of the National Board; second, those vested in trustees; and third, the non-vested schools;

and according as they come under one or other of these headings may their comparative excellence be determined, the buildings vested in the Commissioners being the best as regards repair, &c., those of the second class coming next, and the third description of schools taking in every respect the last place.

Comparison of condition of * V.C. and V.T. schools.

402. The difference, however, between the two first classes does not amount to more than that variation in the condition of their repair which one would expect to find between buildings, which, on the one hand, are periodically overlooked and attended to at the public cost, and, on the other, are only seen to when absolute necessity demands that something should be done. The fabrics themselves are pretty nearly equal; for, having been both partly erected at the public expense, the same care was taken to insure an equal degree of excellence in both. But while the public discharges its obligation to maintain good repair in those buildings which it keeps in its hands, the trustees seem to perform that part of their engagements by uncertain and spasmodic efforts, which, besides, are removed at long intervals from each other. It is a question of money merely. No one feels the outlay on the schools held by the Commissioners, but every farthing laid out on those held by trustees, comes out of an individual's pocket, and is grudgingly given.

Relative number of buildings.

403. I visited 33 buildings in which schools are held under the National Board, and of that number 2 only are vested in the Commissioners, and only 4 in trustees, while 27 are non-vested. This great preponderance of non-vested schools may fairly be taken as indicating the unwillingness of the clergy to have more to do with the Board than they are obliged, and especially to give them any such hold upon education as the possession of legal rights in the school buildings would entail. But while allowing full value to such an explanation, it must not be forgotten that many of the buildings in question have been used as schools for many years, indeed long before the present feeling of estrangement from the governing body in Marlborough-street had become so general; and it is not unfair, therefore, to suppose that either owing to the desire to lose no time in establishing schools, or to unwillingness to raise the necessary funds to meet the building grant from the Board, buildings possessing the smallest amount of suitability were resorted to and have been continued ever since to be used as schools.

Schools vested in Commissioners.

404. Schools vested in the Commissioners are found in the greatest numbers in the western part of my district, where I saw the two buildings I have alluded to above; but the Bishop of Ross, Dr. O'Hea, informed me that there were 11 such in his diocese. Having had personal experience of the non-vested schools in that district, I was inclined to congratulate him on his good fortune in having so many really good buildings.

Two vested and non-vested compared.

Those which I saw were situated at the extremities of the Skibbereen Constabulary district, one of them being the girls' school at Shirkin Island, and the other in Couscroneen, a village in the parish of Myross. Before seeing them I had on each occasion an opportunity of visiting a non-vested school. On my way to Shirkin Island, I passed by the beautiful Lough Ine lying to the south-west of the town of Skibbereen, in the hope of being able to visit the Pookeen National school, situated on the slope of one of the hills overhanging the lake. It was closed, but I was able to judge of the building from its exterior—little more than a cabin, its roof was thatched, and green with moss and damp, while three or four small windows imperfectly supplied with panes of glass contrived to let in the rain as well as the light.

Baltimore school, non-vested.

Thence I went on to Baltimore, where I sought the National school, and which, although it was holiday time, I succeeded in seeing. It was once a cottage, and was meant to be anything else than a school. One-half of the building had been renewed lately, and formed a great contrast to the other half, which was fast approaching ruin, its walls being out of the perpendicular and streaming down with damp—even in the month of August—which was rotting the maps that hung against them. The windows—on one side only of the building—were half devoid of glass, for which, indeed, there was no hold in the rotten and broken frames, while through the roof you might almost study the stars. The floor was once—not long ago—mud, but has since been boarded at Mr. Vere Foster's cost.

Shirkin Island vested school.

In this wretched building over 100 boys and girls have been assembled daily for twenty years. I then made for Shirkin Island, and expected nothing better than I had found on my way in the morning, considering the poverty of the place. But I was agreeably surprised to find a neat, well-built structure of ample dimensions, in good repair, and well lighted and ventilated, in which the girls were taught. Had there not been a resort to Government aid, in all probability the children would have been taught in some such wretched hovel as that at Baltimore. So far as the building is concerned, I should not care to see anything better anywhere. Decent, well-kept offices are provided as well.

V.C. school at Couscroneen with Kilmacabea National school.

405. Much the same state of things was observable in the non-vested school, in the village of Leap, Kilmacabea parish, when compared with the little school at Couscroneen vested in the Commissioners. The building, indeed, at Kilmacabea was superior to that at Baltimore, but could not bear comparison with the vested school. In the latter not only were the structures good, but the internal arrangements also bore all the marks of care and frequent supervision. The desks, instead of being dilapidated and disfigured, were sound and intact, and were firmly set in their places—a rare thing in the National schools—and the forms were sufficient in number. I did not see a broken pane of glass in either of the buildings. But the children attending them are not exceptional to the general run, and are quite as mischievous as those attending other schools, and do as much damage I have no doubt. The damage, however, if any is done, is promptly repaired, upon being represented to the officer of the Board of Works, who, besides, pays, I believe, a periodical visit to all vested schools at intervals of three years.

Vested schools not increasing;

406. These buildings, however, have not increased of late nor are they likely to increase, so determined is the clerical body to remain aloof in every possible manner from the National Board until some modification is made in its present system. I met a parish priest whose district is not far from Skibbereen, who informed me that the roof of his school was fast falling in, to repair which he was begging aid everywhere. He would take Government aid he said, but it would be going against the bishop's injunctions to do so. The feeling is against accepting aid of any kind from the State under existing circumstances, so that it is out of the question to attempt to build even schools vested in trustees.

bishops and clergy oppose them.

The Catholic Bishops of Cork and of Cloyne are both emphatic in their expressions of determination to stand aloof from all connexion with the Board of Education beyond what is absolutely necessary. Priests, here and there, would gladly improve their school-buildings, if they could, by means of Government aid, but they cannot, they say, as things are now. One parish priest, whose name I must not mention, hard put to about his schools, applied for aid, keeping, however, the fact, I believe, as much out of the bishop's knowledge as possible.

Schools vested in trustees. Number and localities.

407. The schools vested in trustees are very few. I saw only four such. They were in the towns. One in Cork—the Sundayswell School—is the oldest National school in that city, and one of the oldest in that part of Ireland, having been built thirty-three years ago. The others were in Queenstown, in Kinsale, and in Skibbereen.

Buildings good.

No buildings can be better as regards solidity, height, area, and provision for light and ventilation than these schools are. I do not, indeed, think their shape so well adapted for good organization and discipline as they might be, but they were erected at a time when opinions about such matters were different from those which prevail now, and the question is concerning their general fitness for the purposes they serve. The lesser

* The letters V.C. and V.T. refer to the schools vested in the Commissioners of National Education and in Trustees respectively.

repairs are not perfect—windows are frequently out, the flooring is sometimes bad, and the offices, with which all these schools are supplied, uniformly bad—badly drained and ill-constructed, and always filthy. The Sundayswell school comprises two departments for boys and girls, the girls being above and the boys below, but as there is no greater separation between them than the thin flooring of the former room, the noise from the girls' school is very distracting. They may have become accustomed to it, but to me it was simply intolerable. No one seems to have even thought of it as a defect. I am sure it would not be allowed to go unremedied in England very long. Parochial funds, supplemented by State aid, were the sources from which the necessary sums were obtained to build these schools, which are held in trust generally by the parish priest, his curate, and a layman. In Skibbereen, I found that the bishop was one of the trustees of the school there. I was quite unable to discover any particulars respecting the renewal of the trust deeds, or the re-appointment of trustees. Repairs imperfect.

408. Twenty-seven schools non-vested were visited by me. They may be classed as follows:— Non-vested schools.

1st. Those built expressly for school purposes.
2nd. Those not so built, but fairly suitable.
3rd. Those wholly unfit.

409. In the first class, we have all the conventual schools, with one exception—St. Finn Barr's convent school—and certain other schools, in town and country, amounting in number to about fifteen, all of which may, on the whole, be said to be good as regards size, height, thickness of walls, light, ventilation, &c., &c., such as St. Patrick's school in Cork, Passage West boys' school, the school at Ballinspittle, the Carmichael schools in Cork, the nuns' school at Queenstown, and those at Kinsale and Bandon. Condition of buildings of first class.

410. The state of repair in these buildings varies considerably. The nuns' schools are all in good order; for, being the property of the convents to which they are attached, care is taken to keep them so. They are also well lighted, and fairly well ventilated and furnished. The Presentation Monks have large schools in Cork, which were built as such, and are, on the whole, well kept, and do not present any great defects of air or light, except in the case of the infants' room in the Douglas-street schools, which is as badly ventilated a room as I ever saw, considering the size of the buildings. These establishments are supplied with good offices, which are, besides, well kept—a thing not to be lost sight of in educating the poor.

411. The schools taught by secular teachers are of various grades of excellence. In one place, where the buildings are nice externally, good ventilation has been sacrificed to Gothic windows and a high-pitched roof, and the importance of keeping the two departments out of hearing, as well as out of sight, of each other has not even been thought of. I allude to the pretty-looking National schools belonging to the Presbyterians in Cork, known as the Carmichael schools, which are badly ventilated, and have merely a green baize hanging curtain separating the girls from the boys, whose cries of pain under the rod, and buzz and murmur of lesson-learning, and heavy tramping as they were marshalled in classes, were a sore hindrance to me while I examined the girls. The repair of this building was excellent.

412. The St. Nicholas school buildings, Cork, were not built as such, but being large enough to meet the wants of the parish, and close to the church, were rented for the purpose; they are, therefore, as to shape and commodiousness, not so good as many other National schools, but fairly answer their present purpose. Exception must be made in favour of the two infants' schools which are of a better style, being more like school-rooms than dwelling-houses, and if the two departments were thrown into one would make a very good school-room. St. Nicholas' schools, Cork.

413. Those buildings which were erected especially for educational purposes were put up at the expense of the parishes in which they are situated, and were built on a liberal scale, being, as I have before said, well lighted and ventilated, and spacious. The school-house at Ballinora is an exception to this general rule. It was never originally well built; it is deficient in length and width, and so affords little room for moving about, and is poorly ventilated. The minor repairs of these buildings are as a rule deficient, which gives a look of untidiness and disorder which, without more careful examination, would lead one to form an exaggerated opinion of their general condition. A very small yearly outlay would keep them in good repair, and give them a better appearance than they now wear. It is not unimportant as regards the education of the children, in the broadest sense of the word, that the rooms in which they are taught should be kept in good order. Schools built at expense of people. Minor repairs bad.

414. The desire to establish schools without going to the expense of building, or the actual inability to raise funds, led to a system of make-shifts as regards accommodation, which, while in the minority of cases they were adopted with sufficient regard to the essentials of a school, were, in the majority of cases, more unscrupulously resorted to, an abuse greatly owing to the over-leniency of the National Board in enforcing its regulations, itself, I have no doubt, attributable to a desire not to give any more cause of annoyance to the clergy than was absolutely necessary. With three exceptions, all these buildings had been dwellings of different kinds, ranging from town-houses to thatched cabins; two had been chapels. I saw only four buildings of this class to which I should, in England, be able to recommend the payment of annual grants in support of the schools taught in them. Two of them, however, just came within the margin and no more, and, with one exception, all would be required either to improve the drainage, or supply proper furniture, or make provision for warmth during the winter. In the school at Cloyne, the centre of a thriving district, the children are kept away from school during the winter in consequence of the absence of any provision for warmth. In the girls' school there is indeed a stove, but it is too small to do much good in a large room with a high-pitched roof too thin to keep out the cold, which finds its way in, besides, through the chinks which seemed to abound in the walls. The mistress assured me that it was miserable during the winter. This absence of provision against the winter is very generally complained of. Condition of buildings of second class.

415. The SS. Peter and Paul National schools in Cork are held in a house in the heart of the city, the girls occupying the first floor, and the infants the second. The rooms are of a most inconvenient shape, although possessing air and light sufficient, and the drainage appears to be very bad. The mistress informed me that the smell was sometimes intolerable, and had a bad effect on her health. There is no play-ground, and the infants have their recreation on the dark stairs. One of the managers told me that they meant to build in time, but as more than one school generation has passed through them since their establishment, it is not improbable that more than another generation will pass through them again before the contemplated step is taken. The school-house at Castlemartyr is a neat-looking building, and is kept in good repair in every respect, but is wanting in ventilation, the windows being insufficient. SS. Peter and Paul schools. Castlemartyr.

416. The only convent school buildings which I found unsuited to their purpose were those known as St. Finn Barr's convent school in Cork. Nine rambling rooms, formerly inhabited by the nuns, are now packed with an average daily attendance of 645 girls; there were present on the occasion of my visit 670. The rooms are all low-roofed, badly ventilated, and situated on different floors. I did not see one in which there was space enough to move freely about, the girls being huddled closely together on the long benches which St. Finn Barr's convent schools.

reached almost from wall to wall. One room, in which there was space sufficient to accommodate only 30 girls, had as many as 50 at work sewing when I passed through it. There is no adequate provision for the infants, who are located in two rooms, one of them being badly lighted, and the other, although spacious enough, is unconnected with any part of the school, is badly furnished, and is left for the most part under the supervision only of a little monitress. The number of pupils enrolled on the books of the school was in July, 1868, not less than 1,228.

Condition of buildings of third class.

417. Some of the non-vested school buildings are wholly unfit for their purposes. Indeed, the majority of them should be condemned by the National Board, and be continued on their books only on the condition of the managers undertaking to build new schools within a given time. I have described above two of these miserable places. I must not omit to notice two more, one of them situated near Cork, and the other near Kinsale, and known respectively as the Clogheen and Belgooley National schools. They are both thatched and unfloored, with insufficient space, no ventilation, and badly lighted. The Clogheen school is about three miles out of Cork to the north, and is situated in the district of which the Catholic cathedral is the parish church. The parish contains two large Christian Brothers' schools and three nuns' schools, all of which were erected free of cost, at least as far as the parish was concerned, and are maintained independently of any assistance from it, so far at least as I know. Only one school has been erected in that district by the direct action of the clergy—that at Blackpool. I am therefore puzzled to conceive how the school at Clogheen has been allowed to continue in the present building, as it has for several years. The Inspector informed me that he had remonstrated, and was met by promises to do something in time. The building at Belgooley is of the same kind, but worse if possible than the other. But no step is taken by the parish priest towards building another, nor does the National Board do more than threaten. I cannot refrain from mentioning the Bandon National school. The building was a house, but being too small and having two floors, the ingenious device was hit upon of cutting away half the flooring of the upper storey, which thus became a deep gallery, into which the children ascend by a steep ladder-like flight of steps. It is conceivable how good the discipline of the school must be. There is no good National school-house in a town of nearly 7,000 inhabitants.

Class-rooms.

418. I saw very few class-rooms in the buildings I visited, and they were chiefly in the schools taught by "religious." In the ordinary National schools they are rarely seen. I came across only two schools which had them. A good sized room opening out of the principal school-room would, in places where separate infants' departments cannot be had, be very useful, as it could be used for the younger children, whose presence among the elder children is a hindrance to instruction and good discipline more or less.

Out-buildings, offices. Offices common but bad. In non-vested schools often none.

419. In no instance did I meet a case of any outbuildings, except the offices, connected with the schools. Offices are in the majority of cases to be found in every school, but their drainage is, for the most part, defective, their structure imperfect, and their filthiness excessive. In several cases of non-vested schools no offices exist at all—witness Baltimore, Clogheen, Belgooley, Midleton infants' school, all of which are without them, although they are mixed schools.

Schools not connected with Board. Christian Brothers'.

420. Among the school buildings not connected with the National Board we have the Christian Brothers' schools, and one monks' school, the nuns' schools, and the schools in connexion with the Church Education Society. I visited four schools of the Christian Brothers, and found admirable provision made in every case for decency, comfort, and health. The rooms are without exception good, and in thorough repair; and every care is taken to ensure ventilation, light, and warmth. The buildings have more architectural pretensions than any others, and are sufficiently substantial to last for many years. Their interior cleanliness and good order contrast very pleasingly with the condition of the National schools. The best offices are found in them.

Nuns.

Very much the same may be said of the nuns' schools, which are all new, with one exception—that of the North Presentation Nuns—and have been built with a careful regard to modern improvements. The buildings not long since erected, and attached to the convent of the Sisters of Charity of the Irish Congregation, are as fine as any I have seen anywhere; and I believe I may say that the infants' room is the finest I have ever seen. Similarly the schools conducted by the Sisters of Mercy, and known as Our Lady of the Rock, are worthy of much commendation—they were erected at a cost of about £3,000 not long ago, chiefly through the exertions of Mr. Hegarty, a magistrate of the city of Cork, whose benevolence and interest in the cause of education are well known there. All these buildings are on a vast scale, and it is a debatable question whether very large schools are the best, but that is distinct from their excellence as buildings.

Church Education Society.

421. The greater number of the school buildings connected with the Church Education Society, are, if not good, certainly beyond the reach of such censure as many of the non-vested National schools merit. The schools in the towns of Cork and Bandon were built expressly as such, and are spacious, and in most respects good. They are, however, out of all proportion to the numbers which attend them, and seem to have been erected at a time when the Protestant body was more numerous in that part of Ireland than it is now, or with a view of being able to accommodate any accessions to their body they might gain; otherwise, I am wholly unable to understand the anomaly of having rooms large enough to contain more than, in some cases, six times as many children as attend them. In the Bandon girls' school there is accommodation for 350 children, allowing 8 square feet of space to each child, but the average attendance does not exceed 40. The St. Luke's Scriptural schools could contain in its 3 departments above 300 children, but its daily average attendance does not exceed 88. The schools in the country districts are of course larger than the requirements of education demand. On the whole they are tolerably good, and are kept in fair order, but are not always supplied with offices. In several cases the teachers have houses attached to the schools. In three instances the school-room is in the house. They are not always supplied with offices.

Furniture, fittings.

422. As regards furniture and internal arrangements generally, the Christian Brothers' and the newer nuns' schools stand first; the schools vested in Commissioners stand next; and the other National schools of all kinds, as well as the Church Education Society's schools, stand last. Furniture consists, of course, of forms, desks, a rostrum for the teacher, and cupboards. There is in all schools, except some of the smaller National ones, a sufficient number of forms to seat the whole school at once, but where area is wanting the "bipartite system" is resorted to, that is, half or one-third of the scholars are engaged in some lesson which requires standing, while the other division is sitting. I regretted to notice an absence of any separate seats for the assistant teachers in the National schools, which drives them to sit with the children, and thus breeds a too great familiarity between teacher and scholars, and destroys the influence of the former. The Christian Brothers have a good plan of providing in their upper rooms a small rostrum, or seat, in a corner of the room, for the senior monitor, which gives him a distinction, and helps him to maintain his authority.

Condition of furniture, apparatus, &c., &c.

423. The furniture in most of the National schools is old and rickety and clumsy. The desks are mutilated and disfigured; they stand frequently unsteadily, and are not unfrequently broken, while the forms are little better. There is no cupboard besides the one in the master's rostrum, which is generally not overstocked with anything. Ink-pots are scarce, the children bringing when they can small bottles of ink, and borrowing or

going without when their own is exhausted. The schools of the Christian Brothers and other religious in all these respects contrast very favourably with the National schools. There is no influence in these last to remedy all this by putting them in a better way. The schools of the "religious" have the influence of superior social habits brought to bear upon them, whereas the National schools are quite beyond the pale of such influences, being isolated entirely from the social life of the country. It is a thing greatly to be desired that such a relation could be brought about between the schools of the nation and its people of all classes as would benefit both.

Monitors.

Different classes of monitors.

424. Monitors in the National schools stand very much in the same position as our pupil-teachers do in England, inasmuch as they form part of the teaching staff, and, like them, are subject to examinations, and are paid for their services, but differ from them in not being apprenticed for any term of years. Monitors are for the most part divided into two classes of senior and junior monitors, who are paid at different rates. There is also another class of monitors known as first class monitors, but they are quite exceptional. They are luxuries which are allowed to large and highly efficient schools, and do not seem to be employed in them because of any need for more efficient teachers, but as a kind of reward for the generally good condition. I saw one such in the girls' school at Castlemartyr, which, for an average attendance of 87 scholars, was provided with two certificated teachers, and the first-class monitor above mentioned, with a salary of £15. All the other first-class monitors I saw were in the convent schools, which are allowed them, owing to their numbers alone, I should think, and not to their efficiency. Organized schools are supposed to have a set of unpaid monitors, for whose instruction the teacher receives a gratuity, but as the rules concerning organized schools appear to be falling into disuse, I saw only one school in which they existed.

Numbers of monitors in ordinary and conventual National schools.

425. In the ordinary National schools I found 38 monitors, and in the convent schools 73. The great size of the latter accounts for their employment in greater numbers in them; but there is also a great tendency among the Inspectors, who have practically the power of appointing monitors, to allow the nuns as many as they can, to compensate, probably, for the small remuneration they receive from the National Board. In the ordinary National schools they are fewer, owing to the large number of certificated teachers employed in them, which thus renders the appointment of monitors needless. In these schools—at least those which I visited—junior monitors prevail, owing to the majority of the teachers being of the lowest classification. As regards the supply of monitors, a distinction must be made between girls' and boys' schools, and between the town and the country. In the towns, the boys can do better than by becoming monitors, and there is a difficulty, therefore, in getting them. One teacher at Queenstown told me that the boys could get more there by running errands and doing odd jobs, and would not, therefore, offer themselves for the post; and in the case of a better class of boys, their education would insure them, at the outset, as much as they would receive after four years of service as monitors. In the country, the boys are not, however, much more ready to become monitors, as farm labour is becoming more remunerative, owing to emigration. There is much greater facility in getting girls to offer themselves, and the difficulty in the ordinary schools is to get them appointed. In the nuns' schools, I have observed that they are more numerous, as girls offer themselves in greater numbers, owing to their attachment to the nuns, and to the facility with which they are appointed by the Inspectors. They are appointed by the Inspectors, with the managers' approval. The teachers pick out the most intelligent children, and in some few cases determine whom to recommend to the Inspector by competitive examination. But there were not more than three instances of that method in all the schools I visited.

Supply of monitors.

Method of appointment.

Their utility.

426. Of their utility in helping the teachers there can be no doubt, since they relieve them of the drudgery of the lower classes, who are invariably taught by them. The convent schools would be unable to get on at all without them. But of their real efficiency as teachers not much can be said. The junior classes in all the National schools are the worst taught, and the instruction throughout the convent schools is inferior. They are not to be blamed for this; they would do better if they were themselves taught better, but that will not be until the teachers themselves are made more efficient.

Their general efficiency.

427. I did not examine any monitors, except at the convent school at Kinsale, where I found them very efficiently taught. I am unable, therefore, to say anything as to their acquirements generally. They are certainly very much more intelligent than our pupil-teachers in England, and are, as they have in all cases been long at school, and have derived whatever benefits a National school can bestow, probably better instructed than, although not so systematically drilled as, the English pupil-teachers are. The girls are always respectable, and, indeed, superior in manner and dress to the children, particularly in the convent schools, where the general tone is higher than elsewhere. Most of the mistresses have been monitors in those schools, and have carried out into life with them the good they got there; and the monitors who come in contact with them in the secular schools have thus a better chance of becoming morally improved. The boys have in most of the schools but few such chances. Their teachers have never had any opportunities of becoming educated in a wider sense than acquiring a knowledge of the subjects which they must know in order to become qualified to teach, and they consequently have no higher models to copy from, and remain as they were when only scholars. They have no authority and command no respect.

Monitorial system might be made more efficient.

428. Much might be made of monitors in Ireland. They might be employed more numerously, and with better results as regards education, and lessen expense by reducing the number of certificated teachers, who are not, as a rule, so useful in teaching the merely elementary classes, and are not so easily made to work in concert with the principal teachers. Their employment would, besides, furnish a well prepared supply of candidates for the training schools, which would be a great advantage in every way. But it will be necessary to hold out inducements, especially to boys, to become monitors, in the shape of better pay than they now receive, with the prospect, besides, of remuneration sufficiently high to put their future employment as teachers on a level with the general run of occupations in which they might find employment. By fixing a scale of salaries for monitors adjusted to the rates at which juvenile labour is remunerated in Ireland, it would be, from what I could gather, not difficult to get a sufficient supply of boys and girls to become monitors, the majority of whom would not eventually become teachers, but a residue would be left who would form the material from which the teachers of the country might be taken. To make such a system effective, there must be trained teachers in the schools, who would be able to educate, and direct, and elevate the raw youth who would become monitors; and it would also be necessary, in order to secure some certainty of their continued employment, to introduce a system of apprenticeship for a term of years. The employment of monitors would be economical, as it would, by rendering the employment of so many certificated assistants unnecessary, at once reduce the expenditure in salaries to teachers, and render the cost of maintaining training schools less heavy. In England assistants are the exception, while pupil-teachers are the rule; and the schools, which are taught by well directed pupil-teachers, are quite as, if not more, efficient than those in which assistants are employed. They, without doubt, do the drudgery better.

429. Imperfect as is the monitorial system in the National schools, it is, nevertheless, the only one which at all approaches to being well organized. Recognising the monitors as teachers, the National Board endeavours to insure their efficiency as such by testing their qualifications by examinations, increasing in difficulty as their period of service lengthens. The schools of the Church Education Society may be excluded from these observations, as they employ monitors very rarely. I desire to say a few words about the monitorial system in the Christian Brothers' schools. They employ monitors in their schools, but they are unpaid, and thus, at the outset, they have no hold over them. There is no obligation on the monitor binding him to the observance of certain rules, and to the discharge of fixed duties. He is not obliged to study himself, or to attend for instruction at fixed hours; he has no examinations to undergo, and is in all respects perfectly free, while the Brothers themselves are equally free from any obligation to instruct him. The consequence of this is, that the bulk of the monitors are not more advanced than the children whom they teach. If the Brothers could afford to pay their monitors, the condition of things would be very different, and one would no longer see boys acting as monitors who are only a division of a class in advance of those whom they are engaged in teaching. It is curious to go into one of their schools and observe their monitorial system. It is visible in its most inefficient form in the lower classes. On going into a room in which the boys in the First Book are taught, if it is the hour for reading, 9 or 10 divisions consisting of 8 or 10 children may be seen ranged down each side of the room in semicircles, opposite an alphabetical or reading card, and round a little boy probably not older than the rest, and whose educational superiority to his pupils cannot be measured by more than a few pages of the lesson book they are themselves reading. The Brother in charge of the room goes from one division to another in turn, superintending personally, therefore, only one-tenth of the pupils at once, the remaining nine-tenths being left to the little monitors, who, it is no disparagement to the good discipline of these schools to say, spend half of the time either in the listlessness or the activity which are peculiar to boys of that age. They cannot possibly concentrate the attention of the others on their work, and most frequently join in the distraction which seizes their little minds. In the upper classes the arrangements are better, since a certain number of boys of a higher class are kept in each room, and receive special instruction from the teacher; but still they are only scholars, and as such have not sufficient weight. I am not surprised at the poor results in the lower classes under such circumstances. One of the advantages which the Christian Brothers would derive from a connexion with a good Government scheme of education would be the means they would then have of strengthening their teaching staff by employing efficient monitors. At present they are driven to employ multitudes of unpaid assistants, but are hardly benefited at all by them, owing to their inefficiency. The Brothers are not unconscious of this defect in their system, and would, if they could, willingly remedy it.

Monitors in Christian Brothers' schools.

School Management.

Schools entirely managed by the clergy.

430. The management of the National schools and those of the Church Education Society is generally in the hands of the clergy. The only exceptions to this rule are a few schools in connexion with the National Board belonging to the Established Church, and two Presbyterian schools which are to some extent under the joint management of the laity and clergy, and two of the Church Education Society's schools, in Cork, which are similarly circumstanced. The ordinary National schools are exclusively in the hands of the clergy, as are also the majority of those of the Established Church, while the convent schools are managed by the superiors of the houses to which they are attached. Lay influence is consequently entirely unfelt in the educational affairs of the country. I know of only two laymen who are patrons of National schools, but their patronage is merely nominal, as they take no active part at all in their management. I refer to the Sherkin Island boys' school, which was erected partly at the expense of Sir H. Beecher, bart., who, however, does no more than find the money occasionally for its repair, and to the Sundayswell school in Cork, the land for which was given by Lord Cork, with an endowment of £10 a year towards keeping the building in repair. His agent is nominally patron of the school, but is quite passive.

Causes.

431. This exclusively clerical system of school management arose very naturally out of the obvious appropriateness and even necessity, under existing circumstances, that the education of the youth of the country should be visibly connected with religion, and be directed by it more or less. The fact of the schools having been originated by the clergy threw them more exclusively, and almost as a matter of right, into their hands. And when the National Board permitted non-vested schools, the rights of proprietorship over the school buildings still further consolidated their influence as managers. What has been the result of such an exclusive power of management? It is fair to ask the question, for the position of a manager, if it carries with it privileges, also entails duties upon its holder. The local management of schools is the expression of the principle of providing for education by the joint action of the State and of society locally, and of the feeling that all classes would mutually benefit by the connexion which would be created between them by the action of that principle. The interest of the better educated classes would be excited in favour of the institutions to whose support they might contribute, and their personal influence brought to bear upon it with beneficial results. The managers as representing society in their localities, assume the responsibilities of raising money, of keeping the buildings in good repair, of furnishing books, apparatus, &c., of visiting the schools with the view to stimulate exertion among the teachers and scholars, and to develope the civilizing and moral power of the schools to their fullest extent.

Duties of school managers.

Very imperfectly discharged in Ireland.

432. Such, in outline, are the duties of a school manager in England, in return for which he has the privilege of appointing or dismissing the teachers, of directing their conduct as he may think best for his school, and of exercising unrestrictedly his will and judgment in every matter, provided they do not interfere with the general regulations of the Committee of Council. Such, too, are the duties and the privileges of an Irish manager of National schools. But while in England they are discharged more or less fully—since upon their discharge the very existence of the schools depend—in Ireland it is not so, owing, I admit, very greatly to its different circumstances of society as regards population and wealth, and to the principle on which schools are there supported. Nor must sight be lost of the numerous duties which devolve upon the managers of National schools in their capacities of pastors. Their number is small, their flocks numerous, and their districts extensive, and they are, therefore, perhaps, hardly able to accomplish more than what falls strictly within the limits of their duties as priests. But be that as it may, the whole extent of a manager's action at present is to appoint the teachers and monitors, to pay them their salaries, and to convey to them any communications they may receive from the National Board. After the school is opened the manager's responsibilities cease. He is unaccountable for its efficiency in any way. No unbalanced accounts press upon him, no deficiencies have to be made up. The teacher is responsible for books and apparatus, and sometimes is obliged to repair the buildings. The school is visited by the manager, sometimes frequently, more often rarely, but nothing turns upon his visits. He does not trouble himself much about the progress of the scholars, for that is the master's concern, nor is he careful to make the school attractive by affording the means to make it comfortable and warm, and by adopting systems

of rewards for regular attendance and proficiency. No examinations are held by him, nor does he, as a rule, attend when the official inspection of the school is made. The people are not interested in them by statements of their condition and progress from the pulpit, and so the schools are left isolated. As a rule, the managers of the Roman Catholic schools never give any religious instruction, which is left to the teachers. It would give a great impulse to education, if some plan were adopted which would have the effect of producing such necessary interest in the schools in the minds of school managers as would bring their influence into direct action upon them. It is no disparagement to our English managers to say that much of their interest in the condition of their schools is in consequence of their responsibilities about them. Now, although I do not think it possible to introduce the entire system of the Revised Code into Ireland, as the country is too poor, I do hope, notwithstanding, that the managers of National schools, if they are granted a denominational system, will have to assume more responsibility than they have to bear under the present system. And first of all, they should relieve the teachers of the burdens which are now most unfairly imposed upon them, such as the purchase of books, of apparatus, the repairs of the buildings, &c. They should also be made to carry out the regulations regarding the necessity of suitable buildings, good furniture, grates and fittings, and good out-offices. But this will only be effected by making the payment of grants conditional upon carrying out certain stipulations, and upon the efficiency of the instruction of the schools as tested by individual examination. I have found that wherever the managers interest themselves true efficiency is more or less to be found. The schools of SS. Peter and Paul, in Cork, are instances of the happy effects of good management, as are also the St. Nicholas' schools in the same place, and much of the regularity of the children in the Church Education schools must be set down to the zeal of the clergy who manage them.

Education would benefit if managers took more interest in schools.

433. The entire absence of any lay element in the management of the National schools is very much to be regretted, but I do not see any probability of its introduction. It is only in the towns that persons at all competent could be found, but I doubt whether it would be possible to get the clergy to act with them on equal terms. So long as the lay manager happened to agree with the clerical, things would move harmoniously, but if differences of opinion were to arise, I fear the Church would be somewhat uncompromising. Indeed I do not think the Catholic clergy would care to have any active lay management in the schools, and the most acceptable form it could take would be the limited one of subscribing to the schools. In the country, there are, as a rule, no lay Catholics of sufficient intelligence or position who could act as school managers. The landowners are the only persons who could, but they are for the most part Protestants, which at once renders their co-operation with the Catholic clergy almost impossible. What difference a denominational system might make in this respect I cannot pretend to say; it might modify the estrangement, but recollecting the intensity of Protestant feeling in Ireland, I own I should not expect any very great difference. People who consider not only the Catholic theology as wholly corrupt, but its teachers as more or less demoralized by it, are not likely to be willing to act with them in helping on the education of Roman Catholics in schools in which the instruction is based upon the principles of their Church.

Lay influence desirable, but not practicable.

Inspection.

434. It is beyond controversy that the only means by which any great system can be rendered uniform and efficient in its action is by its being subject to the supervision of a central power through officers appointed by that power which is called inspection. And the benefits derived from such a system will be in the ratio of the excellence of the regulations laid down, and of the strictness with which they are enforced. Both these are essential points, since good regulations will remain fruitless unless they are enforced, and strictness will not make up for any radical deficiency in the rules. Now the National system of education in Ireland possesses these two instruments of efficiency. It has a code of regulations, and a staff of officers to enforce their observance. What are the results produced? I would refer to those portions of my report especially which treat of teachers, of school buildings, of registers, of instruction and discipline, and of the observance of the regulations of the Board of Education. From them it may be gathered that while the teachers are diligent and punctual in the discharge of their duties, and are careful in keeping the school records, and the general regulations are observed, the instruction of the schools is not as satisfactory in the lower classes as it should be, and time is wasted in them; discipline is bad; the buildings are either neglected or wholly unfit for their purposes; and the books are in many cases deficient as well as other requisites. Now these are the special points upon which inspection is meant to bear, and it appears that the most important of them are not in as satisfactory a condition as might be expected. There is a want somewhere. Is it in the officers or in the regulations themselves? I believe it to be chiefly in the latter, which are negatively defective, in that they make nothing, or not enough, to turn upon the reports of the Inspectors. This is particularly observable in the condition of the buildings and of the discipline and instruction of the schools. Correct reports are, I take it for granted, made, but nothing is done, no penalty is incurred, if they are unfavourable, and so the evils of dilapidated buildings devoid of appliances for maintaining decency, of bad discipline, and moderate instruction are perpetuated year after year. The grants, too, taking the exclusive form of payments for teachers' salaries make it still more difficult for the central authority to act, since the sufferer would be the teacher, who, paid already at the minimum rate at which living is possible, could not bear any deductions from his pay.

Results of inspection of National schools moderate.

Rules of Board not stringently enforced.

435. With respect to the effect of inspection upon the instruction of the National schools, my impression is that it does perhaps as much as could be expected. It certainly has the effect of keeping up a definite programme of study, and that to a certain extent does good. But it fails to produce a thorough efficiency throughout the schools, for the examinations of the lower classes are not reported upon with sufficient minuteness, and there is too great a tendency to make the highest class the index of the proficiency of all the others. And again, no notice appears to be taken generally of the long periods of time spent in the lower classes, nor is the almost universal absence of any marks of proper attention to the children in the lowest class noticed sufficiently seriously. If the schools were paid by results obtained upon individual examination of the scholars according to fixed standards, the Inspectors' reports would better represent the general condition of instruction than they do now. Most of their observations which I read were wanting in sufficient regard for the humbler parts of the school, and dwelt too much on the brilliancy of the upper class. As compared with our English method of inspection, the Irish system is superior in so far as it may be considered more efficacious to visit schools without notice, which, of course, keeps the teachers in a constant attitude of preparation, and, therefore, of efficiency, so far as being at their posts, and having their school at work, and observing regulations, are concerned, but in all other respects it seems to fall below it.

Instruction not fully benefited by inspection.

Individual examination needed.

436. Much of the value of inspection depends upon the individuals who are employed as Inspectors, and its *morale*—not its least important aspect—rests very much upon them. Their influence reaches to the teachers, and through them to the children, and may do much good or may do harm. It is difficult to estimate exactly the direction of this influence in the National schools, because the Inspectors labour under the disadvantage of

Moral value of inspection.

having teachers to deal with who have had none of the advantages of sufficient intercourse with persons more cultivated than themselves, and are, consequently, not so sensitive to the highest influences as would make their contact with the Inspector beneficial to them. But I could see very few traces of such influences. The manners, ways, and general tone observable among the teachers did not convey to my mind that they had been for years in contact with courteous gentlemen; they did not seem to comprehend that one could combine all the respect and kindness due to them with the strict performance of an official duty. Nor did the scholars appear to understand a gentle tone of voice and manner; it seemed sometimes as if they could not obey directions given in such a manner. How much the Inspectors are accountable for that I cannot say, but it is certain such is the fact. I have met with only three National school Inspectors, and exclude them entirely from these remarks, as they had taken charge of their districts only a very few months before I commenced my duties. One of them I had the pleasure of seeing frequently and knowing well, and am able to testify to his culture and refinement of mind, his fine sense of delicacy and honour, and his zeal in the discharge of his duties. Many of the qualifications which are essential to the real efficiency of school inspection do not necessarily accompany the possession of the requisite amount of knowledge by the candidate for employment, which seems to be the only thing looked to (of course a good moral character is required), and so it is not wonderful that persons unfitted for such important positions are employed. The fact that the National Inspectors, as a body, stand in such small public esteem is a melancholy proof that such is too frequently the case. The masters are now more frequently raised to the position of Inspectors than formerly. If they happen to be individuals who have risen above their former habits of thought and life up to a higher level, let them by all means become Inspectors, but if they have no higher qualifications than the ability to pass an examination, I should be inclined very much to question the wisdom of allowing it. One of the means of elevating the lower classes is by bringing them into contact with people superior to themselves in refinement of mind and manners, as well as in education. But one of the conditions of success is that the superiority be visible and marked, and unless it is so, it carries very little weight.

Books.

Books of National Board generally used, and approved, except as regards their un-Irish character.

437. The books in use in all the National schools of every description are those published by the National Board of Education, which are used very generally also in the schools of the Church Education Society. Their use is not insisted upon, and managers are free to use others, subject only to the approbation of the Commissioners of Education; but the cheapness at which they are sold puts at once all others out of the field of competition, and in spite of their defects in the eyes of the clergy, they have been, and are, the means by which the children are taught. Of their general suitableness, in a literary point of view, I heard very little question; all parties joined in saying that they were so far good. It was of their un-Irish character that I heard most complaint made. The absence of any mention of Irish history in books intended to teach the inhabitants of Ireland was regarded as an attempt to destroy the feeling of nationality, and was the only feature which provoked much resentment. The last edition is, however, considered more satisfactory, but still deficient, as, while introducing Irish geography and scenery, &c., &c., it omits Irish history. In some minds there is a feeling in favour of the introduction of religion in a more definite way, but that is quite the exception. The Superior of a convent told me that she was quite content with the books, as did also the Head of the Presentation Brothers, in every way, except as regarded their nationality. The insertion in the Fourth Book of that beautiful little song "The Angel's Whisper," gave much pleasure, and its subsequent removal, together with that passage which described Queen Philippa as making the sign of the Cross when dying, provoked much resentment, principally, it seemed to me, because it was yielding to the intolerant bigotry of the Presbyterian minority.

On the whole they are good.

The works themselves strike me as good on the whole, but I should prefer to see the First Book improved, in the way of introducing more information than most of the lessons now contain. It surely is possible to combine a great variety of simple words in lessons or sentences which would convey some real idea to a child's mind. The Fourth Book is also open to the objection of being too advanced for the children who use it. The idea underlying its compilation seems to have been that the chief excellence of a reading book of that class consists in the intrinsic beauty and perfection of the selections composing it, and not so much in its adaptation to the years and intelligence of the individuals for whom it is intended. I cannot conceive how a highly metaphysical passage on the soul of man from one of Dr. Newman's sermons could be thought even intelligible to a child of thirteen or fourteen years of age.

Supply deficient.

The supply of these books in the National schools, cheap as they are, is very frequently deficient. This happens only in the ordinary National schools, the convent schools being generally well supplied, and is owing to the rule which makes the teacher responsible for their supply. I have frequently seen three boys using the same book, indeed in almost every school I noticed more or less the same want, which likewise extends to slates, copy-books, pens, ink, &c., &c. In the school at Passage West, when a boy's ink-pot is empty, if he refuses to purchase another, he is made act as a temporary monitor, and superintends the writing of the others.

Books of Christian Brothers.

The Christian Brothers compile and publish their own books, which are used also exclusively in the convent schools not connected with the Board. They are much more difficult than the National series, the Third Book being as advanced as the Fourth of the latter class, and they are fuller of interesting matter of all kinds, and combine nationality and Catholicity in considerable proportions. They are of course more expensive than the National books, but are nevertheless bought by the scholars, who, owing to their price, take much care of them, and make them last longer. The schools of the Church Education Society use indiscriminately the National school-books, those published by the Society for Promoting Christian Knowledge, and (sometimes) the venerable Dublin Spelling Book. In the same school all those different series may be seen frequently, and, as a rule, the supply is imperfect.

438. If a denominational system of education should take the place of the present one, it will be an important question to decide how far the Central Board should interfere with the books. If, as I hope, books will continue to be supplied on the present liberal scale, the matter will not be so difficult to manage, for, provided the heads of the different religious denominations are consulted in their preparation, the governing body would be left free to act as they think best. But if the grants of books are discontinued, and the composition of school-books, therefore, falls into private hands, the schools will labour under the disadvantage of having different series of books of different degrees of excellence or inferiority (which would interfere with uniformity of results), and of being unable to supply the children liberally with them, in consequence of the inability that would arise of supplying them as cheaply as the National Board now does. All classes of people agreed in saying that the publication of books by the National Board has been one of the greatest blessings to Ireland, as their cheapness put them within the reach of all. It will be a misfortune if the same facilities cannot be continued under a new system.

Regulations of the Board.

439. The rules of the National Board appear to be observed with much exactness. Those which relate to religion are the ones which would be most likely to be infringed, but I have no cause to think that they are in any class of school. In the ordinary National schools, so entirely is religion in the shape of any definite belief absent, that there is nothing to put one in mind of its existence, except the cards which contain certain exhortations to be tolerant and peaceful, and the Decalogue. Neither cross, nor crucifix, nor image, nor symbol of any kind is in them; and only in one instance did I see the cross upon a school-house—it was at Kinsale, but was put up previous to the prohibition against its use. It is not that they are concealed from view during the hours of secular instruction, as in the convent schools—they do not exist in any manner at all. In the nuns' schools, however, there is always a cross, or a statue of the Blessed Virgin, or of some patron saint, which, however, is kept as a rule in a cupboard, and is exposed only at the hour for religious instruction—generally at noon—when the card with the words "religious instruction" is suspended in the place of the other with the words "secular instruction." Regulations of National Board observed.

440. The sign of the cross is forbidden, and any—even momentary—interruption for prayer is prohibited. But a very unwilling acquiescence is yielded to these regulations, as they are felt to be meaningless and useless where there are no Protestants at all. Here and there they seem to have been disregarded, but the Board was prompt in requiring their full observance. I saw only one convent school in which the sign of the cross was made, but there were no Protestants present in the school, or enrolled in its books. The parish priest at Midleton told me that in the convent school there, attended exclusively by Catholics, the girls were at one time in the habit of stopping for a moment, and bowing their heads for the purpose of saying secretly a little prayer. The Inspector noticed this, and reported to the Board that their regulations were violated, mentioning particularly that the girls said a prayer. The Commissioners forthwith communicated to the manager their request that the practice should be stopped, as no prayer could be allowed. The Inspector had not been accurate enough, and left himself open, by stating that a prayer *was said*, to the charge of making an incorrect statement, since no words were audible. The priest was quick to taking hold of the flaw, and charged the Inspector to the Commissioners with making a false report. It was a quibble of course, but it was literally true that no words were audible, and therefore the Inspector could not correctly affirm that a prayer was said. The Commissioners felt this, and had to satisfy the priest by reprimanding their officer, but nevertheless insisted that no interruption *of any kind* to secular study should take place. Difficulties such as these are likely to arise out of the conflict between the religious feeling of the teachers and the prohibitions which the present rules put upon them. The secular teachers are not so sensitive about religion, and being more completely under the direction of the Commissioners of Education, similar complications do not arise in their schools. The Presbyterian and Established Church schools under the Board are equally observant of its rules as others are.

441. Before concluding, I would again express my deep sense of the importance of making some such change in the present system as may have the effect of drawing within its influence all classes of the community by recognising the principle of religion as the basis of education. It appears to me to be hopeless to perpetuate the present system, or to succeed in overcoming the prejudices against it which exist; for strong influences are springing up which cannot be coerced, and which may tend to widen the breach more and more between the people and the institutions of the country. And to make any system of education in Ireland perfect, it will be of the first importance to have it well officered, which can only be done by making the teacher's office sufficiently attractive to induce young men of ability to become teachers by holding out the prospect of sufficient remuneration and of advancement, and by establishing schools in which the future teachers of the country may learn their business thoroughly, and may acquire a spirit of religion. It will further be necessary, in order to stimulate the zeal of all concerned with the conduct of schools, to make success in teaching as tested by examination the measure of aid from the public purse. With these principles fully carried out, I believe the education of Ireland would be inferior to that of no other country.

I have the honour to remain, my lords and gentlemen, your most obedient servant,

Walter Scott Coward,

Assistant Commissioner.

Dublin, 28th July, 1869.

Appendix A.

Table showing different degrees of Salaries of the Teachers in—

(1.) Ordinary National Schools.

Degree of Salary.	Name of School.	District.	Class of Certificate. Class.	Division.	Average Attendance of School.	Sources of Income.	£	s.	d.
Highest Salaries of Teachers of 1st Class.	Carmichael male.	Cork, . .	I.	I.	64·7	Salary, . .	52	0	0
						School fees, .	55	1	11
						Drawing, . .	5	0	0
						Training monitors, . .	1	0	0
						Sale of books, .	0	17	10
						Good service, .	8	0	0
							121	19	9
	SS. Peter and Paul, No. 1, female.	Cork, . .	I.	I.	106·	Salary, . .	42	0	0
						Good service, .	9	0	0
						Gratuities for monitors, .	3	0	0
						School fees, .	26	0	0
						Profit on books,	1	5	0
							81	5	0
Highest Salaries of Teachers in 2nd Class.	St. Patrick's male.	Cork, . .	II.	II.	105·	Salary, . .	28	0	0
						School pence, .	22	14	4
						Manager, . .	10	0	0
						Profit on books,	1	8	7
							62	2	11
	Queen-street female (mixed.)	Cork, . .	II.	I.	37·	Salary, . .	26	0	0
						School fees, .	20	0	0
						For music and drawing, .	7	10	0
						Training Monitresses, . .	2	0	0
							69	10	0
Highest Salaries of Teachers in 3rd Class.	St. Michael's male.	Cork, . .	III.	I.	23·	Salary, . .	24	0	0
						Manager, . .	18	0	0
						School fees, .	3	0	0
						Profit on books,	0	12	0
						Coal allowance,	3	0	0
							48	12	0
	St. Patrick's male and female infants.	Cork, . .	III.	I.	113·7	Salary, . .	20	0	0
						School pence, .	10	12	7
						Training Monitresses, . .	3	0	0
						Profit on books,	1	10	0
							35	2	7

Degree of Salary.	Name of School.	District.	Class of Certificate. Class.	Division.	Average Attendance of School.	Sources of Income.	£	s.	d.
Lowest Salaries of Teachers of 1st Class.	Passage, West, male.	Cork, . .	I.	II.	112·7	Salary, . .	44	0	0
						School fees, .	14	0	0
						Profit on books,	0	17	0
							58	17	0
Lowest Salaries of Teachers in 2nd Class.	Clogheen male,	Cork, . .	II.	II.	35·8	Salary, . .	28	0	0
						School pence, .	6	10	0
						Profit on books,	0	7	0
							34	17	0
	Preparatory male infants, and female, No. 3.	Skibbereen,	II.	I.	75·3	Salary, . .	26	0	0
						School fees, .	1	0	0
						Profit on books,	0	11	0
							27	11	0
Lowest Salaries of Teachers in 3rd Class.	Conscroneen male.	Skibbereen,	III.	II.	67·3	Salary, . .	18	0	0
						School fees, .	6	0	0
						Profit on books,	0	10	0
							24	10	0
	Cloyne female infants.	Midleton,	III.	I.	50·	Salary, . .	20	0	0
						School fees, .	3	10	0
						Profit on books,	0	3	0
							23	13	0

(2.) Church Education Society's Schools.

Highest Salaries of Teachers.	Bandon Model and Training School, male.	Bandon, .	I.	68·	Salary, . .	100	0	0
					School fees (with apartments), .	30	0	0
						130	0	0
	Bandon female Training School.	Bandon, .	I.	42·	Salary, . .	60	0	0
					Fuel, gas, and furnished apartments, .	20	0	0
						80	0	0
Lowest Salaries of Teachers.	Baltimore Church Education male.	Skibbereen,	Not classed.	12·	Salary, . .	24	0	0
					House & garden,	3	0	0
						27	0	0
	Midleton Church Education Society, female.	Midleton,	I.	14·	Salary, . .	25	0	0
						25	0	0

Appendix B.

The following are a series of questions which I addressed to the clergy and other influential persons in the district which I visited; they will serve as a key to many of the letters which are printed immediately after them *in extenso* with the view of affording an opportunity to the Royal Commissioners of obtaining from the writers' own words their views with respect to the subjects on which I addressed them:—

Offices of Primary Education Commission, 46, Sackville-street, Upper,

Dublin, ——— 1868.

Reverend Sir,—I have been deputed by the Royal Commissioners of Inquiry into Primary Education in Ireland to conduct certain inquiries in this district with respect to the practical working of the system of National Education, and the state of opinion that exists amongst all classes of the community concerning it.

I am now in for the purpose of performing these duties.

And as you are one whose position and influence must render you well acquainted with the general opinion of the public, I venture to ask you to be so kind as to state your own, and what you consider to be that of the public in your neighbourhood, on the following points:—

1. The present working of the National System—whether satisfactory in itself, and in relation to the question of the expenditure of public money upon it.
2. The means of education for the wants of your neighbourhood—whether adequate or not.
3. If insufficient, best measures, in your opinion, that should be adopted to supply the deficiency.

N.B.—Please state here whether you consider that much, or anything, may be expected from local sources.

4. If the means be sufficient, but not used by the people, what can be assigned as sufficient causes—*e.g.*, are the masters competent? are schools too distant from their dwellings? *religious* and conscientious scruples, poverty of parents, &c.
5. Is the supply of *efficient masters* equal to the demand? If not, what are the causes; and state your opinion as to the best means of remedying this.
6. Is the employment of mistresses in boys' schools, or in mixed schools, *i.e.*, in schools in which both boys and girls are taught, regarded with favour in your neighbourhood?
7. Is gratuitous education prevalent, and is it beneficial?
8. Is there a lively interest taken by the upper classes in the subject of education? Do they take an active part in the general management of the schools? Would it be advisable?

Upon these, and upon any other points that may relate to this inquiry, and concerning which the expression of your opinion may help to enlighten and assist the Commissioners in forming a just estimate of the needs and wishes of the country regarding the important subject of Primary Education, any information that you may be able to give me will be received most gratefully, and will, let me add, be treated, with confidence wherever you indicate a necessity for doing so.

If you are not able to reply immediately, may I beg you to address to me at

Royal Commission of Primary Education,
46, Upper Sackville-street, Dublin.

I have the honor to be, Sir, your obedient servant,

W. Scott Coward, Assistant Commissioner.

Ministers of Different Religious Denominations.

(1.) Established Church.

From the Rev. Thomas E. Evans, Rector and Prebendary of Inniskenny, Diocese of Cork.

I do not consider the National system of education satisfactory. Five young persons members of my congregation attend unwillingly at a National school in the neighbourhood (called the Ballinora School), and when I applied to the Commissioners for authority to teach them the Holy Scriptures in the school and at such times as would not interfere with the appointed hours for secular instruction, they replied that they could give me no such authority, although I am the rector of the parish in which the National school is situated, and the reason assigned by them was that the school was under the patronage of the parish priest of Ballincollig, and that he consequently possessed the entire control over it. I beg to recommend that pecuniary aid be granted by the State to the parochial schools of Ireland, connected with the Established Church. The parochial school of my parish, Inniskenny, diocese of Cork, is conducted by two ladies who attend daily, and voluntarily devote to it a great deal of time and attention, as we cannot afford to employ a paid teacher, such a one at least as would be efficient and desirable.

(Signed) Thomas E. Evans, Rector and Prebendary of Inniskenny, Diocese of Cork.

From the Rev. Louis Perrin, Rector of Garrycloyne.

Blarney, September 19, 1868.

Sir,—I beg leave to acknowledge the receipt of your communication of the 12th inst., and to apologise for my delay in replying to your queries. Before answering them I desire to mention that in this neighbourhood the very far greater portion of the population is Roman Catholic, and that the patrons of the National schools are in most cases Roman Catholic clergymen. I now proceed to answer your queries in order:

1. The present working of the National system in this neighbourhood seems to me satisfactory both in itself and in relation to the question of the expenditure of the public money upon it.
2. and 3. The means of education are in a great measure adequate for the wants of the neighbourhood, yet the schools might with advantage be increased, as many children are at a long distance from the nearest school; I think vested schools might be established in many places; there would, however, be probably a difficulty about local aid. I, at the request of my Roman Catholic parishioners, contributed about seven years ago, the necessary third part required by the National Commissioners as the condition of building a vested school-room in a district of my parish; it was built and there was a very large attendance of children, but within half a year the children were forbidden of the Roman Catholic clergyman to attend it, because (the head master being a Roman Catholic) I appointed a member of the Established Church as assistant master, there being two pupils belonging to that Church; the school-house has since that time been shut up and unused.
4. Has in effect been answered above.
5. The supply of efficient masters is, I think, equal to the demand.
6. There are no mixed schools taught by mistresses in the neighbourhood.
7. There is some gratuitous education, but in most cases the children pay.
8. There are very few of the upper classes in my parish, but the wife of a gentleman who has a large factory in the village of Blarney, and another lady in its neighbourhood (Roman Catholics) take much interest in the National school there.

That was my own parish school, which is supported by myself and attended by a few children of the Established Church and some Presbyterians, I put some years ago in connexion with the National Board for the purpose of inspection.

No other suggestions occur to me at present as worth submitting to the Commissioners.

(Signed) Louis Perrin, Rector of Garrycloyne, Blarney.

From the Rev. George Webster, Rector of St. Nicholas, Cork.

Sir,—In reply to the printed circular you were good enough to send me, I beg leave to say that after years of close attention to the subject of education, I am persuaded that what we ought to have in every city and town in Ireland is a school supported by the Government, in which the children of labourers and tradesmen would be taught reading, writing, and arithmetic at a cost not exceeding one halfpenny a week, giving any clergyman of any denomination the power of remitting the fees altogether in the case of any particular child. I should call this school the Government School, or the Parliament School, or the Royal School—some name different from the name by which any National school is now known. The school should be open to all religious denominations, and no parent above the rank of a labourer or tradesman should be allowed to send his child to this school. If necessary, I should have two, or three, or four

such schools in a city. I should withdraw all grants from existing non-vested schools; and in saying this, you will remember I am myself the patron of six such schools under the National Board.

In addition to this Government school in every city and town, I would have a grammar school, at which the children would pay a fee not exceeding £1 a year; and I would give the Board of Education the power, under peculiar circumstances, of remitting this fee altogether in the case of some children who might be brought under their notice. In this school I should have Latin and Greek taught as well as the higher mathematics. Upon supporting these two classes of schools I would expend all the money voted by Parliament for education, and I would use all the money available in Ireland for endowed schools. Of course I should insist upon maintaining the principle of the present system of National education in Ireland as regards religious instruction, with just this difference, that I would give the local clergy more power over the teachers in these Government schools than they have at present over the teachers in the model schools.

I may add that of all the calamities that could possibly fall upon Ireland, I know no calamity that would be so fatal as the denominational system.

Your faithful servant,

(Signed) GEORGE WEBSTER.

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(2). ROMAN CATHOLIC.

From the Rev. John Browne, R. C. Canon of Cork.

MY DEAR SIR,—In reply to the circular with which you have favoured me, I beg to offer my opinions on the subject to which it refers. The present working of the National system of education not giving satisfaction to almost any party, I therefore concur in the all but universal wish for denominational schools, but only on the condition that the teachers would be paid their entire salaries, as now, by the State, without looking at all to local aid. Local aid is not to be expected, because the demands on Catholics in this country for religious, charitable, and educational purposes are already so many that it would be *difficult*, even in the most favoured localities, to raise any supplementary fund. It would be simply *impossible* in the poorer districts. I think we are fairly supplied with schools here; the only want, perhaps, is that of infant schools, the number of which could be increased with advantage in close proximity to the other pre-existing schools. The teachers of National schools are generally competent and efficient, and I think here, at least, equal to the demand, but they are entirely underpaid. Their salaries should be *considerably* increased, in order to secure to the country in future a sufficient number of efficient teachers. The children who absent themselves from National schools here, do so not from any religious scruple, but from the poverty of their parents—chiefly from the want of clothes, and often, too, from their preference for schools conducted by religious communities, both male and female. It is of advantage to require from all children frequenting National schools, when they can afford, some small pittance, say a penny a week; for I know from experience that our people set more value on education for which they pay something than they do when it is *altogether* gratuitous. It is objectionable to have boys and girls taught in the same room, even under a mistress, but *most* objectionable under a master. Very few of the upper classes take an active part in the management of schools, that they generally leave to the clergy. Pardon me for delaying so long these meagre remarks, and believe me to be yours, with great respect and sincerity,

(Signed) JOHN BROWNE, Canon.

From the Rev. John Cronin, P.P.

Lisgoold, October, 1868.

SIR,—The following are the answers to the several queries:—

1. The present working of the National system is not satisfactory, and there is not enough of public money expended on it.
2. Adequate.
4. Some prefer sending their children to schools where the mixed system of education does not exist, others are too poor. Schools are too distant from young children, particularly in the winter season.
5. No. Because the schools are not entitled to the services of an assistant teacher, the average attendance being too low. I think a school should be entitled to the services of an assistant teacher where the average attendance amounts to forty pupils.
6. The employment of mistresses in boys' schools is not at all regarded with favour; but in mixed schools, if there be a male principal, the assistant should be female. If there be no assistant, the principal should be male.
7. Many of the children attending the schools are taught gratuitously in consequence of the poverty of parents. I think gratuitous education would not be beneficial, as the children paying school-fees attend school much more regularly than those not paying. I would recommend gratuitous education, provided the locality be taxed instead, and that parents and guardians be compelled to send their children to some school.
8. They take no interest whatever, with very few exceptions. They take no part in the general management of the schools. It would be advisable that they should take an interest in the schools. I must also observe that the people of this locality will never be contented with any other system than denominational, and, let me add, education will never be what it ought while the teachers are so miserably remunerated for their services.

(Signed) J. CRONIN, P.P.

From the Rev. Daniel Collins. P.P., *Chapel House, Rath.*

September 25, 1868.

SIR,—I beg to reply to the circular you sent me containing a list of queries to be answered about the system and operation of the National education. There are eight schools under the Board in this parish, of which I am the manager. Four of them are "MIXED." As to the material houses all are to be kept in repair by ourselves, *i.e.* by parochial subscriptions, except one, the Sherkin Female School, and I need not say that it is burdensome on a parish already poor.

As to the supply of teachers—the supply of male teachers is not equal to the demand; we can always get excellent female teachers, as they are drilled in the convents and well instructed, but the male teachers are not to be had so easily and so well qualified; I have two of them, they are not trained as I would wish, this is owing to the fact that we do not fee any training establishment like the convents, from which we could be supplied with well instructed and well drilled young men. The Christian Brothers would train them well. A teacher of youth should be animated ever with a spirit of religion.

The employment of mistresses in mixed schools in this parish is favourably regarded, girls should have a female teacher to themselves.

The number of schools in the parish is sufficient, but there are no members of the richer classes who patronize them. Sir Henry W. Becher and members of his family, who have a large portion of this parish, give subscriptions for the building or repairs of schools sometimes.

If the people here, including myself, had a voice we would improve some of the books read in the schools. I must in conclusion express my regret at not having been at home when you did me the honor of a visit.

D. COLLINS, P.P.

From Rev. John Eager, P.P. *and Vicar-General, Cloyne.*

Cloyne, September 17, 1868.

1. The peculiar circumstances of this country are more favourable to the working of the system. Our population is exclusively Catholic. The system is radically bad and dangerous, not being based on religion, and must in the end, considering the present state of the world, destroy religion. We use it as a pisaller and in the absence of better, must use it. The teachers are very badly paid.
2. The means of education are sufficient in this parish. The bishop not approving of the system and the working of it in other parts of the country will not allow us to avail ourselves fully of the aids the Board of Education gives, such as grants for buildings, &c. training of teachers, &c. This is a great loss and a serious inconvenience. Very little can be expected from local sources.
4. Though the means of education are in every way adequate and convenient many do not go to school. When able to work, they are put to work, labour being both scarce and dear. Another cause is the neglect of parents, who being brought up without education do not appreciate it. The masters are competent. There can be no room for religious scruples. Religion is never mentioned in the schools.
5. The supply of efficient masters, is not sufficient. No man who can avoid it will become a teacher, because the salary of teachers is most miserable. The remedy is to pay teachers better.
6. Schools in which boys and girls are taught together are not regarded favourably and are most objectionable.
7. Gratuitous education is not only prevalent, but is necessary and most beneficial.
8. The upper classes take no interest in the schools. Their countenance, if properly regulated, would be very useful.

(Signed), JOHN EAGER, V.-G.

From the Rev. J. Fitzpatrick, Parish Priest, Midleton, County Cork.

1.—The system of National education is deemed very unsatisfactory by the public of the parish of Midleton, county Cork. No system of education can be satisfactory which is founded on error, and which makes rules for a state of things which does not exist. But such is the system of National education in this parish and I believe generally in the south of Ireland. It supposes a mixture of pupils of different religious denominations in the National schools, and makes rules for the government of its schools as if this state of things did exist, when in reality there is no mixture at all. In the Midleton National school, conducted by the nuns of the order of the Presentation, there are in attendance about 500 pupils and sometimes 600 pupils, yet not one of this number is a Protestant or Dissenter. In the National school at Ballintowtas at which when about thirty boys and twenty-five girls attend there is not one Protestant or Dissenter, nor has there been one for the eighteen years that I am connected with the parish. The Protestant population here is very small. The Protestant clergymen have schools in connexion with the Church Education Society. They prevent as far as they can Protestant children from attending the National schools, and hence it is not likely that a mixed system of education shall ever be established in the south of Ireland.

2.—The National system of education as at present carried out by the Board of Education is not and never can be satisfactory to the Catholics of this locality, or of any part of Ireland. No system of education can be satisfactory to the Catholics of Ireland which is not based on religion, which is not interwoven with it, and which will not allow the truths of the Catholic religion, and its practice, its forms, its ceremonies, and everything connected with it, to be inculcated and impressed on the tender minds of the pupils during all the school hours, and whilst they are engaged in acquiring secular education. Hence the National system as it now exists and which makes religious education a secondary or minor concern, and which excludes from the school during certain hours all religious teaching, and every book, or sign, or emblem that would remind the Catholic of any of the distinctive truths of his religion cannot be deemed satisfactory by the Catholics of Ireland. The following fact will show how dissatisfied the public of this parish are with the present National system of education. For the last eighteen years during which I have had charge of this parish, and for many years previously, a male National school was kept in this town. The masters of this school were at all times well qualified, sufficient in number for the pupils in attendance, and attentive to the school duties; the Catholic clergymen of the parish were vigilant in their superintendence of the school, they visited it often, and used their influence to render the masters attentive, and the attendance of the pupils numerous and punctual. At this school the parents paid very little for the education of their children, and the greater part of the children attending the school were educated gratuitously. But the pupils of the town and parish were not satisfied with the school or the system. They requested me to bring to the town a branch of the Christian Brothers' Institution, and to enable me to do this they voluntarily taxed themselves to the amount of £2,500 to build a house for the brothers, and school-houses for the accommodation of the pupils. In addition, they pay every year £150 for the support of five brothers. On the introduction of the Christian brothers into the parish, the school in connexion with the Board of National Education was closed. While the school in connexion with the Board of National Education was in operation I could not, with the greatest efforts secure a larger attendance at any time than about 220 boys, while now about 450 pupils attend daily and with great punctuality, without any great efforts on my part. A large number of boys would attend the Christian brothers' schools if they were received, but as the parish could not conveniently make up funds necessary for the support of a greater number of the brothers, we are obliged to limit the number of pupils and to refuse admission to about 100 boys who would wish to attend the schools. The high value set on the education given by the Christian brothers of this town may be estimated from the following fact,—a great many boys walk a distance of ten miles per day (that is five miles coming to school and five miles returning home) in order to attend the Christian brothers' schools, although they have good National schools in their immediate neighbourhood.

3.—The means of education for the wants of this parish would be adequate if we had a sufficient number of Christian brothers. This, however, I fear we cannot have until the Government comes to our aid, establish a denominational system, and give funds for the support of the brothers. I readily admit that the present National system of education in Ireland is capable of giving a good secular education, and that in this respect it is capable of conferring and has conferred many benefits on Ireland, but the Catholics of Ireland are not content with a purely secular education: they do believe that the present system which excludes from the schools during certain hours Catholic teaching and all the distinguishing marks of Catholicity, and which inculcates a common Christianity, tends to indifferentism in religion and to infidelity, and hence they will not be satisfied with any system except that in which religious and secular education are blended together during all the school hours. The present system of National education in Ireland is considered by Catholics one of their great grievances, and I am convinced that until this grievance shall have been removed they will not feel happy or contented. The Government ought to allow each religious denomination to educate their children according to the system that best pleases them, reserving to itself the power of inspection, satisfying itself that the system which each denomination adopts is capable of giving a good, useful, and solid education, and seeing that the funds given them are properly appropriated. This is all any Government ought to require, and with this they ought to be content. On the subject of expenditure, I am of opinion that in most of the National schools the teachers are not adequately paid, but with regard to the agricultural schools the general opinion seems to be that there is a great waste of money and very little good done. With regard to the model schools, the public do complain that whilst extravagant sums of the public money are expended in the erection and repairs of those buildings, and in paying a large staff of teachers and professors, the great majority of the pupils attending those schools are the children of respectable and wealthy persons who can well afford to pay for their own education. Very few poor children attend those schools.

6. I am of opinion that boys and girls over six years of age ought not to be allowed in the same school-room, that female teachers ought not to be employed in any school where there are boys over six years of age, and that, as far as it is practicable, there should be separate school-rooms for boys and girls; and I am strongly of opinion that masters or male teachers ought never be intrusted with the education of girls of any age in National schools.

7. As far as it is practicable, the pupils ought to be required to pay something for their education when they can afford it. When required to pay they seem to set a greater value on their education.

8. All classes of the community—high and low—feel a deep interest in education. They now see that education is absolutely necessary to their advancement in wordly wealth and prosperity. They do not, however, take any active part in the general management of schools, nor are they likely to do so. The clergymen of the different religious denominations usually take an active part in the management of schools.

(Signed) J. Fitzpatrick, P.P.

From Rev. D. Foley, P.P.

Douglas, 28th September, 1868.

Sir,—In the following answers to the questions contained in your circular, I understand by the words "My neighbourhood" the parishes of Douglas and Ballygarrin, with which I am connected.

1. The present working of the National system is, on the whole, satisfactory. I say on the whole, because although up to this time no serious inconvenience has arisen from the smallness of the salaries, yet I am convinced that, in case of any vacancy now, it would, on account of the greatly altered circumstances, be very difficult to fill such vacancy by teachers so competent as those at present employed in this neighbourhood. In fact it was with considerable difficulty that we were able some short time since to get an assistant teacher for the school in Douglas, because the salary was much smaller than the wages, lodging and support included, of an ordinary farm servant in this district.

2. The means of education are sufficient for the wants of the neighbourhood, but barely so.

4. The means are used by the people, though the schools are, perhaps, too distant. In some very few instances the children are kept away from school by the poverty of the parents.

5. The supplies were obtained years ago in this neighbourhood under circumstances very different from the present; but if any vacancies occurred now, the smallness of the salaries, to which I have already alluded, would, I fear, prevent the supply of teachers, as competent as those now employed, being equal to the demand.

6. Mistresses are not so employed in this neighbourhood, and their employment in such schools would not be regarded with favour.

7. There is no gratuitous education in my neighbourhood. Some few avail themselves of that afforded by the schools of the Christian Brothers, though they are at a considerable distance.

8. No. Whether their active interference would or would not be advisable would depend on various circumstances that could not be well entered into here. With respect to denominational education, I am convinced that I do but give expression to the general—I may say to the universal—belief of all with whom I am brought into contact, when I say that no system of education but the denominational will ever succeed in Ireland, and that any success that has attended the teaching of the National schools in this part of Ireland is attributable to the fact that from the unmixed character of the attendance, these schools are practically denominational, or at least free from some of the defects of the opposite system.

I beg, sir, that you will excuse the tardiness of this answer to your circular. The delay did not arise from unwillingness to give all the information in my power, or from indifference to the interests of education, but was owing to forgetfulness, caused by a multiplicity of other business that happened to absorb all my attention when the circular was received; and if the information in this answer should seem meagre, that, I hope, will be ascribed to the desire I felt to confine myself as closely as possible to the questions contained in your circular.

(Signed) D. Foley, P.P.

From the Rev. J. J. Murphy, Canon St. Peter and St. Paul, Cork.

Cork, September 26, 1868.

My dear Sir,—I feel deeply ashamed for not having sent an answer before now to the printed queries you sent me, as well as at the scant courtesy I extended to you on your visit. Neither of these on my part were from want of due respect, but simply from pressure of duties which were obligatory.

Briefly to No. 1. As far as I know satisfactory on both points.

2. Not adequate from want of sufficient school room, the requirements for religious purposes generally being a heavy burden on the resources of the community, and as much as they can sustain, though sustained cheerfully.

3. To furnish funds from the public funds for building schools relinquishing in favour of the parish clergyman any right of property in the buildings. Much might, nevertheless, which I have already said, be contributed by the wealthier members of the community.

4. The teachers are competent. The schools in this parish are not more than five minutes' walk from its extremities. There are not any religious scruples except in the model schools, which we (the clergy) bann, or poverty of parents is certainly a preventive. They are in many cases needing the labour of the children from the moment they are able to earn anything.

5. Yes.

6. Yes, when under nuns.

7. No.

8. Some interest is taken, more as a benevolent feeling—I may say simply a benevolent feeling only. Their interference would not be desirable.

In conclusion, I would say that "the one thing necessary" is wanting—a crucifix. I am seventy-two years old. I am a priest. I am sure my love of God began with my *a b ab*, for I was at that same period instructed in that book—"The Crucifix"—and I then learned, and am to this day learning, from that Book of Books, "Christ and Him crucified." Every Catholic child ought to be allowed (and not forbidden) to look upon that Book which teaches all things necessary to salvation from the fall of Adam to the day of judgment.

I may add to the foregoing that mixed education (so called) has never obtained, nor will it ever. "The state of opinion" amongst the public is that proclaimed by the clergy as theirs—no difference. What the priests think we think, and it seems to me much the same with Protestants; nor do I believe that bringing young persons of different religions together will produce the fruit expected by the promoters thereof, but the contrary. I speak of the ostensible fruit or expectation, for the real thing is undoubtedly proselytism, or at least indifference.

(Signed) J. J. Murphy, Canon.

From the Rev. J. Murray, Parish Priest, Roscarbury, County Cork.

Roscarbury and Kilkirranmore.

1. I do not think myself competent to answer generally, I only reply as regards the query in its bearing on those schools in the united parishes above named. The National system gets on tolerably well, and as to the expenditure of the public money, there is none received except salaries of teachers.

2. The means of education are adequate, but the teaching power is mostly insufficient in all the schools.

3. A better class of teachers is most needed.

4. The people have no alternative but to avail of the means at hand. The schools are central in the localities and convenient to the people. We are not troubled with religious scruples, other sects have ample accommodation of their own of which they avail with very rare exceptions. Poverty with nakedness *in many instances* prevents poor children from going to school, and sometimes also the indifference of bad parents.

5. Inspectors and managers complain of the great difficulty of getting efficient teachers or of the difficulty of getting rid of inefficient ones—*e.g.*, a vacancy for a male teacher having lately occurred in our principal school here, I was obliged to get one from Galway. He was strongly recommended by one of the Secretaries to the Educational Board and is giving very great satisfaction, yet his salary is only £8 per quarter. The number of children in attendance daily is nearly 200. The assistants as yet allowed him are totally inefficient for the daily work.

6. No mixed schools here. We don't like that, it is very objectionable.

7. Most parents prefer to contribute a little in aid of the Board's salary to the teacher. But there are many exceptions on the plea of poverty or parsimony which is the chief motive.

8. Most or all of those called the gentry here, with perhaps one or two exceptions, feel not the slightest interest in the National system of education. Some have a malignant taste for proselytism and nothing better, and unhappily when an unwary parent has allowed his child to be but even half proselytized, the result is frightful in the demoralization of innocence, and above all, in the total disrespect for parental authority ingrafted on the youthful mind. We had recently some examples here.

(Signed) J. Murray, P.P.

From the Rev. James Rice, Queenstown.

Sir,—In reply to your circular of the 12th, I beg to state:—

1. The money spent here is well spent.

2. and 3. We want a school at the west end of this island and a suitable school at the east end, but can expect little local assistance, our own people being engaged in building a Church, and the majority of the land-owners being Protestants and without public spirit or liberality.

4. and 5. Masters are too few, the salaries being much too low for such a place as this. I cannot get teachers.

7. Gratuitous education is rather prevalent, but whenever the parents can afford anything I require of them to pay, and I believe to the advantage of the pupils.

8. It would be manifestly desirable that the upper classes should take a real interest in the schools, but as manifestly not in the management.

The religious or irreligious part of the system is radically defective, and our best National schools are not as satisfactory as the humblest of the Christian Brothers' schools. The National and patriotic part is also unsatisfactory, though some efforts have been made to make the books a little Irish in tone and spirit. Public education should be denominational, and efforts should be made to get the Christian Brothers and other religious communities to enter freely and cheerfully into the working of a true National and liberal system.

(Signed) James Rice.

From the Rev. D. Sheehan, Coachford, County Cork.

Sir,—Absence from home prevented an earlier reply to your printed circular containing eight points—

1. The system in itself is regarded as unsatisfactory and as labouring under two fundamental defects, these are the want of adequate provision for religious instruction, and the almost total ignoring of the National feelings and sentiments of the people. There has been an impartial disregard of the religious opinions of all creeds. It is not considered wise or prudent to make the history of the country a kind of forbidden fruit of the tree of knowledge; being so only serves to foster in youth a greater passion for inquiry, which is pandered to by those whose apparent calling is to nourish and foment disaffection and distrust towards the constitutional powers. When such a large amount of public money is expended for educational purposes it seems only reasonable that the education afforded should be in accordance with those feelings and traditions of the public which are pre-eminently Catholic and just. The expenditure of money in the model schools is regarded not only as extravagant but as useless.

2. The means of education for the wants of the neighbourhood are, owing to the exertions of the Catholic clergy aided by the people, quite adequate. It must be observed that the Catholic clergy have from time to time subscribed towards the furniture and stock of the schools from their own private means. Though the means of instruction are fair, still it is principally owing to the exertions of the clergy that the attendance of the schools is such as it is. If the parishioners were left to their own counsel they would in many instances either neglect sending their children to school at all, or they would send them to private schools. In fact the present National system does not commend itself to local sympathy, and hence it is the more prosperous contrive to send their children to town schools under the management of the Christian Brothers and others.

3. Very little can be expected from local sources.

4. Answer under No. 2.

5. The supply of efficient masters is limited owing to the well grounded opposition of the prelacy, to the present course of training and the mediocrity of the salary. It will come to pass, it is apprehended that, good teachers will have to transfer their services to the United States or the Colonies unless some suitable provision be made for them. Educated men are beginning to be dissatisfied with a mere competency. The feeling is considered a just one.

6. Not aware of any instance in the neighbourhood, the practice appears objectionable.

7. Not prevalent, it would appear to be most beneficial.

8. The upper classes manifest no interest in the subject of education. They neither visit nor encourage the schools. It would be most advisable and beneficial if they were liberal and well educated.

D. Sheehan, P.P.

From the Rev. Thomas Walsh.

Castlemartyr, September 13th, 1868.

Sir,—I have returned here last evening, and hasten to acknowledge your letter.

The system of National education is, I believe, not satisfactory for these reasons:—1st. When the members of two or more religions are numerous, either only those of one will avail of it, and the others refuse it, or one will be in danger, as in the case of mixed schools, of being proselytized by the adherents of managers' religion, as in the north of Ireland. 2nd. All knowledge of our country's history is carefully excluded from the National school-books, while they contain many things of no practical utility to the pupils in afterlife. 3rd. Clergymen of a different religious denomination from that of manager have no right to impart religious instruction in non-vested schools. 4th. Whilst the Presbyterians may obtain salary and books for schools with only, I believe, fifteen pupils, a similar privilege is denied Catholics.

Have they the right to refuse admittance to children of any other denomination of religion? If so, they are granted the denominational system, while all others are refused it. Finally, the change in the fundamental rule regarding the exclusion of those of a different religious denomination is highly objectionable, and has worked most prejudicially to the spiritual instruction of Roman Catholics in the north of Ireland. Large sums have been expended on "Model schools," which are of no earthly service to the great majority of the people.

Books should be completely altered.

My parish comprises Mogeely, Dungourg, and Clonmult, with portions of Lightermurrah and Ballyoughan; the Catholic population about 3,000. In Mogeely are two schools, one male, and one female; Dungourg, one male, and one female; and Clonmult is similarly circumstanced. These schools were all built by myself, without any assistance from Board of Education. The average number of children on rolls in these schools is about 540.

Any more information I can give I shall be most happy to communicate when I shall have the pleasure of seeing you.

Pray, excuse this hurried epistle.

(Signed) Thomas Walsh, p.p.

(3.) Presbyterian.

From the Rev. William Magill, Presbyterian Minister, Trinity Church, Cork.

Sir,—I have the honour to submit the enclosed remarks in answer to your queries. Will you excuse their length? Wishing you prosperity and every blessing in your great work,

I am yours very truly,
(Signed) William Magill.

Cork, July 25th, 1868.

Statements and Answers to Questions by W. S. Coward, Esq., Assistant Commissioner, Royal Commission on Primary Education.

1. I think that the working of the National system is satisfactory. I think that its funds are judiciously expended.

2. I believe that the National system has not yet had fair play in Cork. Since the opening of the Model and Carmichael schools much good has been done. Speaking generally, there is much need for a higher order of schools, and better teachers.

3. The deficiency could only be supplied by putting all the schools under the Board, building new and more commodious school-houses in each parish, and obtaining teachers of the first class suitably remunerated. I believe that if clergymen encouraged and led the way, large aid would be given in building school-houses, and important aid would be tendered in fees for teaching.

4. The means are not sufficient. Poverty does not account for it. The intelligent portion of the people are not opposed. The religious teachers favour denominational systems that are poor and sectarian and that never can compete with the National system as to teachers, emoluments, books, inspection, or an English and commercial education. I am satisfied that the responsibility of the present state of things lies on the clergy of the Churches who have aimed at their party interests rather than at the advancement of National education.

5. There is not much difficulty in finding teachers. It is simply a question of salary. The education market is ruled by the same laws as any other market. A good salary gets a good teacher. Good salaries and good college training in knowledge and the *art of teaching* will secure a sufficiently large race of teachers.

6. I believe the feeling here is in favour of boys' schools taught by men, and of girls' schools taught by women. I do not think that schools in which the sexes are mixed are liked.

7. Gratuitous education is prevalent. I am opposed to it. It is better than nothing, but on economic and even moral grounds I think that all should pay. What is not paid for is not valued.

8. I am not aware that the upper classes take any interest in education or in the management of schools. If they did the country would be in a different state from what it is. The matter is left nearly wholly to clergymen. If the upper classes of all denominations could be induced to take a lively interest in the education and elevation of the working classes, by the creation and partial endowment of a sufficient number of suitable schools, and by such superintendence as would secure that the work of the teachers should be well done, and that the well-being of the children should be promoted, it would bridge the widening gulf between class and class in Ireland more than anything else that could be named.

9. With regard to mixed education, I am very decidedly of opinion that it would work disastrously for the interests of this country.

1st. In Munster, where Presbyterians are few and far scattered and in the great majority of instances well off, a denominational school would be nearly impracticable or impossible.

2nd. In hundreds of parishes in Munster there is not an average of half a dozen children of Protestants of the rank usually attending National schools, and in them, on the denominational system, there could be no school.

3rd. The same observation applies to Roman Catholics in many places in Ulster.

4th. In all these parishes and places the alternative would be a proselytizing school for the perversion of children or no education at all.

5th. A denominational system will make every school a proselytising apparatus, would give State support to a school as a religious establishment; and give all the parties concerned whether teacher, parent, or patron *an interest* in proselytizing for school purposes and to increase the State bounty.

6th. The denominational system would set up an ecclesiastical establishment in every parish in Ireland, rival and opposite ecclesiastical establishments in each parish, and, guarded as it may be by the legislature, it would turn the country into an arena of hired religious propagandism.

7th. Religious zeal being what it is in Ireland no better scheme could be devised for its culture in the worst form of it, that form in which it is seen that the most money gets the most pupils for a school.

8th. Separate by law, and State aid, the Irish population into three great classes, Presbyterian, Episcopal, Roman Catholic, for all educational purposes, bring up the rising generation in separation, jealousy, and suspicion, and where then, and how can there be union for any national purpose whatever.

9th. Rather than such a system I would greatly prefer a purely secular system of education, leaving the obligation to train religiously where God has left it, on the parents alone.

10th. I believe that the immense majority of Irishmen if they were let alone would be contented with a mixed system which offers equal advantages to all. Everybody knows that the agitation for a denominational system originated in and is continued by the clergy of the Episcopal and Roman Catholic Churches.

11th. The advantages and blessings of the mixed system are incalculable, and it only needs fair play and time to tell on the destinies of Ireland with an irrisistible force of elevation and improvement.

12th. One of the great evils of Ireland is tampering with the educational system, and the consequent agitation of ecclesiastics and politicians. The country needs peace on this question.

There are three particulars in the working of the National system which I think might be improved.

1. I think civil history ought to be taught in all the schools. There is no education without it. Everybody feels the want of it.

2. A longer and more thorough training for teachers in scientific knowledge, in the art of teaching, and in the government of a school.

3. An increase of salary for first class teachers in cities and large towns as compared with the same class in rival parishes. After all, one of the greatest wants of the National system in Ireland is a race of patrons who shall see good work properly done by teachers, a place for everything, and everything in its place. Without that the best laws and provisions of "the powers that be" will fail. For Ireland, for education, for civilization, can such a race of true, good, enlightened, manly men be found?

(Signed) W. Magill.

From the Rev. George Magill.

Cork.

Dear Sir,—I shall endeavour to be as brief and as explicit as possible in answering your queries, and in order the better to do so, shall take them up in their order.

1. I consider the present working of the National system of education unsatisfactory in itself, and I scarcely know an individual who is satisfied with it. I have a great admiration for the system. I dislike the excrescences which have been permitted to grow upon it. I do not consider the sum annually voted for primary education disproportionate to the wants of the country. On the contrary, I am of opinion it should be increased.

2. I think the school accommodation for the children of the city of Cork is almost, if not altogether adequate (so far as I have been able to ascertain), though I disapprove entirely of the character of the schools. I am of opinion that no clerk in holy orders or member of a monastic institution should be eligible to conduct a school in connexion with the National Board.

3. In answer to query No. 3, I should say multiply minor model schools, strike off all convent schools. Parents cannot be expected to contribute more in the shape of school-fees than they are giving at present.

4. The Cork model school has not been attended by the members of the Church of Rome. This, I believe, is owing to the interdict of the Bishops rather than to the scruples of the parents or children.

5. The supply of efficient teachers is very far indeed from being equal to the demand, and it will continue so, not merely till the State gives an ample wage to *secure* the services of efficient men, but also till a suitable retiring pension convinces the teachers that it will be to their interest to remain in the employment of the Commissioners. Why Inspectors should have pensions, whilst the rank and file are in old age sent to the poorhouse, has always been to me a mystery.

6. I never heard of the head teacher of a boys' school being a female. When I lived in Antrim I had the management of seven schools, and two of these were mixed, and were most efficiently conducted by females. I believe female assistants in mixed schools to be popular and deservedly so. I have at present a popular and well-attended mixed school taught by a female.

7. Gratuitous education I think is not prevalent, but I am not sufficiently well acquainted with the district to speak positively, except in the case of orphans or those on the very verge of pauperism, I am sure gratuitous education would not be desirable. Whatever tends to destroy the self-reliance and self-respect of any people is in itself evil, and should be scrupulously avoided.

8. The upper classes do not take that active interest in schools which is so much to be desired, and which would be productive of incalculable good. Their interest, where it may be said to exist at all, is almost limited to the cold yearly donation, or perhaps the formal visit which is gone through as a sort of meritorious penance. To this there are of course many noble and praiseworthy exceptions.

Remarks.

That system of education is best (other things being equal) which draws all classes and creeds together, and which, by a friendly fellowship in youth, prepares the way for burying in afterlife those hatreds which are a curse to any land, and a reproach to any people. The peace of society and the stability of the empire alike demand that the rising generation should be educated together, and not be kept apart, as though the sons of the soil did not all belong to the same order of intelligent beings, or as though the great battle of life was to be fought by them in different planets. Looking at education from this standpoint, it is evident that a denominational system is alike prejudicial to the interests of peace and the consolidation of empire. Let the seeds of distrust be sown in the bosom of youth, and the bitter fruits thereof will in due time be reaped in every department of social and political life. Besides, I look upon a denominational system of education as a virtual endowment of all creeds by the State, and this I regard as an unmitigated evil—not because all are made equal, but because all creeds thereby are treated as alike true. This would in the end corrupt the national mind, and prepare the way for a universal scepticism. If there be so much dissatisfaction with the National Board that we must have a change, then let us have a purely secular system, and let the clergy and their assistants attend to the religious element after school-hours. It is quite evident that a denominational system will be sure to lower the standard of education, inasmuch as struggling rival schools cannot secure the efficient masters that could be got for flourishing remunerative ones. The worst feature, however, to my mind is this, that minorities will be driven into the meshes of proselytism, or be shut out from education altogether. Clergyman though I am, I object to the children of this land being placed in the matter of education at the mercy of priest or presbyter; and I would not think it right for a paternal Government to step in and help the Protestant and Romish hierarchy of the country to mount the back of a long-suffering laity.

I hope, therefore, that the present system will be maintained in its integrity; that the present irresponsible Commissioners will be removed, and paid men, with merely administrative function, put in their stead. If we had had the system administered firmly and impartially from the first, gentlemen like the Poor Law Commissioners England's best gifts to Ireland would have at present as it had at first, the benison of His Holiness and the Irish Romish Bishop, as well as the hearty support of the entire Presbyterian Church.

Laymen.

From Colonel R. W. Aldworth.

Rathmore, Kinsale.

Sir,—1. From all sources of information open to me, I find that the present working of the National system (especially in the country districts) is productive of the lowest results as regards education, and quite below what one might reasonably expect from the large expenditure of money by the State.

2. The R. C. educational means seem sufficiently provided for, but those who do not approve the National system as at present administered are at serious disadvantage.

3. Means of education insufficient, owing to conscientious scruples of various denominations. N.B.—Local aid generally increases in proportion to the value of education given.

4 and 5. Masters not generally trained men in the National schools: I know nothing of the causes of this. Under the Diocesan Church Education Society the schools are generally taught by efficient and trained teachers.

6. The employment of mistresses might be very usefully sought for small (as to age) boys' schools and mixed schools. Mixed schools are not resorted to except when the funds are not equal to meet the expenses of separate schools.

7. Gratuitous education is a mistake, and felt more and more to be so. However small the charge, it would be well payment were the rule.

8. Where you find those in better position interested, the school is generally benefited by their care and superintendence.

(Signed) R. W. Aldworth, Colonel.

From the Earl of Bandon.

Castle Bernard, Bandon.

My dear Sir,—I have many apologies to make for having omitted to send you my opinion on the subject of education in this country, having both in Parliament and at home taken rather an active part. I was one of those who objected to the introduction of any system of education from which the Sacred Scriptures were excluded from all children. When the National system was changed and non-vested schools introduced, I claimed the same advantage for the parochial schools as the Roman Catholic and convent schools; and I believe if the conscientious scruples of the Protestant clergy and laity had been attended to, that the intended system might have been successfully carried on in the vested schools, as far as Protestants are concerned, by the schools being placed as in the workhouses, under a lay neutral management. Now, we have in each parish a Roman Catholic National school liberally supported by the State, and a Protestant school supported by voluntary contributions, which causes great jealousy. The National schools are badly managed. The Census shows a large proportion of the children can neither read or write. No agricultural education is given in the primary schools to a population dependent too much on farming, or any other industrial pursuits, and the moral training has been shown by the result of the last few years to be anything but satisfactory. With regard to the future, I believe in the primary schools nothing but denominational education is practicable, but while the clergy of the respective denominations uphold the religious education there should be some local supervision in addition to inspection of the general character and attainment of the pupils in the schools.

Believe me, yours faithfully,

(Signed) Bandon.

From John George Mac Carthy, Esq.

Cork.

1. I suggest a frank adoption of the denominational system.

For primary education, at least, this system prevails in England, France, Russia, and most civilized countries. I think it is dangerous to make Ireland an exception to the approved rule of civilized life.

Its introduction into Ireland would be comparatively easy, seeing that most of our primary schools are in fact either exclusively Catholic or exclusively Protestant.

I think such introduction desirable, because it would make our system conform to the facts with which it has to deal. It seems to me anomalous to expose the precautions necessary for "mixed" schools, or schools that are not "mixed."

I desire it also because it would take away the appearance of evasion which hangs about our present methods. Our schools are (to a great extent) virtually denominational. But if virtually why not openly? Why should the State in one of its noblest functions appear to act furtively?

However, the introduction of the denominational system would render needless a hundred awkward prohibitions which now mar educational working and annoy the workers. It would be no longer necessary to exclude from the National school-room the symbols and practices of the national faith. The cross of Christ need not be barred, nor the child taught that prayer is penal. Of course the greatest

advantage remains—the frank unreserved use of the most potent of all educated influence in the work of education. The worst thing which can happen a child is to give him intellectual development, and refuse him moral and religious development. The next worst thing is what happens with us, namely, the subordination of moral and religious development to intellectual development. Indeed, the latter system is logically more indefensible than the former. It may conceivably be right for the State to say, "Religion is bad; exclude it." But it cannot be right for the State to say, "Respect religion; but keep as clear of it as you can." If religion have any proper place at all in a school it is the first place. Its function is essential, not incidental. As Guizot says, "the very atmosphere of a school should be religious."

2. My second suggestion is, that in our National schools our national history should be taught, our national heroes honoured, and our national poetry said and sung. I look upon it as quite impossible to convert Ireland into an English shire. The thing has been tried for 700 years, and it has failed. For good or evil, Ireland is a nation, and had better be trusted as such. I consider it a grave error to identify nationality with revolution, and to relegate every patriotic association to the Fenians. Nor would I fear that this dissension would be fostered. If Irish history has any lesson it is the folly of dissension, the desirableness of Catholic and Protestant, Celt and Saxon, working together for the good of their common country.

3. Lastly, I suggest that, industrial training should receive more attention from the Board. Our people so quick to learn are nevertheless deficient in technical knowledge of all kinds. It ought not to be difficult to teach the girls sewing, cooking, and some home manufacture: the boys drawing, mechanics, and agriculture.

4. In conclusion, I would say that, to a nation as to a man, the gift of merely literary instruction may be an evil. Separate it from nationality, and you foster disaffection, separate it from practical knowledge, and you create that discontent with the ordinary avocations of life which is the forerunner of so many social disorders; but combine it with these three as it may most readily be combined, and you will have something like a truly NATIONAL EDUCATION.

JOHN GEORGE M'CARTHY.

NATIONAL TEACHERS.

From Mr. Thomas Bateman, St. Michael's National School, Ballintemple, Cork.

24 July, 1868.

SIR,—As you have kindly promised to lay the grievances of schoolmasters before Her Majesty's Commission on Primary Education, I beg to mention the following as worthy of attention:—

1. The salaries paid by the National Board of Education are altogether inadequate, and bear no reasonable proportion to (*a*) the amount of study required to qualify schoolmasters for promotion to what are *by a figure of speech* called the higher grades of the service; (*b*) the amount of time and labour schoolmasters must bestow on the working of their schools. No paltry increase of five or ten per cent. will remedy this.

2. The method of promoting schoolmasters which the Board adopts is to my mind particularly tedious and absurd, and gives the Inspector too much power of keeping schoolmasters down, sometimes it would seem through mere caprice. A man either *is* or *is not* fit to teach a National school, and by all means let him prove his fitness by creditably passing a rigid examination before he is allowed any salary from the public funds, and then let his future promotion depend upon proved efficiency in teaching coupled with length of service.

3. The tenure by which schoolmasters hold their office is very unfair, a manager can at any time dismiss his schoolmaster without even assigning a cause and the Board will indorse his act. I have the highest confidence in my own manager, but that is nothing to the purpose. If the schoolmaster is a public servant why should he be treated so differently from the way in which other public officers are treated? The truth seems to be that the schoolmaster is sacrificed to the phantom of united education.

4. It is a grievance that schoolmasters cannot look forward to a time when they may retire from their arduous duties in the receipt of adequate pensions.

5. It is a grievance that any gentleman should be called a manager of a National school and should have entire control over the schoolmaster, when he (the manager) does not provide a residence for the schoolmaster, a penny towards his salary, or even a room in which the school is to be constructed. What the Board can gain for education by giving such a gentleman absolute control over a schoolmaster I am at a loss to understand.

6. It is a grievance and an *insult* to schoolmasters that the Board should print among its "Rules and Regulations" this degrading sentence:—"The Commissioners do not correspond with the teachers of National schools." It is curious to compare this with the way in which the Board speaks of schoolmasters in another place:—"National teachers should be persons of Christian sentiment, of calm temper and discretion; they should be imbued with a spirit of peace, of obedience to the law, and of loyalty to their sovereign; they should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power which education confers a useful direction." Personally, it makes no difference to me whether the Commissioners of Education would answer a letter of mine or not; but I conceive their business (education) would often be more efficiently carried on if they would answer a plain question asked by one of their schoolmasters. In all I have said, I have taken for granted that the schoolmaster is a useful public servant, and if he is not this, the sooner he is made so the better for public education.

(Signed) THOMAS BATEMAN.

From Mr. William Conway, Teacher, Passage West Male National School, County Cork, Ireland.

SIR,—I beg to send you the items of information made out to the best of my ability, which you desired me to send you.

The actual number of boys who have left the school A.D., 1867, having completed the average duration of time at school (viz., 2·1 years) is 8.

The number who left in the same year who completed the course contemplated, being the four Reading books, is 6.

During the year ending 30th of June, 1868, the entire number of days, not including Saturdays, devoted to secular instruction was 230.

During the same year, the average number of attendances for each child was 88·7.

Specimens of best attendances during that year of 230 school-days, are—one boy attended 201 days; another, 198 days; and a third attended 189 days. Specimens of worst attendances during the same time are—one boy attended but 6 days; another, 13 days; and a third boy attended 45 days. In the year 1866 this locality was not visited by sickness to any great degree, nor was the year ushered in by a severe winter, and consequently the proportion of daily average attendance to 100 average on rolls was pretty equable and high. The months in which it was highest were May (when it was 74·1), July (when it was 72·2), and August (when it was 73·4). The months of the same year when it was lowest, probably on account of the cold, were, January (when it was 60), March (when it was 63), and December (when it was 58).

In the year 1867 the weather during January and March was extremely severe, the frost and ice remaining a long time unthawed, and consequently the attendance during those months was low. Again, during the months of May and July, that contagious disease—the fever—raged in the immediate vicinity of the school, and this made the attendance low in those months. The proportion of daily average attendance to 100 average on rolls was greatest in the following months:—September (when it was 71·2), June (when it was 68·3), and February (when it was 67·7). The weather in February was comparatively mild that year. The months of 1867, when the proportion of daily average attendance to 100 average on rolls was lowest, were—January, when it was 50; March, when it was 59; and December, when it was 50·2. In the mid-winter preceding 1868, the current year, a curious disease attacked the young and several of the people here, so as to become an epidemic. A great many of the scholars were months at home, sick of it. The lower jaw and neck became sore and swollen, and appeared to be full of large hard lumps, so that it was difficult to use any food. The weather was unusually wet also at the time. Under those influences the proportion of daily average attendance to 100 average on rolls was, in January, 47; and in February, 50·9; these being the months when it was lowest. The months during which it was highest were May, when it was 63·4; and April, when it was 60·8, but I expect it will be higher in the autumn months.

The highest rate of school-fees actually paid at present is 5*s.* per quarter, which is paid by only one boy, a few boys pay 3*d.* per week, and the lowest paid is 1*d.* per week, which is the sum generally paid. There is no distinction made in the method of treating those who do pay and those who do not; and accordingly, many come to the conclusion, that they will get the same treatment whether they pay or not; and hence there is a constantly increasing number of those who do not pay.

I fear matters would be still worse under a system of payment by results, if once the children got hold of the idea that, by attending school and by good answering, they would be earning money for the teacher, as they would soon set a bonus on their attendance and on their appearance before an Inspector for examination, and they would thus be caused to lose sight of the value of education to themselves.

Sir, might I say that in all schools where there are no special funds set apart for keeping the school requisites in working order, the teacher feels sometimes greatly at a loss. Say a large map of the world has been worn after a service of twenty years, or some such requisites are needed to be renewed or supplied, from what funds are the moneys to be got? It is enough one would think for the patron to pay the rent of the school, which in some cases is considerable; and the teacher feels delicate in putting him to more expense. The Board formerly gave a triennial grant of books or requisites, and unfortunately that has been now withdrawn. As to raising the money among the scholars when they do not pay the school-fees, one would think this a hardship, and the teachers' pay would appear already too small for further curtailment. Could any remedy be applied?

One other source of discomfort to the teacher, and one from which other public servants, equally humble as he, such as poorhouse officials and railway companies' servants are guarded, I will venture to put before you: a person, who from his boyhood continues

until the age of fifty, teaching under the Board, and who never does any other work, is at that age quite unfit for any other employment. Yet he is as liable to be turned adrift on the world, plucked up by the roots and flung out a useless weed to rot on the highway, as though he were in the heyday of youth, ready with that health and vigour which he had spent in the service of the Board and of the public, to wrest a livelihood in some new sphere of usefulness. But you will say, surely there is no danger of any thing so harsh from the Board so long as he pursues the line of conduct which kept him until then in his employment. Now please consider such casualties as these. A new inspector or patron with a protege or friend unprovided for, who would be a teacher, it would be hard in human flesh to resist the temptation of providing for him at whatever cost.

But the source of greatest danger to a teacher established in a town is from a quarter where one would least expect. In Youghal, Middleton, Fermoy, and I dare say other towns, monks' schools have been established, and I do not know what became of the National teachers of those towns. I cannot say whether there was any respect paid to "vested rights" in their case, or no. But one cannot help thinking that if such a teacher as I have before described were ruined in this way, it would be, to say the least, a sorrowful thing, and not in accordance with the usual conduct of benevolent societies. But why, you ask, are the National teachers brushed away to make room for monks' schools? Are the monks better teachers? Are those unfit for teaching carefully weeded out from amongst them as they are from amongst the National teachers? If the monks are entirely beyond the responsibility to Inspectors does not want of responsibility to a visible and coercive power tend directly to a laxity of habit and a flagging of energy? Do the monks, if they be able, fairly stand competitive examinations amongst the other teachers? Do they make writers and spellers as accurate, and readers as good, in the short time poor children stay at school as are made in the National schools? And if not, why are they preferred? Are their examinations but displays for the purpose of puffing, which puffing is still further extended by speeches delivered on the occasion, by lengthy articles in newspapers and even by Honorable Members in Parliament? Are not the examinations in the National schools searching and prying investigations, held by professional Inspectors to discover faults, and for no other purpose? But let us cease such questions, merely remarking what avail untiring efforts under the lynx-eyed and well paid watcher, and what avail homely successes against inundating floods of public praise. Then the very strong Irish religious feeling is entirely in favour of the monks. Further, their funds to procure aids to teach, such as maps, diagrams, models, &c., seem to be inexhaustible. Their buildings are on the largest scale. They get pupils to copy off plans of buildings, &c., and when parents see those high estimates are formed of the progress of children whose attainments otherwise are not tested. A National teacher, on the contrary, is sometimes prevented by the Inspector from introducing a new branch of study lest his usefulness as an elementary teacher might be impaired, and thus technical instruction is debarred in the National school, while the monks can take full swing in that way, and so get appearances on their side. Trusting you will bear with this long paper, I will conclude by repeating the question—What is to become of the man who has given thirty years in the service of the Board and of the public, if, through influences such as these, and without any fault or defect of his own, he is flung out on the wayside?

I am, sir, with the most profound respect,

Your obedient servant,

WILLIAM CONWAY, Teacher.

From Mr. John Robinson, Teacher, Carmichael Schools, Cork.

21st July, 1868.

The following I consider to be the principal grievances under which National teachers labour:—

1st. Insufficient class salary.
2nd. Absence of pensions.
3rd. Insecurity of tenure.
4th. The closing practically of the avenues of promotion to the higher offices of the Board, such as inspectorships and clerkships in the office.
5th. Plan of examinations.

The following, I think, would be a fair scale of salaries:—Monitors (to serve three years)—first year £10; second year £15; third year £20; on the completion of this term to be entitled to an assistantship with the salary of probationer £25; class III² £30; III¹ £38; II² £44; II¹ £52; I² £60; I² 70; I¹ £80: The adoption of this scale would, I believe, do away with grievance No. 1.

With regard to No. 2, it is almost unnecessary to make any comments. Other servants of the State not more usefully employed, have something to look forward to when through old age or sickness they are incapacitated for duty, and why not the National teachers? The salary of National teachers at present averages about £33, and out of this it is perfectly impossible to lay up anything for future evil days. If comparisons were allowable, it might be asked whether a gauger or a teacher does more good to the State, and yet the one starts with a comfortable salary of £60 a year, and 2*s.* a day when on duty, while a poor probationer (with qualifications which at least are equal to those of a second class gauger) commences his career with the pitiful sum of £15 annually. In the future the workhouse stares the teacher in the face, while the excise officer looks contentedly forward to a retiring pension.

With regard to grievance No. 3, it is notorious that managers are vested with full power in the dismissal of teachers. This power, I believe, is not often abused; but cases do occur of great harshness (I have known a first of first teacher driven out of the service through the harsh treatment of his manager), and I think it would tend greatly to the amelioration of the condition of the teacher if this power were restricted. This, I believe, might be effected by the Commissioners withholding the grant from any school where the teacher had been dismissed without the manager satisfying them that there was just cause for such dismissal.

With regard to No. 4, I think it would have a most beneficial effect if Inspectors and clerks were chosen from among the teachers alone, and that there is ability enough among them is sufficiently evidenced by their success when they are allowed to compete—that is to say, when they are fortunate enough in obtaining some great man's nomination. Why not allow every teacher satisfying the conditions required to compete free of any nomination, making it a condition, however, that he should have reached the highest grade of first? If nominations are to exist at all, let them rest alone in the hands of the Commissioners. Many men at the present time are raised to the position of Inspectors who know absolutely nothing about the practice of teaching except what is to be gleaned from books. Are not first class excise officers promoted to division officers, thence to supervisorships, and so on, and why not teachers to inspectorships, &c.? Who ought to make a more efficient Inspector of schools than the man who has raised himself to the highest rank of his profession?

The plan of the male examinations is, I conceive, defective. Two examinations—a written and oral—sometimes separated by a space of eight or nine months, must be attended before a teacher can obtain promotion. During all this time he is held in great suspense, and the slightest trifle, such as removal to another district, may prevent his being allowed to attend the oral, and then his written goes for nought.

Why not have the two examinations at the same time? When a teacher is allowed forward at all it is on the understanding that his school is in a fair condition. Why not then at once give him the promotion he seeks, if his literary and scientific acquirements entitle him to it? The female teachers are better off in this respect, as their written and oral examinations are combined into one. I think I am a fair example myself of a sufferer by this anomaly. Two days before coming to my present situation I competed at the written examinations, held in Waterford, for 1st of 1st, being then 2nd of 1st, and my written papers were transmitted by the Inspector there to the Head Inspector here, and as I had 88 per cent, I had every reason to think that I would be summoned to the coming oral examination, but the fact was the Head Inspector here would not allow me forward as I had been only eight months in his district when it was held, and he could not allow me forward he said without twelve months acquaintance. Thus I lost my promotion by changing my district although I was never out of the Board's service one hour, and not only was my promotion lost that year but also the succeeding one too.

From Mr. Jeremiah Twomey, National Teacher, Cork.

July 9, 1868.

I would respectfully suggest to the Commissioners of Primary Education—

1. That it would tend much to the regular attendance of pupils to have school fees paid at the commencement of either the week or the quarter.

2. That as the majority of National teachers are either in the second or third class, and that it is next to impossible for the majority of these ever to rise to first class, that these teachers in these low grades be paid an increase of their present salaries, sufficient to keep themselves and their families in decency, sufficient to provide for them the *necessaries* of life. Of course the first class teacher's salary should be raised proportionally. A teacher in the highest grade of the National Board should have from the State £100 a year.

3. That as salaries at present are barely sufficient to meet the present wants of the teachers and their families, I would respectfully suggest that when a teacher who has spent the best of his days in the service of the State becomes incapacitated for his onerous duties, either by old age, or by illness, he be granted an annual pension of at least two-thirds of his salary from the Education Board, or something respectable as yearly pension, to keep him in his old age from that dread doom the *poorhouse*.

4. And lastly, that in the event of an investigation into the working of the National system of education in Ireland, some of the teachers themselves be examined as to its working, as far as their experience goes.

(Signed) JEREMIAH TWOMEY, National Teacher.

ROYAL COMMISSION OF INQUIRY INTO PRIMARY EDUCATION (IRELAND).

REPORTS OF ASSISTANT COMMISSIONERS.

F.

REPORT

UPON THE STATE OF

PRIMARY EDUCATION

IN THE

BELFAST DISTRICT,

BY

D. C. RICHMOND, ESQ.,

ASSISTANT COMMISSIONER.

CLASSIFIED ABSTRACT OF THE SCHOOLS

IN THE

BELFAST DISTRICT,

COMPILED FROM THE CONSTABULARY RETURNS.

Whole Number of Schools, 466.

Constabulary Districts.	No. of Schools.	National.	Church Education.	Monks'.	Private.	Protestant.	Nuns'.	Methodists'.	Erasmus Smith's.	Presbyterian.	Endowed
Belfast, East, . .	11	9	2	–	–	–	–	–	–	–	–
Do., West, . .	29	22	3	1	2	1	–	–	–	–	–
Do., North, . .	38	31	3	1	2	–	1	–	–	–	–
Do., South, . .	12	9	3	–	–	–	–	–	–	–	–
Portadown, . .	61	40	17	–	–	–	1	1	2	–	–
Newtownards, . .	87	64	12	–	6	1	–	–	3	–	1
Carrickfergus, . .	79	66	7	–	6	–	–	–	–	–	–
Antrim, . . .	73	57	10	–	–	1	–	4	1	–	–
Armagh, . . .	76	34	24	1	6	1	–	–	9	1	–
Total, . .	466	332	81	3	22	4	2	5	15	1	1

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SUMMARY OF REPORT.

The Report commences with a description of the district assigned for inquiry, and the number of primary schools it contains; explains the method of inquiry pursued, namely, first by means of printed questions addressed to teachers of schools; secondly, by means of questions addressed to managers of schools, clergymen, and others; thirdly, by means of visits of inspection to the schools, and examination of the children. It is mentioned that schools of all kinds readily submitted to examination. Notice is taken of the extent to which prompting is practised both by teachers and children. INTRODUCTION, 1–11

The first subject treated of is the *extent and character of the school accommodation.* The supply is described as being in general ample for present demands; usually in country districts one school to from 500 to 800 of population; instances are given where the schools, chiefly National, are far too near one another, and are all struggling to maintain themselves. This is chiefly the case in rural districts. In towns, if anywhere, a deficiency of schools may be traced, *e.g.*, in Newtownards. In Belfast the fault is that the schools are badly distributed, often in direct competition with one another. The quality of the accommodation often very bad; instances are given at Carrickfergus and in Belfast of buildings quite unfit for schools, ... SECTION I. 12–72

The *attendance* at the schools is next noticed, and it is shown that the average attendance is less than two-thirds of the names on the roll; in Belfast some 8,000 children daily absent from school. Suggestions for improvement are noticed, tending towards a plan of indirect compulsion on the principle of the Factory Acts. Some statistics are added showing the ratio of children on rolls and in average attendance to total population at Belfast, Lurgan and other places— SECTION II. 73–109

The *management* of schools is divided into three heads; cases where the patron is an individual clergyman, in which the schools are *quasi* denominational; cases where the patron is an individual layman, in which there is less denominationalism; and cases where the management is exercised by a committee. Under the last head, the history of the committee of management of Dr. Sullivan's schools at Holywood is detailed, ... SECTION III. 110–171

On the subject of the *teachers*, notice is taken of the precarious nature of their position under their patrons, of their qualifications for their duties, and of their emoluments. The last are described as utterly inadequate, and it is shown how the teacher is often dependent entirely on his Board salary, his fees being depressed or extinguished by competition with other schools, and the patron providing no local aid. A plan is suggested for an improved mode of exacting fees, ... SECTION IV. 172–237

The subject next treated of is *instruction.* With respect to *religious* instruction three forms in actual practice are noticed, namely, religious instruction for all denominations separately in the school, for one denomination only, and for none at all. The first and last are shown to be alone free from the charge of inequality. *Secular* instruction is taken in detail under the several heads of reading, writing, dictation, arithmetic, and other subjects. The work of different schools in the more important subjects is recorded and tabulated, ... SECTION V. 238–317

A separate notice is then introduced of certain *Church schools*, which are not of a character to be classed with the other schools whose work is recorded in Section V., ... SECTION VI. 318–336

A few remarks are next added concerning some schools maintained independently of any society— SECTION VII. 337–347

The consideration of the *half-time system* pursued in the Belfast mills occupies the next section. It is pointed out the regulations are entirely unsuited to the habits of the people, and that the half-timers do not really obtain the due amount of schooling provided for by the Act. The schools are not adapted to the mill-children, and are under-officered. Some notice is taken of each of the Belfast factory schools, and the educational results recorded. A school which receives children under the Print Works Act is also described; and a summary is given of the alterations which appear to be called for in the Factory Laws, so far as young children are concerned, SECTION VIII. 348–433

Convent schools form the subject of the next section. Their denominational character is explained; notice is taken of the special regulations of the Board concerning them; and a separate description is given of the examination of each of the four convent schools in the district. A comparison is instituted between convent schools and other girls' schools, showing their relative efficiency for purposes of secular instruction. The position of the Lurgan convent school in competition with the model school is specially noticed,— SECTION IX. 434–516

The *Christian Brothers' schools* are then described: the position occupied by these schools in Belfast is pointed out, the results of the examination of the schools are recorded, and their general characteristics noticed, ... SECTION X. 517–537

Finally some practical *conclusions* are drawn from the facts previously recorded, . . SECTION XI. 538–559

Report of D. C. Richmond, Esq., Assistant Commissioner.

Introduction.

1. My Lords and Gentlemen,—I beg to present to you the following Report of the inquiries which, by your instructions, I have made into the state of primary education, and the practical working of the National system of education, in Belfast and portions of the counties of Antrim, Down, and Armagh. I entered upon this task with a deep sense of the responsibility with which it is surrounded—a responsibility increased in my case by the populousness of the district assigned to me, and the extreme importance of laying before you a faithful picture of the educational phenomena which it presents.

The district assigned for inquiry.

2. The district comprised the town of Belfast, with a population now estimated at 160,000 or 170,000 inhabitants; the constabulary districts of Antrim and Carrickfergus in the county Antrim; the constabulary district of Newtownards in the county Down; the city and constabulary district of Armagh, and the constabulary district of Portadown, including the town of Lurgan, in the county Armagh.

Number of schools it contained.

3. An analysis of the schools which this wide district contains, supplied to me from your office, which though not complete, is sufficiently accurate for aggregate quotation, gives a total of 466 primary schools, of which 332 are National schools, eighty-one in connexion with the Church Education Society, fifteen under the Board of Erasmus Smith's Charity, and the rest of various independent kinds.

Method of inquiry pursued.

4. It was obviously impossible to visit each of these schools in the space of time allotted to me for my inquiry; but I considered it to be of importance that my investigations, though necessarily imperfect, should, in some form or other, cover the whole of the area with which I had to deal. I thought also that it would be satisfactory to the teachers who are deeply interested in the work of the Royal Commission, if they each—that is each principal teacher—had an opportunity of making written communications to me when there was no chance of an interview between us. Accordingly, I framed a few short questions, and addressed a copy to the head teacher of every primary school of a public character, whether National or not. Almost all these forms were returned to me duly filled up, and not a few teachers expressed their gratification at being allowed a voice in the inquiry. These returns were useful to me in many ways. They assisted me in the selection of schools for inspection; they supplied me with some valuable statistics, relating to the sources of income on which different kinds of schools subsist; and they gave me the mind of the teachers on one or two of the leading topics in the educational problem of Ireland. These questions are reprinted in the Appendix B.

Questions addressed to teachers.

Questions addressed to clergymen, managers, and others.

5. For similar reasons I framed a set of questions to be sent to clergymen, managers of schools, and others, who might be likely to assist me with their advice, or supply me with information. This form is reprinted in the Appendix C. I endeavoured to give this form as wide a circulation as possible. I therefore sent a copy to every resident minister, whose name and address I could ascertain, of every religious denomination throughout my district. I also sent it to such of the leading gentry, manufacturers, and other laymen, as, I had reason to believe, were able and willing to assist me. In all, I distributed about 350 of these forms, and received replies to 150. Some portions of these communications are printed in the Appendix. Protestant clergymen of all kinds showed generally great willingness in replying to my queries. The Roman Catholic clergy were exceedingly reticent, and only five members of the priesthood sent in replies. The scantiness of the written opinions I collected from this body, as compared with the communications of the Protestants is, however, of less importance than might be supposed. I have every reason, judging from the sentiments they expressed to me in conversation whenever I met them, to believe that the Roman Catholic clergy in the diocese of Down and Connor are nearly unanimous in reflecting the determined championship of a denominational system of education advocated by their Bishop, the Right Rev. Dr. Dorrian, and that on this, the pivot on which all controversy turns, their replies, if they had been given, would have been but a series of unvarying repetitions. Under what I may call the less stringent regime of the Armagh diocese, I might probably have obtained some variety of sentiment on this subject—at least in my interviews with the country priests there I found a less uncompromising spirit evinced, and I met with instances in which the mixed system of education was regarded with no unfriendly eye. I think it right to draw your attention to this attitude of reserve assumed by the Roman Catholic clergy with respect to this inquiry, and to add that the impression I gathered in the course of conversations with them, in which some of them spoke their sentiments freely, was, that they refrained from communicating with me chiefly on the ground of the general crusade proclaimed by their hierarchy against the principle of combined instruction under any conditions; that, in fact, asking for a complete subversion of the existing system, they did not care to assist in an inquiry which might lead merely to an improvement in the details of its administration, and thereby tend to strengthen the present establishment.

Examination and inspection of schools.

6. The greater part of my time was occupied in visits to the schools themselves, and in the examination of the children. I paid visits of inspection to 155 distinct schools, comprising 116 ordinary National schools, four convent National schools, three schools taught by Christian Brothers, twenty-six Church schools or private schools under Church management, and six of other kinds. Of these 155 I examined ninety-seven, or counting separate male and female departments as separate schools, 117, namely, seventy-seven ordinary National schools, the four convent schools, and the three schools of the Christian Brothers, twenty-eight Church schools, and five others. Some of these schools were very large, and occupied me more days than one; especially was this the case in Belfast, where, for instance, I spent three days in examining the Crumlin-road convent school, and again, three days in examining the Christian Brothers' school in Donegall-street. In some cases, I examined but a portion of the school, selecting two or three or more specimen classes; in others, I went through the whole school, my course of procedure being regulated by a regard for the importance of the particular school, and by the measure of confidence with which, as I went on, I felt able to form a general estimate of the whole school from my examination of parts of it. I usually examined the children in all the subjects they professed, excepting religious knowledge, which I thought it best not to touch.

Readiness of the schools to submit to examination.

7. I am happy to be able to state that I obtained ready admittance to the schools, and was never hindered in carrying out my wish to examine any school of any kind. The Christian Brothers gladly welcomed my visits, and gave me every facility for my examinations; and I wish to express my sense of the courtesy displayed to me by the Brother Directors both at Belfast and at Armagh.

Introduction.

8. Equal opportunities were afforded to me at all other schools, which, being independent of the State, might perhaps have pleaded reasons for exemption from inquiry. Some of the better Church schools evinced a strong desire to be examined, and thus to enter the lists with the National schools. The National schools, habituated as they are to a system of State inspection, generally treated my visits very much as a matter of course; and as the teachers in ordinary National schools look hopefully to the Royal Commission to do something for the improvement of their position and emoluments, they received me almost invariably with pleasure, and were usually anxious that their scholars should do well before me. None were more ready to meet my wishes than the ladies who conduct the convent National schools. They showed deep interest in the work of the Royal Commission, and in Belfast especially they eagerly followed the course of the examination. To the Lady Superior of each of the convents in my district my acknowledgments are due for their kindness and attentiveness.

Practice of prompting by the teachers.

9. One drawback to the satisfaction of examining schools in Ireland I must briefly mention. Though there are not a few schools free from the imputation I am about to record, I regret to say that the prevalent sense of fairness and justness in an examination is, on the whole, decidedly low. I refer not only to the children, who in some schools have a sort of organized system for prompting one another, but more especially to promptings on the part of the teachers. If I can exempt any one class of schools from this charge, so far as it affects teachers, it is the schools of the Christian Brothers; but of this class my specimens were not numerous. In National schools—not excluding those under the conduct of nuns—great vigilance is required to check the propensity to prompt; and if it is not invidious to make the distinction, the propensity is more largely developed in female than in male teachers. As I have included the convent schools in this remark—and the convent schools in my district are only four in number—I think it due to the convents at Armagh and at Lurgan to say that I exonerate them from the charge entirely. In some ordinary National schools the prompting by the teachers assumed a degree of openness perfectly ludicrous. Of course there was a degree of flagrancy at which I interfered to stop what was going on; but before doing so I sometimes allowed matters to pass for a while, in order that I might see the process at its highest development. I have known a mistress so secure, as she thought, in her position and adroitness that, while the whole class saw my detection of her mouthings, she alone was unconscious of it, till I addressed a remark on the subject to the children, when she hastily retreated, and scarcely came within speaking distance of me again. The position which a teacher takes up during a *viva voce* examination, if he or she intends to prompt, is close beside the examiner, and a little behind him, if possible, the object being to keep as nearly as possible in the line of sight from the class to the examiner; but unless the class is a very small one there is usually one part of it which cannot transfer its attention from the examiner to the teacher without a sufficiently palpable movement of the eyes. When you have once ascertained that this sort of movement is going on, it is not difficult to show the teacher your suspicion; and in this manner I usually checked all the attempts at unfair dealing at the commencement. But I always augured badly if I found a teacher taking up the position I have described.

Due in part to frequent inspection.

10. I have no doubt that the perfection which prompting has evidently attained in some National schools is a fruit of the system of frequent inspection to which they are subjected. It is the more necessary that the Inspectors of the National Board should be awake to the subject. A few words from them in their "Observation Book" would soon check the practice by making it unremunerative.

Plan of this report.

11. The plan which I have followed in drawing up the following report is very simple. I deal first with the general topic of the extent and quality of the existing school accommodation, and the attendance of scholars at schools of all kinds. I go on to discuss the great body of the primary schools, consisting of ordinary National and Church schools, under three heads, relating to their managers, their teachers, and the instruction they afford. I next treat of factory National schools, and the half-time system, then of convent National schools, and, lastly, of schools of the Christian Brothers. Finally I endeavour to gather from the materials at my command some general conclusions to which they seem to lead.

Section I.—Extent and Character of School Accommodation.

Two questions—extent, and quality of accommodation.

12. One of the first matters to which my attention was directed was the sufficiency or insufficiency of the existing means of education for the working classes, in point of mere accommodation in school buildings, independently of the quality of the instruction provided in them. Are there schools enough to receive all the children who want to attend school? Or are some children prevented from attending for the reason that there is no school for them to attend? Following upon this arises the further question—is the character of the accommodation which the schools afford such in point of quality and suitability as to meet the requirements for effective organization and instruction?

Supply of schools in general ample for present school-going population.

13. 1. On the first question, concerning the adequacy of the existing school accommodation for the present school-going population, the result of my inquiries points unmistakably to the conclusion that, except where special causes of a temporary kind are in operation, the supply of schools is in general ample. The replies I received to an inquiry on this subject which I circulated throughout my district bear something like unanimous testimony to the fact.

Only two cases of deficient supply named.

14. Only two rural districts were specially named to me as being deficient in schools, and they both lie just at or beyond the limits of the district assigned to me for inquiry. Mr. M'Auley, the Roman Catholic priest at Kircubbin, in the county Down, speaks of a portion of his parish south-east of Kircubbin, as being in much need of a school; and in the county Armagh, Mr. Bell, a Presbyterian minister at Clare, near Tandragee, while expressing his opinion that there are schools enough generally, makes an exception with respect to a district lying between Tandragee and Poyntzpass, where he says a school is wanted. One clergyman at Lurgan said that there were several districts in the country round that town where "education is very inadequately provided," but at least so far as the number and accessibility of the schools is concerned his statement is not borne out by the opinions of the country residents themselves.

Usual state of things in rural parishes.

15. The usual state of things in the rural districts is pretty fairly represented by the following description of the parish of Killyman, in the county Armagh, which was supplied to me by the Rev. James Disney the Rector. Unlike the majority of the Anglican clergy, Mr. Disney does not reject the National system of education. He writes—

"This parish (speaking roughly), is in extent about four miles by two; it contains about 2,000 Church Protestants, and 1,000 Roman Catholics. There are in it six schools for primary instruction in connexion with the National Board, and one private under Mr. Richardson (a Quaker).

"These schools are so situated that no child in the parish is more than a mile from a school, in which it can be taught reading, writing, and arithmetic. Five of the schools in connexion with the National Board are under my management, and one under that of the parish priest."

16. If, instead of five National schools under the management of the Rector, we say five National schools under the management of various Presbyterian clergymen, we have, I think, a very fair picture of the ordinary country parish in the counties of Antrim and Down, where the Presbyterians predominate. And again, if, instead of five National schools under the Rector, we say three Church schools under the Rector, and two National schools under Protestant lay patronage, the description will apply with sufficient accuracy to the average country parish in the co. Armagh. Of course many parishes are of far larger extent than Killyman and contain proportionately more schools; and in some parts of the counties of Antrim and Down the Roman Catholic population is so sparse that there is no school under the priest's patronage, while in portions of the county Armagh the Roman Catholics are in the majority, and have accordingly more schools. But so far as the mere supply of schools is concerned, the above description may be taken to be, *mutatis mutandis*, a fair representation of the case. School Accommodation.

17. The usual proportion of schools to population in rural parishes seems to be about as one school to from 500 to 800 of population. I take a few of the largest rural parishes in my district. Proportion borne by schools to population in rural parishes.

Parishes.	Population in 1861.	Number of Schools.		Proportion of Schools to Population.
		National.	Other.	
County Antrim.				
Ballynure (including Ballyclare),	3,521	6	1	1 to 503
Connor,	7,710	10	2	1 to 642
Duneane,	5,658	7	–	1 to 808
Drumaul (including Randalstown),	9,511	10	3	1 to 731
County Armagh.				
Loughgall,	7,469	6	6	1 to 624
Kilmore,	10,982	5	8	1 to 844
Tartaraghan,	7,483	7	3	1 to 748
Tynan,	6,532	3	8	1 to 593

18. I have only taken separate school buildings into account in the above list of schools, though in several instances there are separate departments for boys and girls. I have inserted no parishes from the county Down solely because my district contained no large parishes in that county free from an urban element; but I have no doubt that the northern portion of the county Down is at least as well supplied with schools as either the county Antrim or the county Armagh.

19. I think that it may be at once conceded that one school is enough for 700 or 800 people, if only it be accessible to them all; and as regards accessibility, not only the testimony of others, but all that I have seen myself of the country I visited, goes to show that the schools, far from being so wide apart as to leave portions of the country around them practically uncovered, are constantly interfering with one another's areas; and that a parent not only has no difficulty in finding a school within easy reach of his cottage door, but has far more frequently a difficulty in determining whether he shall send his child to this school or to that. As I shall have occasion to notice under another head, an almost universal complaint is raised by the teachers of country National schools that there are far more schools than are really wanted, and they are all bidding one against another for children. Schools frequently so numerous as to interfere with one another's areas.

20. In the immediate vicinity of Ballyclare, a village of some 900 inhabitants, in the county Antrim, every school I visited made the same complaint, that it was too near its neighbours. In Ballyclare itself there are two National schools, one of which having separate departments for boys and girls, stands for two in the books of the National Board; and besides these, there is a Church school. In the National school "No. 1 male," thirty-three boys were present; in the female school, twenty-six girls. In the National school No. 2, there were thirty-six boys and forty-eight girls present; and the Church school, which I did not see, has, as I was told by the officiating clergyman, about a score of very young children. About a mile and a half off is a school vested in the Commissioners, called Doagh male and Doagh female National schools, where I found twenty-eight boys and thirty-six girls in attendance. The population of Doagh is returned in 1861 as 271. The mistress of the girls' department had lost part of her salary on account of the smallness of her numbers (her average for 1867 was only 20·7), and by dint of great exertions, she was now hoping to recover her loss. This she had done by aid of children from outlying places, and her two highest girls came from a village named Kilbride, which has a National school of its own. Ten of her pupils, too, were mere infants, whom she took in from their mothers for nothing, to help out her numbers. About a mile from this is Newmills National school, where I found nineteen boys and fourteen girls, and the master complaining that besides being so near to Doagh, he was not a mile from Ballyvoy National school, and a short mile only from Dunamuggy. Kilbride National school, about a mile from Doagh, and the same distance from Newmills, is barely a mile from Cogrey Mills National school, not much more than a mile from Ballyvoy, and about a like distance from a Church school at Ballybracken. At Kilbride I found eighteen boys and fourteen girls in attendance. When one school in such a district flourishes, its neighbours are in difficulties, and the small attendance at Kilbride was accounted for by the success of a new mistress at Cogrey Mills, where I found thirty boys and forty-six girls present. To these schools I should have added Palantine National school, about a mile from Doagh, in a different direction, where twenty-six boys and thirteen girls were in attendance. Instance of schools around Ballyclare, Co. Antrim.

21. These schools all lie in the country west of Ballyclare. I did not explore the other side, but a glance at the map shows that the same state of things exists there. Some three or four National schools lie within a mile or a mile and a half of Ballyclare on that side.

22. Returning to the schools I visited, I would call attention to two necessary consequences of this profusion. The schools must have a small number of pupils, and generally inferior teachers; because a high class teacher can do better for himself at a larger school. The facts will appear more clearly from a tabular statement. I give the area of each school building, in order to show what is the extent of accommodation provided, and how far the accommodation is actually utilized. Consequence—small schools under low-class teachers.

[Table.

TABLE.

School Accommodation.

National Schools.	Area of School-room in square feet.	Accommodation at 8 square feet per child.	Number present.	Grade and Class of Teacher.
Ballyclare, No. 1, Male,	432	54	33	1st grade of 1st class (aged).
Do. do. Female,	432	54	26	1st grade of 3rd class.
Do. No. 2,	Held in a temporary wooden hut.			2nd grade of 2nd class.
Doagh, Male,	450	56	26	1st grade of 3rd class.
Do. Female,	450	56	36	Do. do.
Newmills,	375	47	33	Probationer.
Kilbride,	588	73	32	1st grade of 3rd class (depressed in 1867 from 2nd grade of 2nd class).
Cogrey Mills,	594	74	76	1st grade of 3rd class.
Palantine,	320	40	39	Do. do.

Schools but half full,

23. Thus we find, omitting Ballyclare No. 2, which is at present unhoused, only two of the other eight schools were full. The remaining six, having accommodation for 340 children, had 186 in attendance; they were, in short, little more than half full; and the vested school at Doagh, by far the most complete building of all, was as poorly attended as any.

And chiefly under low class teachers.

24. Then as regards the teachers, out of the whole nine only one has a first class classification; his school is now in a poor way, and he himself ripe for superannuation; one other has a second class certificate; and these two teachers are in Ballyclare itself. All the outlying schools are under third class teachers, except that one is under a mere probationer. When I add that in my own experience either a small school or a school under a third class teacher is rarely if ever in a satisfactory state, the significance of this list of schools to which for the most part both these conditions are attached, may at once be estimated.

Vested school at Doagh.

25. There are very few vested school-houses in my district, and what I saw of them in country places led me to think that they have not always been placed wisely. This school at Doagh will illustrate my meaning. It may be right and proper to expend the public money upon a school-house in a village however small, if it will be accessible to a sufficient outlying population. This is exactly the case at Doagh. The village is small, but the country round it is well peopled. But then the relevancy of this argument for building a vested school is negatived by the recognition which is granted to a network of non-vested schools all round Doagh. The mistress of the girls' school allowed there was no question that the population of Doagh did not supply sufficient occupation for two principal teachers; she was quite sure that the work would be done better if her own school were merged in the boys' school, though of course she does not wish to see this done, and to become an assistant only; and so she struggles on with an attendance which in October, 1867, had fallen as low as 13·3 on an average. On such a number both building and teacher are wasted.

Vested schools at Kilroot and Bellahill.

26. The same want of economical care is exhibited in the case of an excellent vested school-house at the village of Kilroot near Carrickfergus. It is situated just out of the village of Eden, which has a non-vested National school of its own, distant about a quarter of a mile. About a mile and a half from Kilroot school is another vested school at Bellahill. The Bellahill school is under a first class mistress, and suitably situated. It was full to overflowing when I visited it. The Eden National school is but an infant school, and as such is useful in taking off the youngest children. But after this, and with the Bellahill school within reach, there remains but a poor field for the Kilroot school. And yet this has by far the best building of the three. I found at Bellahill fifty-six children present in a room twenty-four feet six inches by fifteen feet, which at eight square feet per child would accommodate only forty-six. It is about to be considerably enlarged, and will then not improbably still further increase its attendance. The Eden school had sixty-two little children present—the mistress a probationer only. The building would hold considerably more. The Kilroot school consists of one excellent room, thirty-nine feet long by nineteen feet ten inches broad, and about eleven feet high to the eave course, with an open roof. It would hold 100 children well. It is in excellent repair, well whitewashed, and well supplied with apparatus, including eleven parallel desks. I found thirty-one boys and twelve girls in attendance, who, of course, did not half fill the room. The whole number on the roll was fifty-four boys and twenty-nine girls. The master was a very young man, his classification first grade of third class. He is aided by a female assistant and a paid monitor. Such an establishment as this, which from the erection of the building in 1860 to the present time must have absorbed a considerable sum of public money, appears to me to be out of all proportion to the usefulness of the school. If the Eden National school were not in existence, Kilroot might do well enough with a separate department for infants, and if there were but a successful school at Bellahill it might attract scholars from the country in that direction; but planted as it is it will probably never be full.

Profusion of schools at Woodburne, near Carrickfergus.

27. Perhaps the most egregious instance of profusion with which I met was at Woodburne, a village some two or three miles from Carrickfergus. Its population does not appear separately in the census, as it is, I believe, included in the parish of St. Nicholas, Carrickfergus. It is, however, a mere straggling village with a factory in it, and a few hundred inhabitants. It contains three separate National schools, each for boys and girls combined. There is Woodburne National School, and Upper Woodburne National Schools, Nos. 1 and 2. Upper Woodburne is a continuation of the village, on the rise of a hill. The schools are all by the same roadside, and a few minutes' walk apart from one another. The attendance, as I found it, was as follows:—At Woodburne National School, which until a recent date was the only National School in the place, 27 boys and 36 girls. The accommodation here is very indifferent. The master resides in three gound-floor rooms, and overhead is the school-room, reached by a sort of ladder, by no means free from danger to small children. The room itself is cramped, and covered with desks, and would not well accommodate more than 50, though there were 146 on the roll. This is the chief school in the place in spite of its disadvantages. Upper Woodburne, No. 1, is a cheap ricketty structure, more like a barn than a school. Its area is large, the dimensions being 35 feet by 22 feet. The roof is on a continuous slope, from 12 feet at the highest to 5 feet at the lowest. Here I found 20 boys and 19 girls, while the area would accommodate nearly 100. The third school, Upper Woodburne, No. 2, has the only good building of the three. It was built for a church, and still contains a pulpit, but is now given up to educational purposes. Its dimensions are 51 feet by 19 feet, and it is 14 or 15 feet high. It would accommodate 120 children well. Here I found 8 little boys and 8 little girls, under a female probationer. These she had gathered about her by aid of her patron, a clergyman of the Established Church, and a very lenient system of school fees, while row after row of empty desks, continually reminding her of the greatness of her opportunities, in the meantime only make her class look the smaller, and the farce which is being enacted under the title of National education the more ridiculous. Thus I found 118 children in attendance at these three schools. The whole number would barely have filled the single school-room

belonging to Upper Woodburne, No. 2 school. The perpetual jealousies and feuds to which this exaggerated and purposeless competition is sure to give rise, are obvious. Nor is there here even the excuse which is urged in many cases on the ground of denominationalism. There is, indeed, an admixture of Roman Catholics in the population, though the majority of the people are Presbyterians; but there is no separate school for the Roman Catholics. They were distributed over the three schools, two of which are under Presbyterian, and one under Anglican patronage. Upper Woodburne School No. 1, the second of the three in seniority, was established about three years ago, and according to the statement of the master of the old school in a very peculiar way. The master says that he had on one occasion punished a boy for fighting, by giving him two or three switches in school. The boy was a farmer's son, and went home and told his father. The father resenting the punishment removed his boy from the school, and being then a member of the school committee, brought the matter before that body. They, however, would not interfere, and the farmer thereupon set about getting up a rival school. The old school being of inadequate size, a new school was not an unreasonable thing, though to enlarge the old school would have been a better and less expensive course to adopt. In this way the very unsuitable building used for Upper Woodburne School No. 1, was erected; it was afterwards taken in hand by one of the Presbyterian clergymen of Carrickfergus. The first effect on the old school was that the master lost his assistant, on account of his diminished attendance, but he has since recovered this. It might be urged in favour of the course pursued by the Board in this instance, that either an enlargement of the old school, or the erection of a new one had become a necessity. But no such excuse can be advanced on behalf of the third school, which has been recognised still more recently. The only recommendation that school has is its building, and if the other two schools were closed, this would be a very good ground for securing so suitable a house for school purposes. But as long as the two older schools are continued, the existence of Upper Woodburne School No. 2, under an unclassed teacher, entails a pure waste of money and labour, and imperils the position of both the other schools, by further subdividing the small field out of which each of them has to extract a subsistence.

School Accommodation.

28. If there is a deficiency of school-buildings anywhere it is not in the rural districts, but in the crowded towns of Belfast and Newtownards; but in them too the deficiency is not in the abstract number of schools, or in the aggregate amount of accommodation they offer, but it arises from the unequal and unsystematic distribution of the schools.

Deficiency of schools, if anywhere, in towns.

29. Newtownards is a densely populated town of some 10,000 inhabitants, largely engaged in hand-loom weaving. It is a poor town, therefore, and affords a fine scope for the beneficent action of the National system of education. It was accordingly deemed a suitable site for a model school, and a magnificent building has been erected no doubt at heavy cost, for its accommodation. But the poorest of the inhabitants are not benefited by this, for the regular exaction of fees in advance withholds the weavers generally from making use of the model school. Besides the model school, there is a large and overflowing ordinary school, under the name of Newtownards National School, managed by a Presbyterian clergyman, and there is a considerable school, called Anne-street National School, attended exclusively by Roman Catholics, and under the patronage of the parish priest. These two schools have an attendance of about 250 children. The model school has about 300 more. For the rest of the town the provision is very inadequate. There is a large school under the Board of Erasmus Smith, managed by the Rev. J. G. Pooler, the incumbent. This, however, is very unsatisfactory in the girls' department, which I examined; the boys' school was closed for repairs on the day when I proposed to examine. There are three more National schools, one under a third-class teacher, is an ill-arranged and far from satisfactory school, and the other two are under probationers. One large and very poor district of the town is at some distance from any but a ragged school, which is maintained by a committee of benevolent persons, under the superintendence of Presbyterian clergymen. But it hardly deserves the name of a school. A widow woman and her boy have some 50 boys and girls, crowded into a cramped up-stairs room, where the children are chiefly occupied in spelling out words from the New Testament. As a temporary expedient, while a National school was in course of organization, even such a school as this might be slightly better than nothing. But the present school has been going on for nearly seven years, and permanently subtracts half a hundred children from the National schools of the place. When I find National schools broadcast over the land in thinly peopled parts, it becomes a matter of surprise and regret that a densely populated district should put up with a mere nursery such as this is. It is true that no part of the town is very far from a National school, all but very young children would be able to traverse it without difficulty; but even if the parents were in a position to exercise a choice between one school and another on its merits, they are deterred from doing so by two supreme considerations, first, that the ragged school is free of expense, and second, that it is ready at their very doors. In a town, it is a matter of very great importance to have a school near at hand; a parent, however neglectful in matters educational, is thoughtful enough in guarding against bodily dangers, and though the competition of the schools in many places will draw some children off to more distant schools, there will always be many parents who are satisfied to send to the nearest school, because it is safest and most convenient to do so. If this ragged school were simply closed, many of the children would no doubt go to one or other of the National schools, while some would probably go to no school at all. If a good National school were established in its place, not only would it afford these children an education worthy of the name, but it might, perhaps, extinguish one or two of the inferior schools with which it would come into competition, and the whole town would be benefited if it did.

In Newtownards.

30. Several of the clergy in Newtownards concur in regarding the school accommodation of the town as very inadequate, and the schools themselves inconveniently situated.

31. Yet, in the immediate neighbourhood of the town the phenomenon which so often meets the eye in the rural districts of a superabundance of small schools, under inferior teachers, is seen in full operation. About a mile out of Newtownards is Ballycullen National school, the master of which lives in the town, from which he also draws an appreciable proportion of his scholars. He is a second-class teacher, and, with the aid of the children from Newtownards, keeps a considerable school—seventy-one were in attendance, nearly filling the room. About a mile from Ballycullen, and still about the same distance, or little more, from Newtownards, lies Killynether National school, under a third-class master—forty-seven children were present. About half a mile from Ballycullen, and a mile and a half from Newtownards, is Greengraves National school, where I found thirty-four children under a third-class master; and Ballyrogan National school, still within a mile or so of Newtownards, is within a short walk of both Ballycullen and Greengraves. Ballyrogan is also under a third-class master, and had forty-three children present.

But profusion in country around Newtownards.

32. Here were nearly 200 children, living within a radius of about a mile from a central point, distributed among four different principal teachers, none of whom are men of high qualifications. If these four schools were replaced by two large schools, first-class teachers might be obtained, and still a saving of expense be secured.

33. In the county Armagh, though there is still a great abundance of schools—quite as great as in Antrim or

School Accommodation.

National schools less abundant in Co. Armagh.

But Church schools far more numerous.

Down—the causes are different. The abundance does not arise so much from profusion on the part of the National Board as from the competitive action of the advocates of the National system on the one hand, and the supporters of the Church schools on the other. On a rough calculation there are in the counties of Antrim (without Belfast) and Down about 760 people on an average to each National school. In the county Armagh there are about 1,020 to each National school. The difference is made up by the large number of Church schools in the neighbourhood of the cathedral city. The analysis of the schools of various kinds in my district supplied to me from the office of the Commission, gives the proportions of National and Church schools thus:—In Belfast, 8 Church schools to 71 National; in the constabulary districts of Carrickfergus and Antrim, 18 Church schools to 123 National; in the district of Newtownards, 15 Church schools to 64 National—on the whole, 41 Church schools to 258 National. Whereas in the districts of Armagh and Portadown the proportion is 52 Church schools to 74 National; in the district of Armagh alone, without that of Portadown, there are returned 33 Church schools to 34 National, or, in effect, an equal number of each. I have already given the number of schools—National schools and Church schools combined—in the four largest agricultural parishes in that portion of the county of Armagh which came within my inquiries, and shown that the proportion they bear to the population is very much the same as is the case in the county Antrim. But in proportion as there are more Church schools in Armagh, so is there a less profuse distribution of National schools, and the National schools are rarely found in competition with one another.

Case of Belfast; diversity of opinion concerning adequacy or inadequacy of school accommodation.

34. In the town of Belfast it was not easy to form a trustworthy estimate of the adequacy of the existing school accommodation. One is met by contradictory statements and by conflicting phenomena. Thus the Rev. John Scott Porter, an earnest advocate of National education, in reply to my inquiry, says the means of education "are amply sufficient, or, as I should rather say, more than sufficient." The Rev. E. J. Hartrick, honorary secretary to the Down and Connor and Dromore Church Education Society, and incumbent of the Magdalen Church, Belfast, says "the means are not sufficient for educating children above twelve years of age or under eight, night schools being required for the former and infant schools for the latter. But for children between the years of eight and twelve I believe the means of education are sufficient at present."

35. The Rev. William Johnston, who has taken a leading part in the promotion of National education in Belfast, and is patron of eighteen schools in the town, gives it as his opinion that the efforts that have been made to provide new schools for the rapidly increasing population of the place have succeeded in supplying means of education "well proportioned to the requirements of the community;" but he adds that already some new districts in the town require additional provision.

36. These opinions, which are corroborated in the main by the majority of those whom I had the opportunity of consulting, are in accordance with the estimate of the District Inspector, Mr. M'Ilroy, who, speaking of the northern and western portions of the town, in which the increase of population has been most conspicuous, describes the schools as "amply sufficient."

37. On the other hand, the Rev. Robert Hannay, incumbent of Christ Church; the Rev. Hugh Hanna, and several others expressed their opinions that there is a deficiency of schools; others contented themselves with complaining of the badness of the accommodation offered in many of the existing schools; and the Revs. W. Martin, A.D.M., and James Canavan, C.C., agree in saying that there are not schools enough for Roman Catholic children, meaning schools under Roman Catholic management. Mr. Martin adds as a special cause of their need, the fact that their "conscientious scruples will not permit them to use the model school."

Grounds for both opinions.

38. My own observations lead me to believe that both these who say that there are schools enough, and those who cry for more, have fair grounds for what they state. I visited the greater number of the schools in Belfast, and what I found was, *here* a school so overcrowded that even the playing-yard would be called into requisition as a class-room—*there* a room entirely fallen into disuse. In one school, the teachers would be at every shift to compress the children within the walls; at another the children would be solicited to come in and occupy the empty benches. Out of about fifty schools I visited in Belfast, I should say a dozen were certainly not full; the rest were frequently very much overcrowded. Balancing the one against the other, I am inclined to believe that the prevailing opinion is correct, that there is, on the whole, accommodation in school-buildings for all the present school-going population; and that the contrary opinion is based upon a partial experience only of the means which exist. A clergyman, who is manager of a good school, always more than full, feels his want of further accommodation, and may be little aware of the empty state of a school in the next street. There is no concert between the one school and the other, though there may be a rivalry, and thus it is, that the one manager thinks the schools are too few, and another may consider them too many. The truth is, that the real deficiency in Belfast arises not from the number of schools being too great or too little, but from the want of any system upon which the placing of the schools has been regulated. In some parts of the town the schools are too many, in others too few. One street will have two rival National schools *vis-à-vis*, another will be far from any school. I will give an instance or two. Within the precincts of Trinity Church, are the Trinity street National schools—boys, girls, and infants, in separate departments. They are under the management of the incumbent, and are all full. Close by stand Stanhope-street National schools, also containing three separate departments. The boys' and the girls' schools are fine rooms, fifty feet long, by seventeen feet broad, and fourteen feet high. They would accommodate 120 children each, but the total attendance in the two schools was only 110 on the 26th of August. The schools are not half full, and this fact explained the meaning of a placard which several times met my eye on the walls of the town, and which struck me as something exceedingly novel in connexion with a National school. I give it *in extenso*:—

Wants of Belfast due rather to bad distribution than insufficiency.

Instance—the Stanhope-st., Trinity-st. and Clifton-st. schools.

"Stanhope-street National Schools.

"*Teachers.*—Boys' school, Mr. Lauther, Principal; Girls' school, Mrs. Rankin, Principal; Infants' school, Miss Smyth, Principal; and a staff of thoroughly qualified assistants.

"These schools, which are strictly non-sectarian, have been re-opened after the Midsummer vacation, under the management of the above-named teachers, who were chosen solely on account of personal qualification. Public examinations are held each year for the purpose of testing the progress of the pupils, and affording parents an opportunity of judging the character of the instruction imparted, when prizes are awarded by the patroness, Miss Whitla, for proficiency and regular attendance. In addition to a first-class English and Mercantile education, the course of instruction includes drawing, music, and fancy needlework.

"*Evening Classes.*—The male and female evening departments are conducted by Mr. Lauther and Mrs. Rankin, on Monday, Wednesday, and Thursday evenings, from seven till nine o'clock.

"Special attention is given, in both the daily and evening schools, to reading, writing, arithmetic, drawing, and plain and fancy sewing.

"Terms on application at the schools."

39. I have no reason to believe that there is any exaggeration in the terms of this advertisement.

40. The manager, the Rev. J. Scott Porter, does not speak without a reason when he implies that there are too

many schools in Belfast. Quite recently, although the Trinity-street and the Stanhope-street schools were already occupying the ground, the Board has sanctioned another large school facing the Stanhope-street school, and not a stone's throw distant from it. It is called Clifton-street National school, and is built at the back of the Rev. J. M'Credy's meeting-house. Nothing but the road, at a place where four ways meet, separates it from Stanhope-street schools. It was opened in May, 1868, and at once a rush of children took place from Stanhope-street schools to this, for a minister can always command an attendance from his own congregation. The two schools are now in obvious competition, the one relying upon its acquired reputation, the other on the support of the minister to whose meeting-house it is attached, while as yet it has its reputation to earn. This new school consists of a fine large up-stairs room, intended, as the master said, for 300 children, and a ground-floor room not yet called into requisition. I found 129 children already in attendance on September 16th.

School Accommodation.

41. From the denominational point of view nothing is more natural than that a minister of religion should desire to have the control of a school for the benefit of his congregation. Most of the clergy in Belfast have schools, and why should not Mr. M'Credy have his as well? But it is quite another question whether the National Board, which in theory at least holds to the non-sectarian view of education, should encourage this promiscuous establishment of quasi-denominational schools, without having at least assured itself that a real need is being supplied by doing so. In this particular instance the process of multiplication pursued by the Board has been this. The first of these three National schools was the Stanhope-street school. It is an isolated building, unconnected with any place of worship, and one of the most suitable and complete school buildings in Belfast. It has as fair a claim to be called non-sectarian as any school, excepting the model school, in the whole town. The Trinity-street schools are within the precincts of Trinity Church, approached through a gate which leads also to the sacred building, and they were till two years ago not under the National Board, but managed in accordance with the principles of the Church Education Society. Upon the accession of the present incumbent, the Rev. J. H. Deacon, they were placed under the National Board. Thirdly, in May, 1868, the Clifton-street school also received the support of the National Board. Both the Trinity-street and the Clifton-street schools have a distinctly denominational character; they are both in juxtaposition with a house of worship, and naturally enough enjoy the support of their respective ministers. Placed as it is between these two schools and without the same associations with places of religious worship, the Stanhope-street school, though representing the principles of the National system far more completely than the other two, in vain struggles to maintain its position against them. The attendance at Stanhope-street and Clifton-street schools together would just fill the Stanhope-street schools alone. The Clifton-street building would be invaluable half a mile off.

Two denominational schools and one non-sectarian covering the same ground.

And a non-sectarian school is at a disadvantage in the competition.

42. A somewhat similar state of things, though less strongly marked, exists in Conway-street, where the Board has just accepted a new school under Roman Catholic management, situated almost *vis-à-vis* to Conway-street National school, No. 1, which is under Presbyterian management. The older school is perfectly full, the new one has room to spare. Very probably the new school may also soon be full, but it appears to me that to allow the existence of two schools in such patent rivalry in the same street is to sacrifice all regard for judicious distribution to the appetite for sectarian display. Conway-street is in a new part of the town, where there must be a wide choice of sites for school buildings, and the selection under these circumstances of a spot confronting an existing National school, as the most desirable site for a new school, is suggestive of a deliberate purpose, which it should be the business of the Board, professing to represent the spirit of non-sectarian education, to repudiate.

Two schools in Conway-street.

43. When a town increases at such a wonderful pace as Belfast has done, it is no doubt extremely difficult to adapt from time to time the supply of schools to the wants of the population. The urgent need of additional school accommodation year by year has been met by the independent exertions of clergymen of different persuasions acting each with an especial regard for the interests of his own denomination. I do not mean with a deliberate view to proselytize, though the indirect results may savour of propagandism; but what, for instance, a Presbyterian minister does is this: he collects subscriptions, he buys a site, and builds a school; he becomes the patron of it, he appoints a staff of Presbyterian teachers, and by these means plants in a new district a stronghold of religion and learning, and provides for all the Presbyterians around exactly what they want. He is glad enough if children of other persuasions will attend his school; he is glad if Roman Catholic children will come and take, if not the religion he offers them, at least the secular learning provided. I have no doubt that in establishing his school he has a direct purpose to assist the poor of all denominations to learn to read and write; but he has also a second purpose in view, and that is that facilities for reading the Bible may be afforded to members of his own congregation. In many instances the school buildings serve a double purpose: they are National schools in the day, and on certain evenings in the week they are places of meeting for religious purposes. They are missionary schools and missionary churches too. When he has done this for the Presbyterians, it is not surprising if the Church Education Society comes in with a school which will give Church people special religious instruction; and it may be safely assumed that the children of the Roman Catholic faith will be provided for at a third school.

The placing of the schools determined by independent action of rival ministers of religion.

44. The effect of this independent action of different bodies is either that the schools are planted, as in the old and densely populated parts of the town, wherever sites could be obtained, and without any regard to relative positions; or else, as in the new districts of the town, the spirit of antagonism prompts the promoters to get their schools as near together as possible. I have already cited Conway-street schools as an instance of the latter course of action; the former is illustrated by the schools in Kent-street, which lies in the midst of one of the poorest and most thickly peopled districts in the town. There could be no better field for missionary efforts than this; it is reputed to be a refuge of all the vice which can be gathered together in the least reputable portion of a great manufacturing town. The houses are miserable hovels, which let for a shilling or fifteen pence a week; the people are described, both by the clergy and the teachers, as mainly drunkards, prostitutes, and thieves. Kent-street National school, Kent-street Free school, under the Church Education Society, and Fountain-square National school share this unlovely neighbourhood among them. The pioneer was the Kent-street National school, which is under the patronage of the Rev. William Johnston. It is a feeble school, not full. Out of forty-three children present only six were above the first reading book, the master is a third class teacher, and the fee is one penny a week.

Schools arise either in avowed antagonism, as in Conway-street, or indiscriminately, as in neighbourhood of Kent-street.

Kent-street National school.

45. The Church school is entirely free, and to this fact and the small gifts which are to be obtained at most Church schools, may be ascribed its larger attendance; it has about seventy children, mostly of the Established Church. The school-room presented a scene of extreme disorder when I visited it, and the standard of acquirement was very low.

Kent-street Church school.

46. The Fountain-square school contains two rooms of equal size, one of which is entirely disused, the other not more than half full. It is under the patronage of a Protestant layman, a Dissenter; who pays £26 a year as rent for the building. The building itself appears to have been obtained by knocking down the partition

Fountain-square National school.

School Accommodation.

walls of two houses, by which means two large rooms, awkwardly shaped, have been made available, of these only the up-stairs one is used; and although the exaction of fees is almost entirely given up, it is only by great exertions and solicitations that the mistress maintains an attendance of some thirty or forty children. The number I found actually present was but twenty-four.

Three weak schools in place of one strong one.

47. Here there are three weak schools where there should be one strong one. I have no doubt the neighbourhood has children enough to fill all three, if all attended as they might do; but I am convinced from observations in many places that to bewilder the people by too many schools and to drive down the cost of schooling to zero by means of competition for children, is not the way to promote regularity of attendance or appreciation of the advantages of education. The National Board, cannot, indeed, unite these three schools; but it might, perhaps, unite two of them, and make out of the combination, if not a very strong school, at least one less weak.

Opinion of Rev. L. Hünges.

48. It would not be difficult to quote other instances in which a very bad economy has been exercised in the establishment of small competing schools in other towns besides Belfast. I entirely concur in the wisdom of the following remark by the Rev. Leonard Hünges, of Carrickfergus, who says:—

Schools should be amalgamated.

"There are two many schools in this town (Carrickfergus). If several were amalgamated, the salaries of the masters and teachers, the buildings, the proper distribution into classes according to age and progress, could all be improved without incurring any greater expense."

49. The principle of that remark is, I believe thoroughly sound, and should form the starting point of any large measure of administrative reform in the Irish National schools.

In quality, the accommodation often very bad.

50. II. Many of those whom I consulted urged that what was wanted was not more schools, but more good schools, and I do not hesitate to say that a large proportion of the school-buildings, which I visited, especially those in towns, are totally unfit for the purposes to which they are devoted. I believe it to be a very difficult, I had almost said an impossible thing, to hold a good school in a thoroughly bad building. I have indeed heard it suggested that there is a certain appropriateness in the extemporized buildings often used as schools in Belfast; for that these buildings are more in accord with the habits and manners of the children who attend them, and that their very homeliness is a recommendation to them in the eyes of the poor. Nothing that I have seen gives me any faith in this view of the matter, and all experience in school management seems to point the other way. After visits to many scores of schools my recollection usually associates disorder and noisiness with bad, cramped, and awkward school-rooms; with large, airy, well-arranged rooms are apt to be combined a tone of orderly quiet and precision. There are good schools in bad buildings, and bad schools in good buildings, but a certain amount of confusion is inseparable from a large school badly accommodated, and in a good room, even though the teaching be inefficient, a certain sense of order is almost inherent. Mr. Hünges had good reason to refer to the improvement of the school-buildings in Carrickfergus. One of the National schools there, called the Market-place National School, is in appearance one of the most disreputable buildings I ever saw. On the front towards the Market-place I counted eleven broken windows, some of them stuffed with paper to keep out the wind, others not. Inside, it contains two rooms on the ground floor, of which one was full of dust and dirt besides a heap of old reading "cards," supplied by the National Board, otherwise it was entirely untenanted; the other is used at times as a class-room, especially for religious instruction. Out of this room rises a ladder, up which one mounts into a first-floor room covering the whole area of the building, and used as the ordinary school-room. It is a forlorn looking room, with some very rickety desks, on which the master gravely remarked, that "they shake quite too much," as though a small oscillation were in itself not undesirable. I should rather have said that on such desks it was almost impossible for anyone to write, and quite impossible for a child to learn to write properly. Out of this room another ladder leads up to a large garret, by no means proof against wind and rain, and containing no windows, as windows are generally understood, but only two apertures with wooden shutters. The furniture consisted of three long low benches. This is the room in which the girls are taught to sew. These ladders, by which the ascent to the room is made, would be dangerous or even insurmountable for young children, and the duty is entailed on the assistant teacher of making frequent journeys up and down the steps to accompany the infants whenever any one of them has to leave the room. The spot to which they are then conducted is situated, strangely enough, between the front of the building and the public street, in full view of every passer-by. It would, indeed, be difficult to find a building more entirely unsuited to educational uses than that occupied by the Market-place National School in the borough of Carrickfergus.

In Carrickfergus:—(1.) The Market-place National school.

(2.) Lancasterian-street National school.

51. Two other schools in this town occupy premises very far from satisfactory. The Carrickfergus Female National School, in Lancasterian-street, owns two large rooms, one over the other, which were apparently obtained by the fusion of several small houses. The upper portion only is occupied. It is a long, narrow, disjointed sort of a gallery, in very indifferent repair; it is only fifteen feet wide at the widest part, and narrows to about twelve feet at one end; its length is no less than seventy-six feet. Beneath this, on the ground floor, the same area is divided into two damp and dreary rooms, sometimes utilized as play-rooms, but generally quite disused. Once a boys' school was held here, but that has long been discontinued; and the girls are not numerous enough to fill the upper half of the building. Here, too, the same fault was to be found with the desks: they were all but falling to pieces, and would alone make it impossible for any girl ever to write well.

(3.) Barnmills National school.

52. The third school-house, to which I refer, is occupied by the Barnmills National School. The building, as mistress informed me, was, in the first instance, erected for a public-house. After serving in that capacity for some time it was turned into a Presbyterian chapel, and eventually, a year ago, into a National school. The pulpit still stands, casting a semi-sacred character over the otherwise very unimpressive appearance of the room, or barn as it should rather be called, for with the exception of a partial wooden floor, it bears none of the usual features which distinguish places of human habitation. The school is a small one under a third class female teacher; indeed no teacher of good standing would ever accept a school held in a building the very aspect of which is repellent and depressing.

In Belfast:—(1.) North Thomas-street National school.

53. In Belfast there are not a few school-buildings as unfit as any in Carrickfergus. For instance, the North Thomas-street National School ought, as it appears to me, to be at once proscribed altogether. It is situated in a small court, just out of the street. All along the side of the building, and separated from it by a mere footpath, stands a row of privies belonging to houses which rise up higher than the school and effectually prevent the free circulation of air. All the windows of the school open on this side of the building, and the dilemma continually trying the patience of the teachers is whether it be better to open the windows and admit the unwholesome stench, or to keep them rigidly closed and be stifled. Adjoining the offices of the houses in front, and just outside one of the windows of the school, stand the offices belonging to the school, and a more disgracefully foul sight than they presented it is impossible to conceive. I visited the school on a warm rainy day in August. On entering the ground-floor room, which is appropriated to an infant school, I found the atmosphere painfully oppressive; the door was open, but of five small sash windows, all in one side of the room, two were closed. I asked the reason why they were not open, for the mistress complained that she was suffering from the foulness of the air. The reply was, that one of them, being level with one of the rows on the "gallery," could

never be opened lest an infant should fall out of it; the other was so close to the school offices that if opened it would make the room uninhabitable. The dimensions of this room gave a total of 3,760 cubic feet of air, less the space occupied by a rising gallery; thus the rate of eighty feet per head would give accommodation consisting with health to not more than forty-five persons. There were present eighty-one children and three teachers, and the average attendance for the preceding quarter had been eighty-six. To make such a state of things at all healthy a free circulation of air is indispensable; but a thorough draft can never be got, and the air which can be admitted wafts in with it the most nauseous and unhealthy vapours. Up stairs, where a mixed boys' and girls' school is held, there was scarcely any improvement. Four small windows, low down in the wall, were capable of being opened half way; these, as below, were all on one side, overlooking the offices of the neighbouring houses. In the slope of the roof were six small windows, which of course cannot be opened in wet weather. The master assured me that the air was never, in the most favourable circumstances, other than oppressive, and that in the hottest weather he had taken the lower windows out entirely, and yet the thermometer stood at 93°. The worst periods of all occur about six times a year when the offices belonging to the houses are cleaned out; this is done in the day time, and during the process the air in the school becomes scarcely bearable. The cubical contents of the upper room were about 5,000 feet (including the open roof), which would be sufficient for sixty-two persons. There were present seventy-four children and four teachers. In this school, be the teachers as careful and attentive as they may, the first rules of health and decency are continually and unavoidably violated.

School Accommodation.

54. In point of mere ventilation, but happily without the same impurities of atmosphere, there is a National school in Spier's-court, which is even worse constructed than that in North Thomas-street. The school is held in a single room on the ground floor: the upper portion of the building is used for other purposes. The school-room is an irregular apartment, 35 feet long at the longest part, and 22 feet 6 inches broad at the broadest part; the height varies from 8 to 8½ feet. The whole cubical content, as nearly as I could ascertain it, is from 4,500 to 4,600 feet. The means of ventilation are two doors, windows on one side of the room only, and a stove. Supposing the means of ventilation were sufficient, the room would be fit for at the most 60 persons. The average attendance for the quarter ending June 30, had been 118, and there were 4 teachers besides.

(2.) Spier's-court National School.

55. I could name several other schools in Belfast in which a similar state of things exists, that is in which the cubical content of the room allows far less than 80 feet for each child in attendance. I will instance one more, as the school is a large and important one. The Bridge End National school, in Ballymacarrett, had an attendance in the boys' school of 130 on the day of my visit. The room would accommodate 70. Some relief is obtained by means of a small space, unfloored and without fireplace, which has been covered in, and is used as a class-room, but it hardly deserves to be taken into the account. Fortunately the school possesses ample play-room, and in summer the classes are chiefly taught out of doors.

(3.) Bridge End National School.

56. Here, as in very many cases, I had occasion to notice the extreme foulness of the offices: a mild entry by the Inspector in the Observation Book, that they were "dirty," entirely fails to characterize as it deserves to be characterized, the inexpressible filthiness of what I saw. I am informed that there is no system of sewerage in Ballymacarrett; but even this fact, if it somewhat palliates the offence, cannot excuse those who are responsible for the health of these children.

Foul state of the offices.

57. I will dismiss this particular branch of the subject, by saying of the schools in general, that in a very great number of instances, both in town and country, the provision made for training up the children to respect the rules of decency and cleanliness—I am speaking especially of National schools—is astonishingly insufficient. The schools of the Christian Brothers are in this respect a model, which it is not unreasonable to expect that the National Board may ere long think it right to imitate.

This is a frequent defect in National schools.

58. In country schools standing on open sites, no great difficulty is ever likely to arise about ventilation. They can always command a supply of fresh air, though, if the day is a little cold, the teachers are often very unwilling to make proper use of their opportunities. But I not infrequently found that the actual accommodation fell far short of the requirements of the English Committee of Council.

In country:—

59. For instance, at Ballyeasborough National school—a large and flourishing school in the county Down—the cubical contents amount to about 6,650 feet, sufficient for eighty-three persons. But there were present 153 children, besides five teachers and a workmistress.

(1.) Ballyeasborough.

60. At Ballywilly National school, near Portadown, the room was completely blocked up with children standing all over the passage, and projecting even into the high road. The master says that in summer weather he teaches chiefly in the road, and in bad weather it is often impossible to do more than just keep the children quiet. A new school-house is to be erected shortly.

(2.) Ballywilly.

61. At Aldoo National school, near Carrickfergus, the cubical content is 2,816 feet, which would suffice for thirty-seven or thirty-eight children. I found seventy in attendance, besides two teachers.

(3.) Aldoo.

62. At Hunter's-lane National school, too, in Donaghadee, which is an exceedingly satisfactory school in point of teaching, success has been attained under extreme difficulties in respect of accommodation. The area of the girls' school is eighteen feet by thirteen feet six inches, or 243 square feet, which, at the rate of eight square feet for each child, would suffice for thirty. The cubical content of the room was about 2,592 feet, or sufficient for thirty-two children. There were present sixty-one, besides mistress and monitress. The boys' school is rather larger, and less full. A new school is, I understand, to be erected soon in lieu of this.

(4.) Donaghadee.

63. A very common defect in a country school is that it possesses only a mud floor. In dry summer weather there is no great disadvantage in this, if only its surface be tolerably even; but generally it is very far from even, and not rarely, it is so dotted over with pit-falls that great circumspection is required as one moves about the room. In the winter these holes probably perform a useful service in draining the wet from the rest of the floor; but their purpose in the summer is less easy to divine. In winter there can be no question that a damp clay floor is most disagreeable and deleterious to half-clad shoeless children. I can bear witness to my own unpleasant recollections of a visit to a mud-floored school on a wet October day. Even with boots on one is forcibly reminded of the ague as the cold creeps up from one's feet, and one begins to appreciate to the full the boon which Mr. Vere Foster has conferred on so many hundreds of National school children by providing them with wooden floors to stand upon.

Mud floors.

64. To put it shortly, the chief fault to be found with National school buildings is this—that in towns they are apt to be extemporized out of existing hovels; in country places they are often mere barns, with desks in them.

65. Wherever a building has recently been erected for the express purpose of a school, there is little or no fault to find. Many of the newest schools in Belfast are all that could be desired in point of airiness and comfort; but in many instances rooms have been sanctioned by the National Board for which aid should never have been allowed. Without asking for complete conveniences, it should be insisted that the building be in accordance with the laws of health, and so placed and arranged that it may be possible for the work of a school

Buildings erected expressly for schools, usually quite suitable.

School Accommodation.

to go on with propriety and order in it. When the State allows so much in the form of annual support, it may fairly demand that the locality provide a room that will do justice to the grant.

Want of play-grounds.

66. One special desideratum deserves to be noticed. A great many of the town schools have no play-grounds whatever, and this want is found in some of the most successful schools in Belfast. Linenhall-street National school, for instance, has not a square foot of play-ground, and little more can be said for Victoria-place National school. Many have a mere yard of a few feet square, which cannot be used for play, and is only available for other purposes. Some schools more fortunate have what in a town like Belfast must be considered a handsome provision. The Townsend-street schools, those attached to St. George's Church, in High-street, those in Stanhope-street, and some others, all have a space in which it is possible for the children to recreate themselves with some sense of enjoyment. The same may be said of the Huss Church school, and the school of the Christian Brothers in Barrack-street.

Temptations to irregularity and truancy, in default of play-grounds.

67. In a town school, in which the class of children is low, and the tendency to irregularity and truancy very strong, the want of a play-ground becomes a very serious obstacle to effective organization. At about mid-day the children are always turned out for half an hour or so, during which they eat a piece of bread, which they have brought with them, and if there be a play-ground join in a game there. If there be no play-ground they turn out into the street, and probably go home for their piece of bread; and many a child who has come in the morning never re-appears in the afternoon. There are, in fact, two temptations to truancy per diem instead of one; and as the roll is called before twelve o'clock, absence in the afternoon passes unnoticed in the daily report book, and the teacher has no direct personal interest in the attendance after once the books have been made up for the day.

Accommodation in Convent Schools, and Christian Brothers' Schools.

68. In what I have said about the kind of accommodation which the schools afford I have hitherto instanced only ordinary National schools. The convent National schools that I saw all have excellent school-rooms, and all have play-grounds of greater or less extent. At the Armagh and Lurgan convents the play-grounds are best. At the Belfast convents, especially in Hamilton-street, they are, as might be expected, only large yards, but still more than most National schools possess.

69. The schools of the Christian Brothers are all held in good airy buildings, and in this respect leave little or nothing to be desired.

In Church Schools.

70. Of the Church schools, taking one with another, I should say that they are neither better nor worse, in respect of buildings, than ordinary National schools. Those that are under the Board of Erasmus Smith always have ample rooms, and are usually well kept. The poorer schools, under the Church Education Society, are of all degrees of excellence. Sometimes, as at the Church schools in Carrickfergus and Randalstown, and one or two new schools in Belfast, they can compare with the better class under the National Board; while in some country places they are pictures of neglect and decay. One thing, however, can be said in favour of the country Church schools under the Education Society. There is seldom any fear about the cubical contents being insufficient for the health of the children; a score of children generally have the place all to themselves.

Conclusions concerning extent and quality of accommodation.

71. To return to the general subject of school accommodation, my belief is—First, that a deficiency of accommodation of some kind or other is exceedingly rare, and may almost be said to be non-existent. Secondly, that a very considerable part of the existing accommodation, whether in National or Church schools, is very bad, and quite unfitted for educational work. Thirdly, that the fault lying at the bottom of the matter is that the work of education is too much subdivided. Schools are got up promiscuously without concert one with another, but rather for the purpose of rivalry; and the effect is that a lot of small, cheap, inferior schools are doing the work that would be better and even more economically done by a few large schools. This is equally true of town and country.

How far the National Board might remedy the evils.

72. The remedy is easier or more difficult in proportion as the work is more or less in the hands of the National Board. In Belfast, and in the counties of Down and Antrim, the National system so vastly preponderates over all other agencies that the reform required is an internal one only. The Board should set to work to fuse and amalgamate its small competing schools. I am aware that a difficulty would arise in connexion with non-vested schools, which are the property of private individuals, and over which the Board exercises but partial rights. Still the path to negotiation lies open, and the Board has a *locus standi*, from which it might act between rival patrons of schools. In the county Armagh the difficulty is of a different nature. It can hardly be said that there are too many National schools there; but education is quite as much subdivided through the rival action of the Church Education Society. It is hopeless to expect that Society to merge itself in the present National system, and therefore, as things are, the Board is powerless to remedy the evil.

Section II.—School Attendance.

Duration of school life and regularity of attendance.

73. The subject to be treated of under this head depends, in the main, on two elements: the duration of school life and the regularity or irregularity of the attendance. If every child within given limits of school life, were in daily attendance at school, the system would be so far perfect. If by any external causes some be cut short in their school life, and removed from school altogether, the system is incomplete only in so far as these particular children are withdrawn from its sphere of operation. A further element of incompleteness is introduced if even those who are not so withdrawn attend school but fitfully and irregularly.

Causes which shorten the period of school life, especially in Belfast.

74. Both these causes are largely affecting the operations of National education in Ireland. In Belfast, where the demand for juvenile labour is great, a large number of children are withdrawn at an early age, to earn a few shillings in connexion with different departments of trade. The girls are attracted chiefly by the demand for "doffers" in the spinning mills; the boys are employed by the shops to run errands and deliver goods. Work in the mills is, by virtue of the Factory Acts, combined with a half-time attendance at school for all children below thirteen years of age, and the doffers, therefore, though drafted off into the great body of the working community, are returned to the schools by force of law; the rest, when once they have been taken into employment, are for the most part lost to the schools, until at a more advanced age self-interest may induce them to try to recover at a night-school what they have sacrificed in their childhood. It seems clear that nothing short of legal restrictions can avail to protect children in a thriving mercantile town from the attractions to early employment which everywhere surround them. In exchanging school for work they are but supplying an ever-present demand; and as long as the demand is allowed to assert itself without restraint, so long will there be parents who will gladly sacrifice the education which they value little, for the shillings which they value much. No doubt the state of things which has hitherto existed will be very much modified in process of time, by the operation of the recent Workshop Act, which places young children employed in any kind of works

under protection analogous to that provided by the Factory Acts for those employed in factories. But as yet there are no traces of the benefits likely to arise from this enactment, the very existence of which, indeed, did not appear to be at all generally known. School Attendance.

75. The need of some such legislation, however, is very apparent. At one of the night-schools in the town, attended chiefly by boys and girls of more than thirteen years of age, a boy of only twelve years told me that he had been employed for four years, twelve hours a day, in a biscuit factory, and during this time had never been able to attend any but a night-school. Until he was eight years old he had attended Kent-street National school, where, according to his own account, he had been in a fourth book class, and had reached compound division in arithmetic. As he was a very intelligent boy, I dare say he was not wrong in his statement. His work compelled him to rise at hours varying from 1.30 to 5, A.M., and as soon as his twelve hours were up he was free to leave. During the summer, while no night schools are in operation, he has had no schooling at all. In the winter he attends three days in the week, in the hope of keeping up his knowledge; but this he has failed to do. He has slid back into the second reading book, which he read to me very indifferently, and has forgotten almost all his arithmetic. His pale face and tired eyes, which could scarcely bear the glare of the gas-light, under which all his reading and writing had to be done, were his best excuse for his relapse into ignorance. His case is the case of many in Belfast, with this difference: that less intelligent boys would have had less learning to forget when they were taken off to work, and would have forgotten what they had learnt more quickly. Instance of a boy attending a night school.

76. It would be well if the early withdrawal to work were the only complaint to be made about the extent of primary education in Belfast. Unfortunately it is but a small part of the matter, and it is one which recent legislation will, in course of time, do much to correct. The graver difficulty is how to deal with those who have no such valid reason to assign for their absence from school—the large class of nominal but irregular school-goers. The greater difficulty is caused by irregularity of attendance.

77. In examining the statistics of National schools, one is struck by the enormous disproportion between the number of names on the school rolls and the number of children one finds actually present. The difference represents the amount of irregularity for the day, and a most portentous waste of opportunities is thereby disclosed. Very rarely, and only in the best schools, attended to a large extent by children of the lower middle class, and in which a fair fee is regularly paid, did I find the attendance to exceed 70 per cent. of the number on the roll. The highest per-centages I met with in Belfast were 76·9 at Eglinton-street National school, and 76·5 at Linenhall-street National school; these were in the autumn, when the attendance is as good as at any time in the year. Some of the schools which I visited in July, or early in August, had not their full complement in attendance, because at that time of the year a good deal of non-attendance arises through the attractions of the sea-side at Bangor and the neighbourhood. The children were "at the shore," I was constantly told; the meaning of which was that they went down daily to some point on the coast of the lough by cheap trains from Belfast. Of course it is only those who are in tolerably comfortable circumstances that can afford this; but wages for skilled artisans are high, and a sober workman need never want in Belfast. The list of schools which I append, with the numbers of their scholars on roll and in attendance, comprises schools visited at very various periods, from July to November. If in some cases I have, for the reason just assigned, obtained a somewhat lower per-centage than would have been disclosed at a later date, I have in others got some of the highest per-centages the schools ever attain to; and, on the whole, these present a fair sample of Belfast National schools, including some of the best. I omit schools attended by factory children, as their case is peculiar, and I have included no separate infant schools; but at both the convent schools infants are received and included in one general total with the other girls. The lowest per-centage, 52·1, belongs to the Roman Catholic National school at Ballymacarrett, under the management of the Rev. G. Conway, P.P., where my visit took place on a fine warm September day, a Wednesday, under circumstances as favourable to attendance as could be desired. Evidenced by disproportion between names on roll, and average attendance.

Table showing average rate of attendance at National schools in Belfast.

School.	Date.	Number on Roll.	Number Present.	Per-centage.
Twelve Ordinary National Schools.				
Ashmore-street,	July 28,	191	125	65·4
Bridge-end,	September 23,	410	215	52·1
Clifton-street,	September 16,	238	129	54·2
Earl-street,	August 10 and 11,	229	128	55·8
Eglinton-street,	October 1,	247	190	76·9
Linenhall-street,	November 9,	260	199	76·5
May-street,	August 12,	228	132	57·8
North Thomas-street,	August 26,	131	74	56·4
Old Lodge-road,	September 17,	247	164	66·3
Townsend-street,	November 11,	254	179	70·5
Trinity-street,	September 16,	259	148	57·1
Victoria-place,	July 28,	341	208	60·9
Two Convent National Schools.				
Crumlin-road (Infants' included),	September 1 & 2,	710	457	64·3
Hamilton-street,	August 28,	468	272	58·1
Total,	—	4,213	2,620	62·1

78. These 14 schools, then, had 2,620 children in attendance out of 4,213 on their books, or 62·1 per cent. I believe this result would not be improved if I had been able to extend it to all the National schools in Belfast. In the Church schools that I saw, the attendance bore scarcely so high a proportion to the number on the rolls as it did at the National schools; but at the two schools of the Christian Brothers, for special reasons which I shall refer to when I come to speak of these schools, the attendance falls but little short of the complete number on the rolls; in their two schools combined it was 90 per cent. of the full number. Putting their two schools out of the calculation, we have the broad fact that in the rest of the primary schools, tested by a selection containing fair specimens of the whole, and including some of the largest and most successful schools in the town, out of every 100 children whose names are on the school rolls, only 62 are present on a given day; the remaining 38 are Average attendance in Belfast 62·1 per cent. names on roll.

School Attendance.

—where? The streets of Belfast can answer for most of them. At any time of the day, let it be eleven or twelve o'clock, when the schools are fullest, scores of children are to be seen idling about, careless and uncared for, able and ready no doubt to be gathered into the schools under the mildest pressure, but left to follow the whim of the moment, because the parents are too neglectful to exercise that authority which the public good demands should be exercised over them.

In Belfast some 8,000 children daily absent from school.

79. When extended over the whole of Belfast, the calculation gives a result of melancholy significance. There were upwards of 13,000 children in attendance on the 25th of June, 1868, at the Belfast primary schools; if these were 62 per cent. of the whole number of school children on the rolls, there must be some 8,000 children who every day are either kept from the school or stay away of their own accord, in this town. At the Christian Brothers' schools the absentees are about 10 per cent of the whole number. If the same regularity were attained in all the Belfast schools, the daily attendance, instead of being some 13,000, would rise to 19,000, and the absentees instead of being 8,000 would be but 2,000. That such an accession to the school attendance in Belfast is possible, it is unreasonable to doubt. The State cannot, indeed, create for itself the influences which are the strength of the Christian Brothers in the regulation of their schools. Religious enthusiasm on the part of the teachers, and preferential support from the clergy do for the Christian Brothers' schools what no mere perfection of machinery can produce elsewhere. The sentiment of devotion and personal attachment cannot be generated by Act of Parliament, nor is it possible that every school should monopolize the choicest boys in the town; but that another set of influences may be brought to bear on the mass of the people by legislative enactment, and may eventually produce the same statistical results in school attendance, may fairly be hoped.

Attendance in smaller towns and rural districts.

80. Before proceeding to notice the suggestions for improvement which were made to me by many persons with whom I communicated, it will be well to see how the schools in the smaller towns and in rural districts are circumstanced, and whether they will do anything to redeem the picture presented by the statistics of Belfast.

(1.) In smaller towns.

81. At Newtownards and at Lurgan I give the figures for every National school in the place, excepting in either case the model school. At Carrickfergus, besides the model school, I omit one National school which I did not visit. At Comber the two National schools command the whole town, the school under the Board of Erasmus Smith being closed.

School.	Date.	Number on Roll.	Number present.	Per-centage.
Carrickfergus.				
Carrickfergus.				
Barnmills National School,	Sept. 10	79	45	56·9
Lancasterian-street ,,	Sept. 18	114	75	65·7
Market-place ,,	–	*90·9	*47·5	*52·2
Minorca-place ,,	Sept. 7	137	82	59·8
Comber.				
Comber.				
National School, No. 1,	Oct. 30	149	98	65·7
Do. No. 2,	Sept. 28	132	104	78·7
Lurgan.				
Lurgan.				
Convent National School,	Oct. 27	336	186	55·3
Dougher ,,	Oct. 26	177	75	42·3
Hill-street ,,	Nov. 4	110	64	58·1
Queen-street ,,	Nov. 2	105	63	60·0
Watson's-lane ,,	Nov. 2	213	146	68·5
Newtownards.				
Newtownards.				
Newtownards National School,	–	†288·9	†186·3	†64·4
Do. Female ,,	Sept. 29	127	85	66·9
Anne-street ,,	Oct. 6	182	113	62·0
Mill-street ,,	Sept. 30	133	74	55·6
Zion-place ,,	Sept. 30	106	71	66·9

* Average for August.

† Average for year ending June, 1868.

Average attendance 61 per cent. of names on roll. In country, average about 60 per cent.

82. These figures give the following aggergate per-centages of attendance on the whole number on the rolls, namely, in Carrickfergus 59·2; in Comber 71·8; in Lurgan 56·7; in Newtownards 63·2. In the four towns combined it is 61, a figure which presents no improvement on the experience of Belfast.

83. Lastly, it may suffice to say of the schools in rural districts, that their case is at least no better than that of the towns, nor yet does it appear to be much worse. The statistics I gathered from 20 of the National schools which I visited in outlying places, not in large villages, give 2,510 children on the rolls, and 1501 in attendance, or nearly 60 per cent. These schools were visited at various times in the months of September and October, and at a few of them the attendance had been reduced by the commencement of the potato digging; this was only in the case of schools in the county Armagh. The names of the twenty schools I have taken into account are—in the county Antrim—Aldoo, Ballyutoag, Bellahill, Cogrey Mills, Doagh, Kilroot, North Taylorstown, and South Taylorstown. The attendance in these eight schools was 541 out of 884 on the rolls, or 61·2 per cent. In the county Down—Ballyeasborough, Clandeboye, Crawfordsburn, and Dundonald. The attendance was 309 out of 462 on the rolls, or 66·8 per cent. In the county Armagh—Aghacommon, Aghanlig, Ballywilly, Blackwatertown, Blundell's Grange, Derrytrasna, Tullysarren, and Tullymore, in which 651 were present out of 1,164 on the rolls, or nearly 56 per cent. The highest proportion was 72·8 at Ballyeasborough, and three others had upwards of 70 per cent. in attendance. The lowest was at Tullymore, 36·2 per cent., reduced by the commencement of the potato-digging season.

Less than two-thirds in daily attendance at National Schools.

84. It seems then that on the whole, taking town with country, the National schools succeed in attracting daily within their walls something less than two-thirds of their nominal scholars.

Attendance in Church Schools.

85. In the Church schools in small towns and country villages the per-centage of daily attendance is often higher than in the National schools. This is due partly to the more frequent rectification of the school roll which is practised in some of these schools, and partly, in the case of especially good schools, to the personal interest taken by the incumbent and his family. By means of small rewards, in the form either of clothing or of money prizes, inducements are held out which the parents cannot resist; and generally it may be conceded that while pressure or persuasion in some form or another is required to secure regular attendance, the advantage is likely

to be rather with the Church than the State school. On the other hand, the inferior Church schools hold their children by an exceedingly weak tie. As soon as potato digging commences in the county Armagh many of the Church schools are almost emptied forthwith. School Attendance.

86. I have mentioned Tullymore National school as having had its attendance reduced to 36·2 per cent. of its number on roll at this season. Its neighbour and rival, the Aughatarragh Church school, only two or three minutes' walk distant, had on the same day only 8 children present out of 49. Aughatarragh.

87. At Eglish Church school, where the roll for September contained 48 names, the attendance on October 21st was 11. Eglish.

88. Even these instances were exceeded in absurdity by the Tullygally Church school, near Lurgan, which I visited before the potato digging had commenced, but, as it happened, on Lurgan market day. The master had 85 children on his books, and an ample though roughly equipped school-room to hold them in. At a quarter to eleven o'clock he had exactly 5 children present. Roused by my unexpected visit, he at once despatched a boy or two to tell Johnny this and Jemmy that to come to school; and so briskly were his directions carried out that by half-past eleven he had assembled 16 children for me. He expressed great regret that I had not given him notice of my coming. If I had done so, he would have had the whole 85 children ready to meet me. I suggested that he should take his notice now, and have them assembled the next day; but he had evidently not reckoned upon the possibility of a second visit, and speedily retracted his hasty promise. Tullygally.

89. The highest per-centage of attendance among the Church schools was at the school under the Board of Erasmus Smith at Loughgall, where it amounted to 76·6 of the number on the roll. I omit the Drelincourt Charity School at Armagh, where there is an endowment providing clothes for all who attend satisfactorily. Disregarding the high attendance (88·8 per cent.) there, and also the other extreme presented by such schools as those at Aughatarragh and Eglish, I take the following ten Church schools in the smaller towns and in country places, namely, at Antrim, Armagh (the "Mall School"), Bangor (the "Lodge School" and the "Boys' Parochial School"), Carrickfergus, Derryadd, Kilmore, Kinnegoe, Loughgall (these four in the county Armagh), and Randalstown. They had 953 children on their books and 621 in attendance during my visits; this is equal to 65·1 per cent. The list includes some of the best Church schools I saw anywhere, and by itself gives a result slightly more favourable than that obtained in the case of National schools. I need hardly say that if the ruck of the Church schools were brought into the calculation the state of things would be reversed; but as I saw some of these last under unfavourable circumstances, it is best for the purpose of comparison to leave them out of the reckoning altogether. Loughgall.

90. The general conclusion then is that in the great body of primary schools, whether of the National or of the Church type, the attendance at any one time is less than two-thirds of the number on the rolls, and falls very frequently far below that rate; that an attendance amounting to three-fourths of the whole number is exceedingly rare, and one of about half only is not uncommon. Average attendance in National and Church Schools together.

91. This unsatisfactory state of things attracts much attention both on the part of managers and teachers, and various means are resorted to and many more suggested by which a remedy is proposed to be applied. So far as plans have been reduced to practice they are chiefly to be found in operation at Church schools, and for this reason, that the Anglican clergy, who manage them, throw the whole weight of their influence and resources to swell the attendance at their schools. The methods to which they resort are chiefly those:—First, they abolish fees, so that no child need begin the week badly if it have not a penny forthcoming; secondly, they institute systems of small rewards, partly in the form of gifts of money, partly in clothes, supplied either gratuitously or at a reduced cost; thirdly, they in some cases give a small daily supply of food to all who come. The principle throughout is to tempt or even to bribe the children to come. Remedies for irregularity attempted in Church Schools.

92. In the National schools none of these means are as a rule adopted, excepting only that the fee is sometimes dispensed with. In the National school it is usually by the teacher, who finds it his interest to get children to come, that inducements are offered; whereas in Church schools this duty is undertaken more completely by the managers. The teacher, of course, has it not in his power to dispense clothes or gifts, and all he can do is to remit his fees, and solicit the parents to send their children. Many a teacher, whose school is not full, acts in this manner; but as he obviously does it rather in his own interest than that of the children, the effect of this form of inducement is injurious and degrading. In National Schools.

93. I am not sure that much more can be said for the method pursued in the Church schools. It appeals to the mercenary and self-interested motives of the parents. In their eyes, the matter takes the form of a bargain, in which either party gives and takes something. "If you engage to give my child a petticoat at the end of the year, I will engage that you may teach her to read the New Testament for so many days in the interval." Such is the view the parent takes of the matter, and the form of the bargain is not calculated to enhance his estimate of the value of the teaching secured by it. Unsatisfactory nature of the remedies.

94. I received very numerous replies to an inquiry which I circulated in my district, inviting suggestions for improvement of school attendance. Eleven gentlemen were in favour of a system of rewards for regular attendance—the plan actually followed in many Church schools. Of the eleven, eight were clergymen of the Established Church, one a Presbyterian clergyman, and two were laymen. The suggestion, therefore, is little more than an advocacy by several clergymen of a method which they actually put in practice, and the failure of which, to meet the necessities of the case, has been already demonstrated. To a knowledge of this failure, and to a conviction that the plan is unsound in principle, may no doubt be ascribed the very small number of advocates which it finds to support it. Suggestions made by various correspondents—

95. In a less direct form, to which the objection in point of principle would not apply, a plan of rewards for attendance may perhaps be made efficacious. At Madden Church school, near Armagh, the plan adopted is, that on Monday morning every child brings a penny, which the master takes into his charge: at the end of the week, if the child has been regular, the penny is returned—if not, it is forfeited. In this way the school is made free to regular attendants, and costs a penny a week to those who come irregularly, and the plan is said to work well. A somewhat similar plan is mentioned to me by the Bishop of Down and Connor and Dromore, who, while expressing his belief that the exaction of fees does much to check irregularity, suggests that at the close of each quarter, a portion of their fees should be returned, in the way of premiums, to those whose attendance had been most regular. The difference between the principle of this suggestion and that of the plan previously noticed is this. In the one case, not only are no fees exacted, but the obligation is presumed to lie the other way, and the schools pay the children for coming to be taught. In the other case, the children are given to understand that schooling is a thing that has to be paid for, but the more they have of it, the cheaper it is. 1. To return all or part of the fees as a premium.

96. A few of my correspondents think they see a remedy in a system of gratuitous instruction, combined with an increase in the salaries of the teachers. That the latter measure would do much to correct the capriciousness 2. To make schooling wholly gratuitous.

SCHOOL ATTENDANCE.

of the present attendance, I do not doubt. As long as National teachers are dependent on the number of children attending their schools for their position with the National Board, so long will the children, amid the multitude of schools, play off one teacher against another, and indulge any momentary pique, by absence or change of school. To strengthen the position of the teacher in dealing with the parents is most desirable. But whether gratuitous education will have any effect in promoting regular attendance, is a question on which all my experience and observation prompts the gravest doubts. The great majority of those whom I had the opportunity of consulting, are decidedly opposed to a gratuitous system, both on ethical and economical grounds; and, moreover, its efficacy to secure regular attendance has already been tested by the Church schools, and their experience ought, as it appears to me, to be conclusive against the prospects of such an experiment.

3. Some form of compulsion by law.

97. By far the greater number of the suggestions I received, embodied some form of compulsion by law. This view of the matter is taken by sixty-four gentlemen belonging to various denominations, some of them clergymen, some laymen, who all replied to my inquiry to the effect that no plan short of compulsion would really meet and grapple with the evil. Some ask for simple direct compulsion, in the form perhaps, as one clergyman suggests, of a fine to be inflicted on the parent of any child found idling instead of attending school. Some would put it in the milder form of a small educational tax, levied upon all, whether the children attend school or not. Many, who do not go the full length of direct compulsion, would see the same effect produced indirectly, by means of a universal educational test, previous to employment in labour.

Balance of opinion in favour of some form of compulsion.

98. I do not apprehend that it falls within my duty to discuss the general question of the desirability of compulsory education. I would rather limit myself to affirming two facts; first, that other plans are being constantly tried, and no one of them has yet been successful; secondly, that so far as I was able to gather the mind of the educated community in my district, the balance of opinion was inclining in the direction of either direct, or at least indirect, compulsion. On indirect compulsion I would make this further remark. The principle of it is already acted upon in the Factory Acts; this has brought the people of Belfast to look a little further, and see whether, the principle being admitted, its application could not be made more perfect. If the law has a right to send a child to school as a condition of its employment in a mill, has it not also a right to refuse it employment unless it can pass a minimum test of knowledge? And if the principle of school attendance during employment is extended, as it has been extended, to workshops, might not the same test be employed there too? and if there, then also universally as an indispensable condition to permanent employment of any kind? The complaint of all the Factory school teachers in Belfast is that they can do little good with the half time children because they come to them so grossly ignorant at first; hundreds of children would begin to attend school there with a will, if their parents knew that age was not the only legal qualification for entry into the mills. That parents would regard an educational test as a hardship, if it were presented to them in the form of a step preliminary to advancement in life, and pecuniary benefit, does not appear at all likely; they will not grudge the trouble of sending their children to school, if they believe it will pay them well to do so. Half the irregularity of attendance arises from the indifference of parents to a matter from which they do not clearly perceive that any direct benefit will accrue. Bring the conviction home to them that education pays, and half the difficulty is surmounted.

Indirect compulsion by means of an educational test.

Objection to compulsion avoided.

99. An eminent statesman has lately expressed his dread of a system of compulsion in education on the ground, among others, that it might lead to a sentiment of repugnance, and that to associate education with any thing oppressive or irksome might go a long way to make all education unpopular. A system of indirect compulsion which would associate education in the minds of the people with prospects of worldly advancement, would not only avoid the difficulty suggested, but would promote the very opposite sentiment.

Practicability of a test in Ireland.

100. With respect to the details of an educational test, and its practical feasibility, it should be recollected that the vast network of National schools in Ireland would render the operation far more certain and the test far more uniform than would be the case in a country so unevenly educated as England.

Statistics of school attendance in—

1. Belfast.

101. I append some statistical calculations, to show what proportion of the population belongs to the school-going class in this district, and what proportion is in actual daily attendance.

102. (1.) I begin with Belfast. Its population in 1861, was 120,554, of whom 29,639 belonged to the Established Church, 42,229 were Roman Catholics, 41,237 were Presbyterians, and 7,439 of other denominations. Since that time the population has enormously increased. Mr. Guthrie the town clerk, kindly furnished me with an estimate of the population, calculated up to close of the year 1868. It is derived from the returns of new houses built. Between 1861 and 1867 there were 8,476 new houses built, and the estimated addition in 1868 was 1,500. At the rate of five persons to a house, the increase in population up to the 31st of December, 1868, would be 49,880, and the total population of the town 170,434. Making some allowance for houses not yet or only partially occupied, Mr. Guthrie thinks 165,000 to be a safe estimate. The census of school attendance taken by the constabulary on June 25th, should be compared with the population on that day, and in order to avoid all risk of overstatement, and to make full allowance for the increase between June and December, I will assume the population at midsummer 1868, to have been 160,000. To the number of children comprised in the census of June 25th, I add 500, namely, 280 for the second set of half timers (being half the number I ascertained subsequently to be in attendance at Factory schools) and 220 on account of three schools closed for vacation at the time of the census. I distribute these rateably among the different denominations; and assuming that the relative strength of the several denominations in the whole town is the same now as in 1861, I get the following results:—

BELFAST.	Estimated Population, Midsummer, 1868.	Children in attendance June 25, 1868.	Ratio of Children in attendance to Population.	Estimated Ratio of Children on School Rolls to Population (attendance = ⅞ names on Roll).
Established Church, .	39,200	3,592	1 in 10·9	1 in 7·6.
Roman Catholics, . .	54,800	3,991	1 in 13·7	
Presbyterians, . . .	56,200	5,754	1 in 9·8	
Other Denominations, .	9,800	430	1 in 22·7*	
Total, . .	160,000	13,767	1 in 11·6	

* I should account for this very low rate of attendance on the supposition that the members of the various small religious communities included under this head belong mostly to a class which does not make use of primary schools.

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2. Lurgan.

103. (2.) Next I take Lurgan, where my data are far more complete. Mr. Hancock, J.P., who is Chairman of the Town Commissioners, and agent for Lord Lurgan, supplied me with an estimate of the population, and its several denominational elements, which, I have no doubt, from his complete knowledge of all the town affairs is very closely accurate. The population, which in 1861 was 7,772, he now estimates at 10,400, viz. :—

Of the Established Church,	4,400
Roman Catholics,	3,700
Presbyterians,	1,800
Other Denominations,	500
	10,400

104. In this case I am able to give the attendance and the number of children on the roll of each school from my own inquiries, with the exception of the attendance at the Model school, which I take from the school census of June 25th, 1868.

Lurgan.	Estimated population in 1868.	Children in attendance.	Ratio of Children in attendance to population.	Children on School Rolls.	Ratio of Children on School Rolls to population.
Established Church,	4,400	512	1 in 8·6	675	1 in 6·5
Roman Catholics,	3,700	285	1 in 13·0	556	1 in 6·6
Presbyterians,	1,800	223	1 in 8·0	299	1 in 6·0
Other Denominations,	500	35	1 in 14·2	53	1 in 9·4
Total,	10,400	1,055	1 in 9·8	1,583	1 in 6·5

3. Comber, Newtownards, Armagh.

105. (3.) At Comber, where I have no means of knowing how far the population may have increased in late years, the number I found on the school rolls equals 1 in 6·1 of the population in 1861. The attendance was 1 in 8·4.

106. Similarly in Newtownards, the attendance appears to be 1 in 9·6 of the population of 1861; and in Armagh, where, however, a considerable number of country children attend the schools of the Nuns and Christian Brothers, 1 in 8·2.

Protestant children attend far better than Catholic.

107. Noticing more especially the case of Lurgan, which I believe to be particularly accurate, one is struck by the different degrees of regularity displayed by children of different religious persuasions. The last column in the table shows that so far as mere enrolment of names in school books is concerned, the three leading denominations stand very much on an equality. Whereas in point of attendance the Roman Catholics fall far below the Church people and the Presbyterians. In fact, of the 556 Roman Catholic children, little more than half were present; whereas, of the other two denominations, the proportion was fully three-fourths.

108. It will be observed that in Belfast also a similar state of things exists, and that there too, though the attendance of Protestant children is by no means so good as it is in Lurgan, it is still far better than that of the Roman Catholics.

Probable explanation of the fact.

109. If it be true, as I have heard it stated, that the Roman Catholic population of Belfast is increasing more rapidly than the rest, the calculation I have made would be still less favourable to that body. As to the reasons for this phenomenon, I have only to remark that in Lurgan, and I believe also in Belfast, the Roman Catholic body contains a greater proportion of the extremely poor population.

Section III.—Management of Schools.

Rules concerning patrons.

110. I. "The local government of the National schools is vested in the local patrons thereof," say the rules and regulations of the Commissioners. The patronship may be exercised either by an individual or a committee, and in either case the powers may be delegated to a "local manager." When a patron dies, he is succeeded, if lay, by his representative, if clerical, by his successor; when a patron resigns, he nominates his own successor. These arrangements for succession to the patronship are subject to the approval of the Commissioners in each case.

Powers and responsibilities of patrons.

111. The special powers of patrons are thus defined:—"The local patrons (or managers) of schools have the right of appointing the teachers, subject to the approval of the Board as to character and general qualifications. The local patrons (or managers) have also the power of removing the teachers of their own authority." No express stipulations are made entailing expenditure of money or responsibility for the raising of money on the patrons; but in the case of non-vested schools (that is, schools not vested in the Commissioners or in trustees, but the property of private individuals), the buildings have to be kept in repair, and the Commissioners say they must be satisfied "that some local provision will be made in aid of the teacher's salary, in addition to the school fees:" in another place they express themselves "anxious that a further income [*i.e.* beyond the salary] be secured to the teacher, either by local subscription or school fees." The words of this last extract very much weaken the force of the one which precedes it, but in neither passage is any one made responsible for the provision of local aid, though obviously the only person to whom the Commissioners or the teacher could look would be the patron.

Contrast between position of patrons and that of teachers.

112. What strikes one at the first glance in looking over these regulations is the very easy position sketched out for the patron, and the very precarious one for the teacher. The patron may or may not have been at expense in the original establishment of a non-vested school; in a vast number of cases he has merely succeeded to the patronship of a school in a going condition. He is invested with a power of appointment of teachers, subject to approval, and of dismissal of teachers, free from any restriction whatever. In return for the large powers which he is thus enabled to exercise over the servants of the National Board, he undertakes the duty of acting as correspondent for the school with the office in Dublin, and in some way or another, whether at his own expense or at that of himself and his neighbours, or even it may be at the expense of the teacher, he must keep the fabric in sufficient repair. As for the moral obligation to provide a supplement to the teacher's salary, there is nothing to enforce it on him. The teacher, however, holds his office at will only: he may be dismissed at any time with or without cause shown, and with no power of appeal.

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Three forms of patronship.

113. II. The patronship of non-vested schools takes three forms. It is vested either in

(1) An individual minister of religion.
(2) An individual layman.
(3) A school committee.

1. Patron an individual minister of religion.

114. (1.) The most usual form is that of an individual minister of religion, either a Roman Catholic priest, or a Presbyterian; sometimes, but not very frequently, he is a clergyman of the Established Church.

Under this form schools are *quasi* denominational.

115. Under this the most frequent form of management, the schools are always of a *quasi* denominational character. This character is imparted to them in three ways: first, by the presumption of denominationalism which management by a clergyman must produce: secondly, by the situation, in most cases, of the school-building in connexion, or at least in close proximity with a place of worship: thirdly, by the unmixed character of the teaching staff which a clergyman employs.

(*a.*) Both by presumption.

116. The presumption which arises from the religious sympathies and antipathies of a clerical patron, is in the nature of the case unavoidable, and belongs, though it may be in a modified degree, to all kinds of individual patronship. Individual patronship being once conceded, this extent of denominationalism becomes a necessary consequence.

(*b.*) By situation of school near a place of worship.

117. It is greatly intensified by the situation of the school-buildings. If the patron is a Presbyterian, he builds his school, if possible, as an adjunct to his meeting-house, though in accordance with the rules, with a separate entrance. So completely do the sacred and the secular buildings combine and harmonize, that it is sometimes difficult for the observer to determine which part is church, and which school. In not a few cases the school is not so much even as a separate wing of the building, but is held in a sort of vault, underneath the meeting-house. This is the case at the Alfred-street school in Belfast, the Main-street school at Antrim, and the Zion-place school at Newtownards.* The school shares the very same walls with the meeting-house and covers the same area. The chief recommendation for this kind of school-house is its cheapness; the same ground-rent serves for both church and school, and the same roof covers them; but they are not cheerful places to work in, and their situation identifies them in the strongest possible way with one particular form of religious belief.

Schools under the floor of meeting-houses.

Or near Roman Catholic chapels.

118. The Roman Catholic priest keeps his chapel and his school separate, but places them as far as possible in convenient proximity. For this practice he usually has a reason, which rarely exists in the case of Presbyterian ministers. The priest, as a rule, takes far more personal interest in the religious instruction of the children, than does the Presbyterian minister. The latter seldom takes any part personally; he very likely has his Sunday schools to provide for, but the ordinary daily religious teaching of the National school he leaves almost entirely to the teacher. The priest, however, allowing the teacher to do no more than hear the catechism, and considering that all explanation of the doctrines of the Church can only fitly proceed from himself, frequently gathers the children into his chapel—more especially when they are under preparation for confirmation—and there gives them such further instruction as he thinks needful, over and above the mere repetition of question and answer, which is practised in the school-room.

119. In either case, whenever a school is got up by a minister of religion, economy and convenience are nearly sure to coincide with personal inclinations, and fix the building in unmistakable connexion with a place of worship.

Less of this juxtaposition in Belfast itself.

120. In Belfast, where there has often been difficulty in obtaining sites for schools, and where one minister is often patron of more than one school, a great many of the buildings are totally unconnected with houses of worship. There will be one school next the Meeting-house, and the others will be separate buildings, or extemporized rooms, in all parts of the town. Thus the Rev. William Johnston, the greatest pluralist I met with, has one good school within the precincts of his Meeting-house, and seventeen others which he has planted wherever he found opportunity and need. The same is the case, though in smaller numbers, with other Presbyterian clergymen; and hence it arises that in Belfast there is less of outward denominational appearance about the schools than in smaller towns and country places, although the patrons are almost all clergymen.

(*c.*) By the teachers being all appointed from one denomination.

121. Thirdly, I have noticed that under a clerical patron, even when the denominations of the children are various, there is no corresponding commixture of teachers. I am referring solely to the distinction between Protestants and Roman Catholics. Protestant clergymen sometimes appoint teachers who profess a different form of Protestantism from their own; but I never found a case in which a clerical sole patron, if he were a Protestant, had appointed a Roman Catholic teacher, or assistant, or monitor, though I shall shortly mention a case in which a Presbyterian clergyman has *continued* a Roman Catholic teacher; and only once I met with a Protestant teacher (namely a monitress at Aghanlig) appointed by a priest.

Though the children may be thoroughly mixed.

122. I met with several cases in which, though the school was under a single minister of religion, the children were very completely mixed. In Whiteabbey National school, the roll contained fifty-two Roman Catholics out of a total of 391 names, but the teachers (nine in number) were all either of the Established Church or Presbyterian. There had, however, once been a Roman Catholic female assistant, as I was informed. At Kircubbin there were thirty-four Roman Catholics on the roll out of 156; the three teachers and the schoolmistress were all Protestants. At Aldoo, near Carrickfergus, the roll contained 70 Roman Catholics, and sixty-three Protestants, with the teachers being Protestant. At Ballyeasborough, near Kircubbin, there were forty-five Roman Catholics, out of 210 on the rolls, and no Roman Catholic teacher. At Donaghadee (Hunter's-lane) twenty-six Roman Catholics, out of 113, and the staff all Protestant. In the county Armagh, the following schools, under Roman Catholic priests, had no Protestant teachers on the staff:—Ballywilly, with twenty-eight Protestants, and 102 Roman Catholics; Tullesarren, with sixty-four Protestants, and 122 Roman Catholics; Blackwatertown, with thirty-two Protestants, and 192 Roman Catholics. Each of these schools contained several teachers. There are other mixed schools that I saw under clerical patrons, with only a single teacher, which are not cases in point, and others in which, with more teachers than one, the mixture of denominations among the children was slight.

(*d*) By unwillingness of other clergymen to visit such schools.

123. Besides the denominational character which attaches to all schools under the management of individual clergymen, there is a further element of exclusiveness and privacy introduced into them, because one clergyman feels some scruple about visiting another clergyman's school, especially if it adjoins his church. A great deal of the publicity, which in theory belongs to National schools, is thus neutralized, and unless the children attending a school be known to belong to various denominations, a priest never thinks of entering a Presbyterian minister's school, nor does a Protestant visit the Roman Catholic school. The schools are kept nearly as distinct as the congregations with which they are connected.

2. Patron an individual layman. Such schools less denominational.

124. Under the patronship of a layman, a National school assumes a far more independent attitude. No doubt, the form of religious belief professed by the patron gives some colour to the school, but this is of a much fainter hue than when the patron is one who, by his profession, is devoted to the active promotion of one particular

*It is also the case with the Queen-street or Ragged school at Lurgan, but the school is under separate management, and not under the patronship of the minister.

creed. These schools, too, are built not adjoining places of worship, but as separate buildings, conveying outwardly to the eye no particular religious associations. MANAGEMENT OF SCHOOLS.

125. Further than this, some lay patrons have shown themselves to be so superior to all sentiments of exclusiveness or sectarianism, as to appoint teachers of a different persuasion from that which they themselves profess. For instance, Mr. J. B. Black, of Randalstown, is patron of a large and successful school, which I visited, at South Taylorstown. It contained on its rolls the names of 159 children, distributed thus :— South Taylorstown National school.

Established Church,	10
Roman Catholic,	63
Presbyterians,	79
Others,	7
	159

126. It is, in fact, a genuine instance of the united system of education honestly carried out. Mr. Black is a Presbyterian ; the master of the school is a Roman Catholic, and he is assisted by his daughter as female assistant, and his son as monitor. The whole staff, in fact, is Roman Catholic. Mr. Black points proudly to his school as an example of non-sectarian education, and the master is perfectly satisfied with his position, and said that in his experience, Presbyterians would always treat a man well, whatever his religious belief, so long as he did his duty.

127. Again, Glastrey National school, in the county Down, is under a Roman Catholic master. He was originally appointed in 1842, by a Presbyterian layman, to a school then situated close to Glastrey, called Gransha National school. That school was transferred to and amalgamated in the present Glastrey school, and the master was transferred with it. Since 1842 the patronship of the school has passed through several hands, all Presbyterians, and he has still been suffered to remain ; and now—to the credit of that gentleman be it said—the patron is the Rev. J. Rowan, a Presbyterian minister in Kircubbin. This, too, is a mixed school, the proportions being :— Glastrey National school.

Established Church,	8
Roman Catholics,	102
Presbyterians,	55
	165

128. At Blundell's Grange, in the county Armagh, the National school is under the patronship of the Hon. Mrs. Caulfield, who belongs to the Established Church. With a large admixture of Episcopalians in the population of the parish, the majority is Roman Catholic. The Episcopalians attend chiefly at the Church schools, and at the National school the denominations of children on the roll were :— Blundell's Grange National school.

	Boys' School.	Girls' School.	
Established Church,	4	12 = 16	149
Roman Catholics,	54	69 = 123	
Presbyterians,	5	5 = 10	

129. The boys' school is under one master, a Roman Catholic, who has been there seventeen years. The girls' school is managed by his two daughters, also, of course, Roman Catholics.

130. Similar principles of action are carried out at the Whitehouse National school, near Belfast, where the patronship is in lay Episcopalian hands, and where the attendance is a thoroughly mixed one. I extracted from the rolls the following analysis of the religious denominations. The "mill" children are half-timers employed in the factories :— Whitehouse National school.

	Established Church.	Rom. Cath.	Presb.	Others.
(*a*). Boys.—Pay scholars,	28	43	38	1
Mill „	9	13	15	0
(*b*). Girls.—Pay scholars,	15	16	25	0
Mill „	5	5	6	0
(*c*). Infants.—Boys, paying,	24	30	18	0
„ Mill,	6	6	2	0
Girls, paying,	17	38	31	0
„ Mill,	8	10	11	0
	112	161	146	1—420

131. It will be seen that the denominations are very evenly mixed, and equally so whether the children are ordinary scholars or half-timers. The teaching staff consists, for the boys and girls, who are taught together, of the following :—

Master,	Unitarian.
Male Assistant,	Established Church.
Monitor,	Presbyterian.
Mistress,	Presbyterian.
Female Assistant,	Roman Catholic.
Three Monitresses,	Established Church, Roman Catholic, and Presbyterian.

In the infant school :—

Mistress	Presbyterian.
Female Assistant	Roman Catholic.
Two Monitresses	Presbyterian.

132. The patron, then, being of the Established Church, appoints only two teachers of that denomination, three Roman Catholics, five Presbyterians of the General Assembly, and one Unitarian.

133. I dare say there may be other schools within the limits of my district in which a lay patron has acted on these non-sectarian principles, for it was without specially looking for such instances that I came across the four cases I have just cited.

134. Moreover, under lay patronship, a school loses much of the privacy which, as I have said, surrounds so many of those under clerical patrons. It is of the highest importance that the vigorous support of the clergy should be enlisted and retained in the cause of primary education. They form the only class of men whose Less privacy about such schools,

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sphere of duties enables them to exercise a powerful and sustained pressure in favour of regular attendance at school. But this invaluable influence of theirs is weakened, and acts in a one-sided way, if only one clergyman interests himself in a school containing children of various congregations.

and more freedom for clergy to visit them.

135. In very many parishes the Incumbent never sets his foot within the walls of the National school, partly, no doubt, because he objects to the National system *in toto*, but partly also because there is a jealousy between him and the Presbyterian minister, or at least a very intelligible unwillingness to appear to be meddling in his affairs. So if the Church children at the National school attend irregularly, the Incumbent knows nothing about it, and the Presbyterian minister has no *locus standi* with their parents from which to influence them. This is all very much modified when the patron is a layman, and when each clergyman feels that he can visit the school without interfering with his rival's affairs. At Whitehouse school, ministers of all denominations are frequent visitors; and in the same spirit clergymen of the Established Church who refuse to become patrons of National schools, or to have anything to do with non-vested schools, are yet ready to give religious instruction at the model schools, which belong equally to all denominations.

On the whole this form of patronship more National.

136. Schools under individual lay patronship are, therefore, less denominational, both in their associations, their situation, and the composition of their teaching staff, than schools under clergymen, and they are more completely public institutions. Something is lost to them in the way of direct personal superintendence, which is apt to be afforded more regularly and forcibly by a clergyman than by a layman; but against this loss may be set the more general support they gain from clergymen of all religious persuasions.

Position of the teacher under an individual patron.

137. Before passing on to the third form of patronship, that by a committee of several persons, a word must be said on a subject more especially connected with individual patronship, whether lay or clerical, which is one of deep interest to the teachers, and forms a leading topic in the list of grievances which they urge on the attention of the Commission. Patrons have the power to dismiss teachers at discretion, and this is a power liable, in the hands of one man, to abuse; but where the power is vested in a committee of several persons, the chance of arbitrary action is very much smaller.

Powers of patrons not often abused in this respect.

138. I made frequent inquiry on this head from teachers; and though, as I shall have occasion to notice when speaking of them, they are unanimous in deprecating the absoluteness of the authority which a patron can exercise, and regard it as a continual source of uncertainty and weakness to their position; though it is a matter on which many teachers speak with much bitterness, and which has not a little to do with the discontent which undoubtedly pervades that body of public servants, I am bound to say that, on the whole, I believe this authority is not often abused in the district to which my inquiries were confined. When I say, "not often abused," I do not mean to say that the teachers feel generally secure in their posts, or that cases do not occur in which, without assigning a very definite reason, a patron dismisses a teacher in a manner which leads that teacher to think he is aggrieved. In allowing this absolute power to patrons, the Legislature deliberately commits itself to the theory that the cause of education will be best promoted by making it a matter of the first importance to the teacher to satisfy his patron, and that the patron is alone able to judge when it is for the interest of his school that a teacher should be dismissed. Of the effects of this relation which the rules have established between patron and teacher, I will speak when I come to discuss the teachers' case. All I wish to record here is my belief that, generally speaking, the powers which the rules confer on patrons are not strained by them; that possessed of an authority for the exercise of which they are responsible to no superior, they generally act under a sense of responsibility to public opinion and to sentiments of justice and right. In the more Protestant districts the complaints which reached me were all very vague, and were rather symptoms of the general uneasiness of the teachers on the subject than evidence of positive abuses on the part of the patrons. As I went further west, in the county of Armagh, the cases which were mentioned to me grew in consistency and definiteness, and impressed me with the belief that Roman Catholic teachers are, as a body, under a far stricter regime than the Protestants, in their relations with their managers.

(3). Patronship vested in a committee.

139. (3). The third form of school management is by means of a committee of several persons combining for the common object. In the form of a committee, as it were, of consultation, to assist one clergyman who acts as real patron and manager, this method is not uncommonly adopted; but the members are almost invariably of the same religious denomination, and therefore in its effects upon the school the method does not differ from those already noticed. The master of the school feels more security in his office if he knows that his dismissal can be effected only by several wills combined, and not by one only. But as regards the denominational character of the school, it remains unaffected whether the management be by one or by many, so long as it is confined to members of one persuasion.

Committee should be of mixed denominations.

140. Now, the theory of united education, if fully carried out, requires union of denominations throughout the school. Let the children be equally drawn from all denominations, but the teachers all of one creed, and the school is not free from a denominational bias. Even if the teachers be fairly mixed, there may still be some presumption of denominationalism if the sole patron be a minister of religion, or even a layman of decided views on religious matters. The idea of a National system is only completely realised if the management, as well as the teachers and the children, be formed of a thorough mixture of all religious denominations; yet this form of management is, so far as my experience goes, entirely unknown.

Dr. Sullivan's schools, Holywood.

141. One school there is in my district which approaches far more nearly to this ideal than any other; but the very extent to which the plan of a united management has been carried out there only renders more conspicuous the one particular in which it falls short. I refer to Dr. Sullivan's Endowed National schools in Holywood, which are managed by a committee comprising every minister of religion residing in the place except the Roman Catholic priest, and lay members of each Protestant congregation as well. The course of events which has resulted in this exclusion of one element in the community I shall endeavour to detail, and in doing so I shall record no facts concerning which there is any conflict in the evidence laid before me. The whole case appears to me to be sufficiently instructive and suggestive to warrant me in giving the particulars at some length.

Names of my informants on this case.

142. My informants were Thomas Greg, esq., patron of the schools, the Rev. C. J. M'Alester, (non-subscribing Presbyterian minister), the active and liberal-minded honorary secretary to the committee of management, the Rev. James O'Laverty, P.P. of Holywood, and the Rev. Patrick M'Alister, formerly curate of Holywood, now P.P. of Ballycastle.

The old Church View school in Holywood.

143. There was a school connected at an early date with the National Board, known as the Church View school in Holywood. It is believed to have been erected about the year 1819 or 1820, partly by local subscriptions and partly by a grant of money from the Lord Lieutenant out of a fund at his disposal for educational objects. It was erected on a piece of ground granted on lease for the purpose, rent free. At some time previously to August, 1834, it was placed under the National Board. The property was vested in three trustees, two of them Presbyterians connected with the Synod of Ulster (now the General Assembly), the third a non-subscribing Presbyterian. Until a comparatively recent period the Roman Catholic population of Holywood

was small; but such as it was, it is believed that the children of that community were in the habit of attending this school. It appears from an extract supplied to me by the Rev. C. J. M'Alester, which he takes from the Minutes of Evidence given before the Parliamentary Committee of 1837, that the school contained on its rolls in 1824 eighty-four children, of whom twelve were Roman Catholics, and in 1836, 114 children, of whom ten were Roman Catholics. It is probable that these numbers fairly represented the Roman Catholic population at the time, and as there was no resident Roman Catholic clergyman in the place it is not surprising that the education of the few Roman Catholic children was carried on at a school under exclusively Presbyterian management. For Roman Catholic ecclesiastical purposes Holywood was, until recent years, under the care of the parish priest of Ballymacarrett, which is practically the part of Belfast lying within the county Down, and distant from Holywood about five English miles.

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Roman Catholic population small at that time.

144. Within the last dozen years or thereabouts the population of Holywood has very greatly increased. It now forms a suburb of Belfast, in which a very large number of gentlemen connected with Belfast by business reside with their families. The increase has been mainly brought about by a railway, which has brought it within ten or fifteen minutes' journey of Belfast. The construction of this railway and the rapid increase of business in Holywood itself have produced a great accession to the numbers of the Roman Catholic inhabitants, and in January, 1862, a resident curate was appointed to take charge of them. Still more recently Holywood has been made a distinct parish, with a resident parish priest.

Large increase in number during recent years.

145. The Church View school, after having been altered and improved 12 or 15 years ago, was found to afford inadequate accommodation to the increasing numbers who attended, and in or about the year 1859 a plan was set on foot for enlarging it. The intention was accidentally made known to the late Dr. Robert Sullivan, a native of Holywood, and professor in the training school of the National Board at Dublin, well known as the compiler of some of the school-books sanctioned and supplied by the Board. Dr. Sullivan having spent his life in the service of the Board, was a very warm adherent of the mixed system of education, and had in various ways displayed his devotion to the extension of National education in Ireland. Among other things, he had established an exhibition of £30 a year at Queen's College, Belfast, restricted to candidates who had acted as teachers or assistants for at least two years in National schools to the satisfaction of the Board. Dr. Sullivan at this time intended to bequeath the sum of £2,000 for the purpose of building and endowing a National school in Holywood; but on hearing of the immediate necessity that existed for enlarging the old school-house, he determined to anticipate the period of his intended bequest by giving the sum at once in his lifetime. He therefore wrote a letter, dated 24th September, 1859, to Mr. Greg, who was then resident in Holywood, requesting him to undertake the carrying out of his intentions. He wished £1,000 to be expended on the buildings, and the other £1,000 to be invested for the benefit of the school in any way Mr. Greg might consider the most desirable. He then says:—

Circumstances of Dr. Sullivan's first endowment.

"The only wishes or suggestions which I have to make on the subject are:—

"1. The school is to be called the Holywood National school.

"2. It is, when completed, to be put under the Board of National Education, in order that it may have the benefit of the inspection of their officers, grants in aid of the salaries of the teachers, and books and school requisites for the pupils at reduced rates.

"3. And should the National system of education be broken up or discontinued—which, for the sake of Ireland, I hope may never be the case—the principles of that system are, nevertheless, to be always acted upon in this school. These principles are easily understood; in fact they were explained in two words by the Archbishop of Dublin in his speech on the subject in the House of Lords, so early as the year 1833—namely, that the foundation of the National system of education in Ireland is this—'That with regard to religious instruction there is to be no restriction—no compulsion.'

"That a system of education founded upon such a principle as this should have met with so much opposition has always been to me a matter of wonder and regret, particularly as I knew, by the experience of every day for the last eight-and-twenty years, that it was producing the most beneficial and the most important results in every part of Ireland. In fact, I am firmly convinced that the general and gratifying improvement which has taken place in this country of late years is, n no small measure, due to the operation and effects of the National system of education; and, should the British House of Commons ever permit it to be broken up, and a separate and sectarian system of education to be substituted in its stead, I venture to predict that the consequences to this country will be most disastrous. In fact, to do so 'would be,' in the words of an eminent prelate, 'to divide Ireland into two hostile camps, with clerical sentinels pacing up and down to prevent the people from holding any friendly communications.'"

146. Mr. Greg, charged with the execution of this responsible task, proceeded to gather together a committee to act with him and assist him in the matter. This committee was, in fact, the committee of the old school, increased in number and strength, and the declared object was that it should consist of a clergyman and a layman of each religious denomination which was represented by a resident minister in Holywood.

Constitution of the original committee to contain all resident clergymen.

147. The members of the committee thus originally constituted were—

Members of the original committee.

	Clergymen.	Laymen.
Established Church,	Rev. L. S. Kennedy (Vicar),	Mr. M. M'Cammon.
Presbyterian (General Assembly),	Rev. H. Henderson,	Mr. John Hanson.
Do. do.	Rev. James Denham,	Mr. William Browne.
Do. (Non-subscribing),	Rev. C. J. M'Alester,	Mr. William Robertson.

148. The teaching staff appointed was as follows:—

Denominations of teachers.

Male Assistant,	Roman Catholic.
Monitor,	Presbyterian (Non-subscribing).
Female School.—Mistress,	Established Church.
(1.) Monitress,	Presbyterian (General Assembly).
(2.) Monitress,	Presbyterian (Non-subscribing).
Infant School.—Mistress,	Presbyterian (Non-subscribing).
(1.) Monitress,	Roman Catholic.
(2.) Monitress,	Presbyterian (Non-subscribing).

149. The denominations of the children entered on the rolls during the first three or four months after the opening of the new schools, were (to quote a report of the Committee) 253 Protestants and 63 Roman Catholics, one-fifth of the whole number being members of the Roman Catholic Church.

Denominations of original scholars.

150. The mode of procedure in the constitution of the Committee is thus described by the present Committee in a report read at a public meeting in Holywood, on Tuesday, November 24, 1868. An account of that meeting appears in the *Northern Whig* of November 26th, and from that paper I extract the following quotations from the report. It should be mentioned that the object of the meeting was to take into consideration further large benefactions accruing to the school under Dr. Sullivan's will, which will settle on the schools a valuable permanent endowment. The passages which bear particularly on the matter in hand are these:—

Description given in recent report of the committee.

"About nine years ago, Dr. Sullivan conveyed to Thomas Greg, esq., J.P., the sum of £2,000 for the establishment of a National school at Holywood. The munificent donation was intrusted to the sole management of Mr. Greg, . . . and

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the only condition made by Dr. Sullivan was, that the £2,000 should be employed for the promotion of non-sectarian education in this town. . . . There having been in existence for a lengthened period a National school conducted under non-sectarian principles and management, Mr. Greg invited the Committee of that school to consult with him as to the establishment of the new schools. It was then unanimously agreed that the Committee of Management of Sullivan's school should be formed on the model of the Old Church View School; and it was arranged that all the resident clergymen of the various denominations, together with a layman from each of their congregations should form the Committee. As there were then no Methodist or Roman Catholic clergymen resident in Holywood, no clergymen of these Churches were named on the Committee."

At the formation of the committee no resident priest in Holywood.

151. I must ask particular attention to the last sentence in this extract. *At the time when the Committee was being formed* there was no Roman Catholic clergyman resident in Holywood; there was a Roman Catholic chapel, at which the Rev. Dr. Killen, who resided at Ballymacarrett, used to attend at stated times, and he had the supervision of the Roman Catholics of Holywood as part of his ecclesiastical district. But a resident priest there was not. Moreover, with a literal adhesion to the terms on which the Committee was being formed, the exclusion of the priest on the score of non-residence was held to entail the exclusion also of any lay member of his congregation—a course which, I confess, appears to me to be prescribed by an inversion of the argument *a fortiori*.

A priest became resident before the schools were opened, but he and his successors not admitted to the committee.

152. However, the ground for the disqualification of the priest was very speedily removed. Dr. Sullivan's first announcement of his gift was made in September, 1859; the preliminary arrangements, formation of the Committee, choice of site, and building of the schools, occupied the time until the 20th of April, 1862, on which day the schools were opened. In January, 1862, three months prior to the opening of the schools, a Roman Catholic curate, the Rev. Patrick M'Alister, became resident at Holywood; and I am assured that ever since that time there has been a resident Roman Catholic clergyman in the place. One would have thought that the scheme which the Committee framed for themselves, namely, that their Board should contain "all" the resident clergymen of the various denominations, would by a self-acting process have admitted the resident Roman Catholic minister *ipso facto*, so soon as he complied with the condition. But, on the contrary, to this day no offer has ever been made to any Roman Catholic clergyman of a seat at the Board, though there have been several different priests in charge since the beginning of 1862.

Reason assigned by the committee for not admitting the priest.

153. This noticeable departure from the expressed principles of non-sectarianism on which the Committee took their stand at the first, is thus adverted to in the report from which I have already quoted. The Committee say :—

"In their management of the schools there has been no sectarian or political bias; there has not been on the part of any member of the Committee the slightest attempt made to promote sectarian pre-eminence, nor has there been since the opening of the schools, on the part of parents or child, or anyone, a single charge of interference with the religious views of the pupils.

"In consequence of a Wesleyan minister having been located at Holywood, the Committee are glad to say that they have added to their number the Rev. Henry Price, and a lay member of his Church, while they regret that the avowed hostility to the National system, of the Rev. James O'Laverty, has deprived them of his services, and those of the Roman Catholic laity, in the management of the schools."

Offer recently made to two Roman Catholic laymen, and declined.

154. In explanation of the reference made to the Roman Catholic laity it should be added that the Committee about a year ago applied to two Roman Catholic laymen residing in the town, asking them to accept places at the Board. These two gentlemen communicated with Father O'Laverty, and the issue was that they both declined to serve.

Ground assigned for excluding the priest now changed.

155. It will be observed that the Committee have now relinquished the original ground on which Dr. Killen was disqualified, for in fact that ground has long since been cut away. They still recognise a presumptive title in all resident ministers of religion by the terms in which they allude to the election of the Methodist minister. But in Father O'Laverty's case the title is set aside on account of a presumed, and no doubt sufficiently ascertained, difference of sentiment and opinion on the subject of National education.

But all resident priests have been alike excluded.

156. Although the Committee confine themselves to assigning a special reason for disqualification in Father O'Laverty's case, it will be recollected that Father O'Laverty's predecessors were treated in exactly the same way; the Committee have, in fact, followed a consistent course in excluding all Roman Catholic priests from their councils. Meanwhile the Roman Catholic contingent in the schools has gradually increased, and on the 12th of November, 1868, it amounted, according to my own analysis of the school-books, to 106 out of 409 names on the rolls.

Difficulty in which the committee is now placed.

157. It is easy to conceive the difficulty in which the Committee finds itself placed if it is now really desirous of securing complete unity of action. When the schools were first opened there was a golden opportunity lost, which it has become year by year more difficult to retrieve. The Committee now justify themselves by reference to the priest's hostility to the National system, but it cannot be forgotten that the experience each priest at Holywood has gained of the administration of the National system has not been such as was best calculated to make him a friend of the system.

The committee not unanimous in the exclusion.

158. I have reason to believe that a minority of the Committee has throughout been favourable to a recognition of the claims of the Romam Catholic portion of the population.

Bitter spirit reigning in Holywood.

159. As may well be supposed, the history of Dr. Sullivan's schools carries with it a plentiful crop of angry recriminations, and the bitterness of sectarianism is abroad and over all in Holywood. Educationally, what has taken place is now producing its natural fruit. Father O'Laverty's words to me are :—"We will open the 1st of January, 1869, National schools under my patronage, and I will use my best endeavours to remove every Catholic child from Sullivan's schools."

Probability that Dr. Sullivan's schools will henceforth be attended by Protestants only.

160. That this will be done, and that Dr. Sullivan's non-sectarian schools will soon be attended by Protestants alone, the present policy of the National Board in multiplying schools of a denominational character forbids me to doubt. In default of representation on the Committee of Dr. Sullivan's schools the Roman Catholics of Holywood have, as it seems to me, a claim for a separate school, which the National Board cannot refuse, and deeply to be deplored as I believe the necessity to be, mere justice demands that the balance of the Board's favour among the clergy of the town should be redressed. Far better would it be for the credit and harmony of Holywood if, even now, a complete unity of interests and of action could be established among all denominations, and the splendid foundation of Dr. Sullivan made a boon to all classes alike; but except through the action of external authority, this cannot now be effected. The day of spontaneous reconciliation seems to be hopelessly past.

Incidental injury to the working of the schools through exclusion of the priest.

161. The course of action which I have detailed, has not been without its incidental evils, apart from the blow it is inflicting on the system of united education. In the Report of the Committee, from which I have already quoted, notice is taken of the unsatisfactory condition of the Roman Catholic portion of the attendance at Dr. Sullivan's schools. Taking the names which have appeared on the rolls during the current quarter

(which would include those which were struck off in the course of the quarter), the committee give statistics which may be summarized thus :— MANAGEMENT OF SCHOOLS.

	Total Number.	Roman Catholics.
1. Male School:—		
In 5th and 4th classes,	26	3
3rd class,	46	4
2nd class,	80	23
1st class,	24	12
2. Female School:—		
In 4th class,	25	3
3rd class,	13	–
2nd class,	58	22
1st class,	17	6
3. Infant School:—		
In 2nd class,	15	1
1st class,	124	33

Dr. Sullivan's schools, Holywood—*con.*

That is to say, in the upper half of the school throughout, divided by classes, there are 11 Roman Catholics out of a total of 105, or less than 9 per cent. In the lower half there are 96 out of a total of 303, or nearly 35 per cent. My own statistics for November 12th give very similar results. On this comparison the committee remark :—

"The greater number of Roman Catholics in the lower classes, as compared with the other denominations, is owing to the extreme irregularity of their attendance, and the poverty of their parents prevents the greater number from keeping their children sufficiently long at school to attain the position of fourth class."

162. Father O'Laverty's explanation of the bad attendance is, that it is due to the fact that he himself does not visit the schools to look after the children, and so the school, and especially his interest in it, suffers for want of his co-operation.

163. At Holywood, then, the united form of government exists with this notable exception, that the Roman Catholics are disfranchised. To the benefits of the school teaching, they are readily and gladly admitted; members of their Church are mixed with Protestants in the teaching staff; and all, in fact, is done to make these schools perfect representations of the united system of education, except in this cardinal point, that as regards the Roman Catholics, the schools are governed for them, and not by them, or with their co-operation. If this one matter could be set right, Dr. Sullivan's schools would present a spectacle of completeness, such as not even the plan of the model schools can display. As it is, there is every reason to believe that its glory as a mixed school will soon pass away. Completeness of Dr. Sullivan's schools with one great exception.

164. The moral of the whole case is only too obvious. Such a combination as rules the endowment in Holywood, as it is incompatible with the spirit of united education, should be rendered by authority impossible. Moral of the whole case.

165. With respect to patrons of National schools in general, I have one remaining point to notice. The rules of the Board make reference to the raising of local aid in augmentation of the salaries of teachers, and over and above the fees paid by the children. The Commissioners require to be "satisfied," that something of this kind will be forthcoming. I received returns from nearly all the schools in my district, in which, among other things, the teachers supplied me with the particulars of the several sources of income on which the schools subsist. Local aid in addition to teacher's salary very rarely raised.

166. Out of all the Belfast National schools nine only in answer to my inquiry return anything as received from local contributions; I omit factory schools, which are in part supported by a payment from a mill in return for the teaching of half-time children, and also the schools in Pilot-street, which are aided by the Seamen's Friend Society. The returns from which I quote embrace sixty-four schools—schools containing two or three departments being counted as one. It would seem, therefore, that in Belfast not more than fourteen or fifteen per cent. of the patrons of National schools obtain any local aid for the teachers' remuneration. The schools which had been so aided were all under Protestant management. The gross amount raised was £131 13*s.* 8½*d.*, in1867. In Belfast.

167. In the Antrim portion of my district (excluding Belfast), I received returns from all but six schools; out of 117 National schools, eleven had received local aid in 1867, and the gross amount contributed was £48 7*s.* 10*d.*, all in Protestant schools. In county Antrim.

168. In the county Down my returns are defective by three schools, and out of sixty-one that made returns, eighteen had received local aid in 1867 to the aggregate amount of £161 9*s.*; these schools were all under Protestant management, and include some subsidized by Lord Dufferin. In county Down.

169. In the county Armagh my returns cover all but five National schools, and out of seventy-four schools which sent returns, thirty-eight had received local aid in 1867, amounting altogether to £374 3*s.* 9*d.*, of which £199 was contributed by schools under Episcopalian management (including several subsidized by the Duke of Manchester), £114 10*s.* 6*d.* by Presbyterians, £50 by other Dissenters, and £16 13*s.* 3*d.* by Roman Catholics. In county Armagh.

170. In the county Armagh, then, where the people are often very poor and the receipts from school fees very low, more than half the patrons comply with this requisition of the Commissioners of National Education. In Belfast and the more well-to-do counties of Antrim and Down, only fifteen or sixteen per cent. of them do so. Contrast.

171. The management of Church schools does not, I think, call for any special notice. They are usually under the sole control of the incumbent of the parish, who acts on his own responsibility in all that concerns the school, and very frequently allows his teacher to act as parish clerk as well. He is very much more active in obtaining and contributing aid for the support of the teacher than are patrons of National schools, and this for the reason that the teacher is almost solely dependent upon this source of income. In an Appendix, at p. 242, I give a list of twenty-four Church schools, showing the manner in which they are maintained. Church schools.

SECTION IV.—TEACHERS.

172. The teachers of primary schools belong to two classes: there are teachers religious and teachers secular. The former class consists of nuns superintending convent schools in connexion with the National Board, or Christian Brothers in charge of independent schools of their own. The latter class comprises the vast body of the teachers, who again are either public servants in the pay of the National Board, or persons employed by other societies or by private persons independently of the State. Two classes of teachers.

173. I will reserve what I may have to say about teachers belonging to religious communities for the special notices I propose to present of the convent and the Christian Brothers' schools. Under the present head I propose to deal solely with secular teachers, and in particular, teachers under the National Board.

174. I. *The Teacher's position.*—We have seen that the position of a National teacher is one of absolute dependence upon the will of his patron. He may be dismissed at any time with or without reason, and has no power of appeal against what he may deem harsh treatment. I have said of the managers generally that having Their position under their managers.

TEACHERS.

such powers committed to them, they do not appear to me to be in the habit of straining them; but none the less it is felt as a deep grievance by the teachers that they are never safe against the effects of a possible whim or quarrel. The almost invariable answer I received from the teachers when I questioned them on this subject was "I have no complaint to make about my manager: he always treats me in a considerate manner; but other teachers may not be so fortunate, and in any case I consider that no body of public servants should be liable to an exercise of arbitrary and irresponsible power on the part of any man." This was the burden of almost all the remarks I heard made by the teachers. Their discontent is, in fact, exactly that of men living under a kindly despotism. There may be every reason to hope and believe that if a man lives a quiet, blameless and industrious life his liberty will not be interfered with, but no nation rests satisfied with no better assurance than that: the knowledge that in case it should be thought convenient to put a man out of the way he would be powerless to remonstrate or resist foments discontent and uneasiness, however strong the presumption may be that the case will never arise. So it is with the teachers. The managers may be the most just and humane men in the world, but no amount of uprightness in their dealings can compensate the teachers for the loss of their sense of security and independence. A few specific cases of arbitrary dismissal were named to me, but in no case did it appear that the manager had done any more than what the rules empower him to do. He had simply given a teacher notice that he was to leave, and the rules of the Commissioners clearly intend that he should be able to do this without the obligation to give any account of his reasons.

Sense of insecurity in the minds of the teachers.

Manager's power may be exercised in many ways short of actual dismissal.

175. This power of the manager may, however, be employed in many ways short of actual dismissal. It is a lever by which the teacher may be swayed and checked in all the details of his business. For instance, in the matter of the exaction of school fees there are cases in which the teacher is unable to consult his own advantage by securing payment from all who can afford to pay because his patron may interfere on the parents' behalf. The teacher of one school under Roman Catholic patronship gave me a slip of paper which he had received from one of the parents with whom he had to deal, which contained a brief intimation to him that he had heard the priest say that he was "to teach these childern" (*sic*), the meaning being that he was to ask no fees. This case was but one out of many which had depressed his receipts to a very low point, and at the time of my visit he had ceased for a time to exact any fees, because he was aware of complaints which had been made to the patron about his attempts to exact payment. His own belief was that his school was being seriously injured by irregularity of attendance consequent on his inability to ask for his fees, at the same time that the parents were not paying towards his support as they could afford to do. No compensation in the form of local contribution was made to this teacher; and the effect first of the neglect by the patron to obtain such aid, and secondly of his practical prohibition of school fees is that the teacher is reduced to depend for his livelihood solely on the salary granted by the National Board; and that is a state of things which the rules do not contemplate.

Control of managers over exaction of school fees.

176. If the patron will support the teacher in exacting his dues a great deal may be done for the benefit both of the school and the teacher. At Bangor National school the patron, a Presbyterian minister, attends every Monday morning at the school to see to the due payment of the fees: and the Rev. Canon Coyne, P.P. of Moy, told me how he had on one occasion stood at the altar with a list of defaulters in his hand and warned his congregation that if the teacher's dues were not paid forthwith he would take measures to *make* them pay; ever since which announcement none of his teachers (he is patron of several schools) had experienced any difficulty about fees. When this course of action is reversed, and the patron tries to secure free instruction for his people while the teacher tries to secure as large a return as he can in the way of fees, a serious injury is done, because the people then learn that in this matter the patron and the teacher are not at one; they know well which is the stronger of the two; they think they have the patron on their side in any dispute with the teacher, and the teacher besides losing in pocket loses also the hold which he ought to have on the feelings and estimation of the people.

General effect of teacher's position.

177. So far, then, as my inquiries enable me to form a judgment, I believe that the principal effect of the precarious tenure of National teachers is to weaken unduly their position in any case of difficulty or difference with children or parents, and to promote a spirit of discontent and a sense of insecurity which are of even more injurious consequence, in that they tend to sour the character and depress the spirits of men who need all their geniality and elasticity for the daily work they have to perform.

Rule of National Board that they will not correspond with teachers.

178. What renders the position of the teacher still more dependent is the rule established by the Commissioners that they will not correspond with teachers, but only recognise communications coming through the medium of the managers. If a teacher has a complaint or a statement of any kind to make to his employers, he can only do so if his patron concurs in it: clearly, therefore, a complaint about the patron's conduct is beyond the bounds of possibility. A great deal of the sting of any wrongful treatment is taken out if the victim has a chance of saying all he has to say; and teachers would feel the hardships to which they are liable far less acutely if in case, for instance, of sudden dismissal they could at least tell their tale of trouble to the Commissioners of National Education. As it is, not only have they to put up with dismissal, with the knowledge that their patron is acting within the limits of his authority, and that they have no redress, but they have also to bear the imputation of incompetency, vague and unintended though it may be, which accompanies an unexplained dismissal, without the chance of saying a word to clear themselves. In smaller matters the teachers frequently complain of the difficulty they experience in getting their managers to write to the Dublin office when occasion arises. Very probably the managers save the Dublin office from a great deal of useless correspondence; but there would seem to be no valid reason why an occasional communication—say once a quarter—should not be allowed to be made by the head teacher of a school direct to the office.

Complaints made concerning the routine of the Dublin office.

179. One ground assigned for the unwillingness of managers to write to the Board is the extreme dilatoriness which is charged upon the officials in correspondence. I heard very frequent complaints of the manner in which the routine business of the office is carried on. For instance, a teacher's salary is frequently allowed to be a month or six weeks overdue before it is paid: a receipt, I am told, comes punctually at the end of the quarter for signature, but the remittance follows often at a long interval. One master told me how his sister, when acting as monitress under him, never received her remittance at all. It was for a very small amount, only 13*s.* 4*d.* The receipt came, and was returned duly signed, but no remittance followed. Application had been made by the manager for it, but in vain, and it was now considered a bad debt. Another teacher informed me that the reason his manager assigned for not writing to the Board whenever he wanted him to do so was that he was "tired of writing letters to which he got no replies."

Complaints of delays in appointment of teachers.

180. Many stories are told too of appointments long delayed, and salary lost thereby; in one instance a girl had taught for a whole year as successor to a monitress who had been duly salaried; no diminution had occurred in the school attendance (on the contrary it had risen on the quarterly average for the year, from 58·6 to 63·4), and the Inspector promised her a recommendation for appointment: on the faith of this she taught for a year, received no intimation of appointment, and then left, having received no remuneration

whatever for her labours. Not a few of the best masters hold appointments also in connexion with the Science and Art Department, and the comparison they institute between the dealings of that body and those of their employers in Dublin are not to the advantage of the latter. They all speak highly of the promptitude and consideration with which they are treated by the authorities at South Kensington, with whom, of course, they hold direct communication.

In some matters a direct communication with teachers might be valuable.

181. On one subject in particular it was represented to me by one of the most thoughtful of the teachers I met that a word from a teacher would be valuable to the Commissioners of National Education; that is, in matters relating to the establishment of new schools. In many places National schools are unquestionably too numerous, and if before sanctioning a new school in the neighbourhood of one or more already existing, the Board would consult the teachers of those schools which would be affected thereby, their remonstrances in self-defence might possibly save the Board from many a false step.

182. The tenure of their office by teachers of schools independent of the National Board calls for no special remark.

Qualifications of teachers.

183. II. *The Qualifications of Teachers.*—The teachers of primary schools are of very unequal degrees of competency. The principal of a large and flourishing National school and the teacher of a small semi-animate school under the Church Education Society occupy the opposite poles between which are comprehended the great body of primary teachers in Ireland. And as the teachers are, so are their schools. I had no opportunities of ascertaining directly the literary acquirements of teachers, but in conversation and in observation of their school management one forms a tolerably correct estimate of their value for the particular purpose for which they are employed.

Those of National teachers as high as can be expected for the emoluments offered.

184. (1.) The National teachers generally struck me as being quite as intelligent a body as we have any right to expect, considering the emoluments offered to them. I frequently heard the complaint made that the teachers are half educated or less than half educated men, and that their little knowledge, besides hindering the progress of popular education, leads them to take an exaggerated view of their own importance and deserts; consequently that a good deal of their dissatisfaction with their position and remuneration is in excess of what their real merits will justify. I entirely concur in the view that one of the first steps requisite for the improvement of education in Ireland is to raise the average standard of competency in the teachers, but none the less does it appear to me that the average standard already attained is quite as high as it is possible to reach without an advance in the attractions offered. It is vain to look for the services of an able man on 10*s.* or 15*s.* a week. In the neighbourhood of a great mercantile town like Belfast especially, there are endless opportunities for an enterprising man to earn a better living than that which any but a few of the best schools, combined with a high class salary, can hold out to him. A copying clerk or accountant can easily make £100 a year in a house of business, and unless a teacher is particularly fortunate he will never get so much in a school. Many of the more active teachers are continually being drawn off from the service of the National Board by the superior advantages of commercial life. Hence a large number of them are merely the disappointed residuum which has failed to provide for itself in some other line of life. This state of things explains a great deal of the discontent and also the inferior competency complained of. Still as the whole matter is one which depends upon market value, the National Board secures a fair return for its outlay. I believe it secures something more than a fair return, for the official position in connexion with the State, the easy hours of work, which leave the teacher free after three o'clock, and the sense of authority which a teacher exercises in school, are not without their attractions, and combine to retain many who might otherwise be tempted by the greater emoluments to be obtained in less dignified, more laborious, and more subordinate posts in other lines of life. Certainly I met many National teachers whose capabilities appeared to me to be very cheaply valued, if measured by the rate of the remuneration they receive.

Teachers vary greatly in competency.

185. But, as I have said, their merits vary very greatly. In National schools an index of this variation is afforded by the system of classification adopted by the Board. All teachers are either probationers or classed teachers, the latter having a rank assigned them according to their merits as ascertained by examination of themselves and of their schools. They are arranged in three classes, which are again subdivided into divisions, the first class into three, each of the others into two. There are therefore seven different grades of classed teachers.

The classification by the Board is generally a fair index.

186. I have not been able to trace the accuracy of so nice a discrimination as this in what I have seen of the quality of the work done by the teachers, though unquestionably the classification of the teacher is in general a very fair index of the character of his school. In particular the subdivisions in the first class seemed to me to have little or no counterpart in the condition of the schools under first class teachers of different standing. Some of the best work I saw was in schools under teachers of the third division of first class, and of the whole number of schools I examined under first class teachers, the two with which I had most fault to find were under female teachers of the first and second division of the class respectively. Passing to the other extreme, I never found a highly developed school under a third class teacher, and such schools are as a rule feeble and unsatisfactory; in many instances natural promptitude and a habit of order go far to redeem a weak school from unmixed condemnation, and I could name several schools under third class teachers which on this account are in a far more healthy state than others which are under less methodical, even if more gifted, principals. But it may be safely asserted that, with rare exceptions, third class teachers in the position of principals are failures.

Classification of teachers of seventy National schools examined.

187. The schools I examined are nearly equally apportioned among teachers of each class. My notes on this point are not quite perfect, but with respect to seventy different departments which I examined I find the following distribution:—

(1.)	20	are under	first class teachers.
(2.)	21	„	second „
(3.)	24	„	third „
	5	„	probationers.

On an estimate not very precise, but generally true, I should characterize 13 out of the 20 under first class teachers as good schools, and 7 as either inferior or bad. Of the 21 under second class teachers, 10 good and 11 inferior or bad; of the 29 under third class teachers and probationers, 8 or 9 satisfactory (though not of a high character) and the rest, 20 or 21 in number, very poor.

Third class teachers should not be allowed as principals.

188. A rule which would render the appointment of a third class teacher to a post as principal of a school impossible would be of most salutary effect in raising the character of National schools; but this can only be made possible by means of important modifications in the terms of employment offered by the Board. A large number of small country schools offer little or no inducement beyond the class salary, and unless compensation be offered in another form for the loss of fees, none but third class teachers will accept such posts.

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Teachers of Church schools wanting in method and precision.

189. What, however, is quite unnecessary, but not unusual, is that third class teachers are found in charge of large and important town schools, which could command the services of better men.

190. (2). Of the teachers of Church schools, or other schools of an independent character, I have only to say that as a body they lack a certain precision and business-like demeanour which is usually observable in National teachers. There is a touch of officialism about the National teacher which, although it may tend to a perfunctory mode of working, still carries with it something of authority and method, and asserts itself effectively over the minds of the scholars. There is none of this in the teacher of the Church school. He manages his school very much in his own way, according to his lights, with a more paternal and less machine-like exercise of authority than the National teacher. His prevailing faults appeared to me to be want of life and spirit, and disregard of method. On entering unexpectedly any National school one is sure to find everything *en règle* and the work going steadily on; at a Church school there is nearly an equal presumption in favour of something being out of gear at the moment. More than once I found children assembled, but no teacher with them. More than once, if the master was present, he had his hat on, as if he were merely *in transitu*. At one school he was sitting with his hat on at the open window, enjoying the fresh air of a fine afternoon, while the mistress, his wife, was in the garden with two or three of the children; this was at about 2.15 P.M. There is none of this laxity about National teachers, who are liable at any moment to an Inspector's visit.

191. So far as one can judge of their intelligence in the course of a visit of inspection, the teachers of non-National schools are usually of the calibre of third class National teachers, but without the same notion of method and management. Some of them, however, belong clearly to an order which has no representative at all among the servants of the National Board—teachers who know nothing of teaching, and who have yet to learn the rudiments of knowledge themselves. In the returns which I collected from all schools in my district I had an opportunity of judging of their spelling. One would think that on such an occasion a teacher would be careful to do his best, but from one school I am told that it is in connexion with no "Churh," that "Hand-lom" weaving affects the school attendance, and that the money for support of the school is "raised by the local comittee;" the teacher signs himself a "Presbyterain" (*sic*). Others were guilty of similar eccentricities, but the most remarkable document I received was the following. I omit names, and certain paragraphs which need not be published. The figures correspond with the questions reprinted in the Appendix I. I adhere strictly to the letter and punctuation of the original.

Specimens of their orthography.

1. I. consider the persons in this locality avails themselves of the opportunity as much as possible of sending their children to the school.
2. There are no industrial or manufactries nearer to my school than ——— that is eight miles distant from my school so that it can have no interference with the children of this locality
3. I. have no half-timers as there is no Factorys in this direction
4. My terms are one penny per week for spelling reading writing and the greater part *gratutious* in consequence of their parent not having means. I. am paid by ——— not having any connection with any Board or society nor receiving on penny by any other person.
5. As regards the system of education of the National board as I have never stood in a N. S. I. cannot interfere so far as spend any opinion without error.
7. Not including private tuititions and night schools throughout the year, I consider I make about £6 having no person but myself to provide for I can by it I should feel thankful if you would be so kind as let me know if you could be so kind as to give me some little encouragement, and in duty bound I will feel grateful

All denominations attends the school

Your most obedient servant ——— teacher.

I regret that I failed to find this school when I was in the neighbourhood of it.

Teacher's emoluments.

192. III. *The Teacher's Emoluments.*—These are derived, in the case of National teachers, from three sources, the salary paid by the National Board, the fees paid by the pupils, and local aid provided in augmentation of his income from salary and fees.

Board salaries.

193. (1.) Only one of these sources is open to all teachers, that is what he derives from the Board, whereas fees and local aid which in some schools are considerable, are in many altogether non-existent. In ordinary National schools the salaries for male principal teachers lie between £15 and £52 per annum; for female principal teachers between £14 and £42. Assistant teachers receive, if male, from £15 to £21, if female from £14 to £20. Monitors receive from £2 to £10 a year. The salaries are regulated by the classification, and are liable to reduction if the average attendance of children falls below certain limits. Thirteen premiums, from £1 to £4 each, for order and neatness, are distributed annually in each Inspector's district; and further gratuities ranging from £1 to £5 each, may be obtained for teaching singing, drawing, and navigation, or for instructing monitors, and preparing young persons for the office of teacher; £5 a year more for every twenty-five pupils may be earned by a night school. Lastly "good service" salaries are granted to a certain number of teachers, to the extent of £3 to £13 per annum, for males, and £2 to £11 for females; this is in addition to the regular class salary. There is no system of retiring pensions, but the Board are empowered to grant gratuities "of reasonable amount" to deserving teachers, on retirement through age or infirmity.

Highest attainable remuneration.

194. Thus the best teachers may by aid of good service salary receive, if males, £65 a year, if females, £53; and this may be further increased to a small extent by extras and by a night school. Teachers who attain to this height always hold schools which further produce a considerable remuneration in the way of fees, and this class may be said to be in general able to maintain itself in modest comfort, on perhaps as much as £2 a week in all.

Usual amount wholly inadequate if not supplemented from other sources.

195. But the great mass of the teachers are not in the first class, and not in receipt of supplemental salaries. In the second class the salary for a male teacher is £28 or £32; for a female, £24 or £26; in the third class £18 or £24 and £16 or £20 respectively. It is equivalent to from 7*s.* to 12*s.* 6*d.* a week for a male, and from 6*s.* to 10*s.* a week for a female. This scale of remuneration is only intelligible, especially in the case of men, on the understanding that it forms but one element in the aggregate income of the teacher; but unfortunately in proportion as the salary is lower so do the receipts from other sources become more insignificant, until in some places teachers are found who are solely dependent upon this small pittance, which hardly puts them on a level with a day labourer, and falls very far short of the earnings of a mechanic in Belfast. Indeed a male teacher living on his class salary alone, or with an inappreciable income from fees, must be a miserable man. A youth living with his parents may find his earnings sufficient to make him comfortable, and to a woman who either lives with her parents, or has a husband, who earns a livelihood as well, the position of a teacher offers great attractions. But it is very different with a man who has to keep a home of his own, or looks forward to doing so.

Instances: Corcrain National school.

196. I will give a few of the extremest cases I met with. At Corcrain National school, near Portadown, the master is a young man in the second division of the third class: his salary therefore £18 a year. His fees amounted in 1867 to £5 8*s.*, and so far from receiving aid through his patron, the parish priest, he pays 2*s.* a week (or five guineas a year) as rent for the building. This is a wretched mud-floored hovel, containing, besides the school-room, an ante-room intended for his occupation as a residence, but quite unfit for the purpose.

He has further to pay town-rate and county cess, which raise his outgoings to about £5 10*s.* a year. Thus his fees are swallowed up, and he subsists on 7*s.* a week.

Maghery Kilcranny.

197. At Maghery Kilcranny, near Armagh, the master is a middle-aged man with a family; his classification second division of second class: salary £28; fees *nil:* local contribution, not permanent, £1 0*s.* 6*d.* in 1867; for the whole year slightly over 11*s.* a week. No house is provided, and he has to whitewash the school.

Lisadian.

198. At Lisadian, near Armagh, the master is in the first division of third class, in receipt of £24 a year. He has been there for fourteen years, and is now in middle life. He is somewhat better provided for than the last, as his income with fees amounts to 11*s.* 2*d.* a week, and he has two miserable little rooms adjoining the school rent-free; they are not to be compared for comfort with a respectable labouring man's cottage. Through sleeping under a bare slate roof he had once caught a chill that laid him up for three months, during which the Board allowed him his salary. He has since constructed a sort of ceiling with his own hands, which keeps out the worst of the cold.

Drumgaw.

199. At Drumgaw the master's salary is £28, and he received £2 from local contributions in 1867. His fees are *nil.* No house is provided. His whole income is therefore equal to 11*s.* 6*d.* a week. He was trained in 1840, and was somewhat past middle age. Strange to say he was, unlike his fellows, perfectly satisfied with his means. He explained to me how he is able to subsist in what he regards as comfort. He lodges at a neighbouring farm-house, where he pays 2*s.* 6*d.* a week for board, washing, and milk. Meat he cannot afford, and never has any, but lives on bread, butter, eggs, stirabout, and tea, and he abstains altogether from strong drinks. Most of these necessaries are supplied to him cheaply from the farm; in dress he was at least as well provided as most teachers that I saw. He is able to save something every year, and this he expends in the purchase of books on natural philosophy and mathematics, in which he takes his chief delight. He is, in short, an enthusiast who does not share many of the anxieties and desires of more worldly-minded men. He might, no doubt, obtain something in the way of fees, but he objects to them in principle, and assured me that if he took money from the children he should think it right to expend it in apparatus for their benefit. Though he certainly effects a great deal on 11*s.* 6*d.* a week, I cannot say that he looked sufficiently fed, and it was clear that nothing but the spirit that is in him sustains him in contentment with his lot.

Poorest schools in county Armagh.

200. Cases similar to these could be largely multiplied, in which the income of the teacher is almost entirely derived from the small salaries of the Board. The most poverty-stricken schools were in the county Armagh; in Antrim and Down the fees are far more productive, but none the less is the visitor met with the universal complaint that the profession is starved.

School fees.

201. (2.) The second source of remuneration to the teacher is by means of school fees. This branch of the subject opens up several large and important considerations in connexion with the internal management and well-being of the schools. Whether the parent shall or shall not contribute directly to the support of the teacher, and, if he is to contribute, then to what extent the contribution can be safely levied, and in what form it is likely to be most productive, are questions which affect intimately the whole educational system of the country. Their solution depends upon a knowledge of the actual circumstances of the poorer classes, whom the decision of the matter affects, upon the abstract advantage or disadvantage of making them pay for what they receive, and upon inferences drawn from the experience of various places in which fees are or are not exacted.

Are the parents too poor to pay?

202. With respect to the parents, a great deal is said about their inability to make any appreciable contribution to the support of the schools. In the towns there are tradespeople and dealers, who can and do pay a reasonable fee; but in country districts the difficulty of collecting fees is very great, and the inference at first drawn from this circumstance is, that the people are generally too poor to pay.

They are unwilling to contribute towards the support of *State* institutions.

203. I believe that unwillingness has far more to do with the matter than inability. There are doubtless many families whom it may be well to excuse from payment, and I never found a teacher who would suffer extreme poverty to be a real obstacle to the education of a child. But all my observation tends to the conclusion that the sum actually raised by school-fees in Ireland is very much below the amount which might be raised, and which ought to be raised so long as school-fees are regarded as an integral part of the support on which the educational system of the country rests. If the system in Ireland were a voluntary one, and parents were brought up to understand that so much schooling was a commodity to be purchased with so many pence, a far larger sum would be raised than is raised under the present system. The intervention of the State has entirely altered the aspect in which the parents (I am speaking especially of those in country districts) regard the schools. The schools are not local institutions which everyone would understand to need support from local sources. They are State institutions, in which a servant of the State is placed, whose business it is to do the work which the State has set him to do. It is known that he is in receipt of a salary from the National Board, and that an official Inspector pays him periodical visits to see that he is doing his work. The very inscription over the door implies that the school hardly belongs to the particular locality in which it is placed, but is a member of a large system which covers the whole country, and which depends for its existence on certain authorities in Dublin. The effect of this on the minds of the parents is to lead them to disclaim any obligation on their part to assist in the maintenance of an institution which the State has made it its business to establish. They recognise that the teacher is under an obligation to teach their children, but they do not feel that they are under any corresponding obligation to remunerate him for what he does. He is bound to be there and teach, but they are not bound either to send their children with regularity, or to enrich the teacher by paying him over again for work which the State has already paid him to do. The parent therefore assumes a very independent attitude towards the school. He doubts the teacher's power to exact fees, and he contributes as rarely and as sparingly as possible. One master assured me that he experienced great difficulty in inducing the parents even to pay for the books which are supplied by the National board through him, so strong was the suspicion in their minds that they need not pay for them, that the master got them for nothing, and that whatever was paid for them went directly into his pockets alone. He had explained it to them often, but many of them were still not satisfied that he was not cheating them of their rights. This master had been obliged to give up all attempt to collect school-fees; the very small return he got was not worth the trouble and discomfort he had to undergo in getting it.

No sense of justice or gratitude to the teacher is admitted.

204. When, therefore, the small amount of fees collected in National schools in Ireland is quoted as a proof of the inability of the people to aid in the support of the schools, and as an argument in favour of making education entirely gratuitous, it must not be forgotten that the amount represents what flows after the very source to which we should mainly look has been stopped. A sense of justice or of gratitude towards the teacher would prompt the proper acknowledgment whenever it could be afforded. But towards a paid servant of the State notions of justice and gratitude do not arise.

Feeling of the teachers on the subject.

205. The feeling of the teachers on the subject of fees varies very greatly according to the character of the people among whom they are placed. In a town like Belfast, where a genuine competition of merit is possible, the best masters find a very considerable portion of their emoluments in the shape of fees: there is a large body of people belonging to the lower middle class of society who attend the National schools, and who really exercise some discrimination in their choice of a school. At Linenhall-street National school the fees amount to as much

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as £110 10*s.* 2*d.*, at Townsend-street National school to £102 16*s.* 4*d.*, at Victoria-place to £90 15*s.*, and at Eglinton-street to £76 9*s* 1½*d.* These are I believe the four best paying schools in Belfast. To masters of such schools as these no substitute for the fees could well be provided. Among *them* there is a genuine education market, and the best man gets his price. But in poor country districts the teachers incline rather to look to the State for their reward, and despair of making much by fees. Very frequent were the complaints I heard from teachers concerning the degradation to which they submit in pressing for their fees, and in finding only too often that the return they receive is that the children are removed from the school altogether and sent elsewhere. Nevertheless the representations made to me on this subject by two associations of teachers in my district, the Antrim and the Annaghmore Teachers' Associations, are both favourable to the principle of exacting school-fees, though they agree in recommending an alternative in the form of local taxation.

206. While, therefore, the most able teachers in populous places find a stimulus to exertion and a reward for success in the fees which they are able to charge the prevailing feeling in the rural districts seems to be that the plan of charging fees in the manner in which they are now collected is highly unsatisfactory, and that the teacher's remuneration should be secured to him in some other way.

Opinion of patrons, clergy, &c.

207. But the opinion of independent observers is very decidedly in favour of the principle of making parents pay something, however little, towards the schooling of their children. I addressed an inquiry on the subject to a large number of clergymen and laymen, and with very few exceptions the replies I received are in accord on this point.

In favour of fees in principle.

208. The principle which is almost unanimously supported by patrons and others is, that in theory a charge should be imposed, but that in no case should the charge be allowed to operate as an impediment to attendance. It is considered the wiser and the better plan to keep up in the minds of the parents the idea that schooling is not gratuitous—that it has to be paid for—and that it is only by an exceptional indulgence that any particular parent is exempted. The reasons assigned for this course are briefly—

a. That the payment tends to promote a feeling of independence in the mind of the parent, whereas gratuitous schooling tends to pauperize the people.

b. That it is of great importance to inspire the minds of the poor with a respect for education, and that they will not appreciate what costs them nothing.

c. That payment of a fee secures a greater regularity of attendance, for that when a parent has paid he likes to get as much as he can for his money.

209. I take it, then, that the almost unanimous opinion of the clergy and of the educated laity is in favour of the exaction of fees in principle, combined with a large liberty of exemption for those who are too poor to pay.

Actual practice in National schools.

The actual practice in National schools corresponds in a measure with this theory; and as a general rule there is a graduated scale of fees, and a large amount of exemption. But for various reasons, to some of which I have already referred, the net result of the fees is very small; in not a few schools there are really no fees at all.

210. I have already noticed the unwillingness of parents to contribute towards a State institution; but there are other impediments which have a still more powerful effect in lowering the average rate of payment to the schoolmaster.

Causes which lower the rate of fees.

211. In the first place the schools are far too numerous, and a state of competition has resulted which is disastrous and demoralizing both to teachers and pupils. To those who have not seen the working of this competition, it may possibly sound paradoxical, but I found it to be invariably true, that the immediate effect of competition between primary schools is to lower the character of the competitors. The explanation of this phenomenon is

Competition among primary schools.

not far to seek. Competition is healthy and beneficial only if it is open and genuine, that is to say, if the competitors all start fair, and if the prize is awarded by competent judges to the best. To change the metaphor, if there were complete freedom of trade among the schools, if they were subject only to the ordinary rules of demand and supply, the best schools would survive, and the inferior schools would go to the wall. But owing to the intervention of other causes, the market is not free; the supply is not regulated by the demand, and the worse schools are not driven out of the field by their betters. The market is permanently overstocked, and all the dealers are subsidized to maintain their positions in it. Hence there ensues a scramble for customers. The price is not a consideration at all, for each dealer relies on his subsidy. The struggle is to get pupils at any cost—

"Si possis recte, si non, quocunque modo."

Usual state of the case in a country village.

212. There is the Church school supported by a residence rent free, a small local subscription, and a few pounds a year from the Church Education Society. No fees charged, but gifts of buns and clothing for all who will attend with decent regularity. On either side there stands a National school, the one adjoining the meeting-house, the other in the precincts of the chapel. The three schools among them will accommodate some 200 children, and there are only 100 children to be got. What ensues? If the priest is an active man, as he usually is, the Roman Catholics will be almost all in the chapel school; but a few of the poorest, sorely perplexed between their allegiance to their priest and the temptations held out at the Church school, will swallow their repugnance to Scripture readings for the sake of the buns and the petticoats, and go to the Church school. A few stray Protestants, too, may be found at the chapel school, who have deserted the Protestant National school in order to spite the master for having claimed, unadvisedly, his arrears of fees. The master of the Church school, who is probably also parish clerk, succeeds in keeping the majority of the Episcopalians, and in combining with them a sprinkling of the poorest of all the other denominations. At the meeting-house school will be found the main body of the Presbyterians, and a fair admixture of the Church population, especially the more well-to-do of them, for whom the charities of the Church school form no attraction.

Helplessness of the National teacher.

213. Each of the National teachers is struggling above all things to keep up his average attendance. If it falls a few points lower, he will lose an assistant, or perhaps his school will be struck off the list altogether, or at least there will be a reduction in his salary. He would rather pay the children to come than let his numbers fall. What is he to do to save himself? Of course he must not think of pressing for his fees from the poorer children, for the Church school has made that impossible. If he says a word about the arrears he will see the children no more. And then with the wealthier part of his attendance he must not be too strict, he must give no offence; for if he does his rival at the other National school will reap the benefit. He feels himself at the mercy of everybody else, unable to claim his dues, and hampered even in doing his duty. In this way the fees become depressed lower and lower, and the chances are that eventually either all pretence at charging is given up, or at best only the wealthier parents pay anything. With the exception of ragged schools, I do not think that in any free school that I visited the exemption from fees was due solely to inability of the parents to pay. The teachers, on the other hand, are constantly complaining that they cannot, because they dare not, exact their fees even from parents who could well afford to pay. I will give a few instances from information I obtained from teachers.

Instances:—Ennislare.

214. *Ennislare National School.*—"The children are all admitted free. I think the parents could pay if they had been accustomed to it; but now, when they are all free, it is a compliment to get them to send their children. They think

they are doing the teacher a favour by sending them. Since they have got a fashion of free schooling it would be impossible to make them pay, they would take and send them to other schools; for as far as I can learn, other teachers are in the same predicament as myself." TEACHERS.

215. *Lisnadill National School.*—About a mile and a half from Ennislare, and the same distance from Drumgaw National Schools, neither of which make any charge. Fees here for the year 1867 were 12*s.* Impossible to charge properly, because the school lies between these two schools. There are 56 on the roll; of whom 37 admitted gratuitously. Master is positive the parents could pay if they were willing. Lisnadill.

216. *Maghery Kilcranny National School.*—No fees at all now. "Almost all could afford to pay the amount usually charged in National schools." Master has been here since 1844. From that time till 1854 or 1855 fees were paid. He then gave up the attempt to get them, and until June, 1868 he received no fees at all. In June he tried to re-impose them on those who could and would pay. The result was that he took, in June 4*s.* 7*d.*; July, 2*s.* 6*d.*; August, *nil;* September, *nil;* and he has now given them up entirely again. The parents are chiefly small-farmers; a very few are hired labourers. The 4*s.* 7*d.* he got in June, came from only 10 parents, who had 13 children at the school among them. [The whole number of children on the roll in October was 92.] Those who paid were not better off than the average. They were—(1) An owner of a water corn-mill; (2) A widow, farming some 20 acres; (3) A shoemaker; (4) A man, farming 14 to 16 acres; (5) A man, farming 24 or 25 acres; (6) A farmer, holding unknown; (7) A farmer of 8 acres; (8) A farmer of 12 acres; (9) A labourer on about 7*s.* a week; (10) A farmer of 40 or 50 acres. The reason why he cannot get his fees, is partly that the parents are unwilling to pay anything towards his support, as he is paid by the State, but especially because Aghavilly Church school is only about half a mile off, and is avowedly a free school. If he tries to enforce his fees, the children leave him and go to Aghavilly, and he must keep up his attendance at any cost. Maghery Kilcranny.

217. Among other statements made to me by teachers are the following:—

(1.) "The fees are 1*s.* 1*d.*, 1*s.* 7½*d.*, and 2*s.* 2*d.* per quarter, but most of the pupils pay by the week. The fees are not regularly paid . . . . Many of the people are respectable farmers, some of whom can bid upwards of £1,000 for a farm; these people tell me I am paid by the Board for teaching, and that they pay the salary indirectly. On one occasion a respectable farmer (a member of committee), refused to pay the above rates for his grandson, who was in third class." Four other National schools.

(2.) "More than a third of the school do not pay anything. The Commissioners framed a rule some years ago, which gave the death-blow to school fees . . . . When the teacher acquired his class principally on his literary acquirements, they turned round on him and reduced his salary every quarter a certain number could not be mustered. Where the attendance fluctuated very much, the teacher was obliged to go about begging the scholars to attend, rather than he should lose his quarter's salary, which, in sober sadness, is scarcely sufficient to keep body and soul together. The parents saw it was a compliment to the teacher to send their children to school, and kept them at home when fees were enforced. . . . . In 1865 the Board withheld £6 from me by the operation of this rule."

(3.) "The majority of the parents are well able to pay the respective school fees, but they are under the impression because the teacher is in receipt of salary from Government that the children should be educated free, and certain parties have gone so far as to dispute the legality of the teacher demanding school fees. I have met several parents of children who say they will pay quarterly, and when they are asked, remove the children, without paying, and send them to other neighbouring schools, and leaving the school fees unpaid."

(4.) "Owing to schools being numerous, a teacher is obliged to charge the lowest possible rates so as to maintain a proper average in the school. . . . . I would suggest that National schools should be three miles apart" (speaking of rural districts).

218. Representations of this kind could be largely multiplied, but as the points adduced are very nearly the same in all cases, I give the above merely as samples of the experience of teachers in country schools.

219. In town schools the complaints are far less frequent, because the parents are on the whole better able to pay, and a really good master gets his reward. The most frequent complaints which I heard were made by teachers of National schools under Roman Catholic management, who are being underbidden by the Christian Brothers. The Christian Brothers charge but a penny a week, and as they are supported by the whole influence of the priests, it is impossible for an ordinary National school to hold its own against them. As I have mentioned elsewhere, the Christian Brothers in Belfast have a large number of boys of the better class—those who, in a National school would be paying at the highest rates. Thus the cream of the Roman Catholic population is first taken off by them, and the National schools get the residuum. From the masters of the best Protestant National schools in Belfast I heard no complaints on the score of school fees. Town schools.

220. But even in Belfast itself, through the rapid multiplication of schools and other causes, there are schools in which the fees have fallen to an almost nominal figure. I will instance two schools, in one of the poorest and least reputable parts of Belfast, the comparison of which will illustrate the peculiar difficulties which embarrass the National teacher in the collection of fees. In a miserable, squalid court, of houses whose rent is from a shilling to eighteen pence a week, I found a private school, kept by an elderly man, a Roman Catholic, who had been teaching for thirty-six years. He had been originally a cloth-cleaner in the county Mayo, where he said his family could be traced from the time of Oliver Cromwell. They had been in comfortable circumstances, and had earned a good livelihood in the cloth trade. Their capital consisted of the implements used in the cleaning process, and cost, he said, not less than £50. So good was the trade that when he first took to it as a young man, he could earn as much as £1 a day: but this did not last long. The machine wore out, and the trade was killed by the mills. He then took to teaching, and kept a private school in Ballina. Here he had hard times, and saw a child of his own die from starvation in the famine of 1847. Seven years ago he migrated with his family to Belfast, where there was a chance of his children getting work to do. In this they have been successful, and his three children are employed in the mills, where one girl earns 7*s.* a week, another 4*s.* 6*d.*, and his boy 6*s.* They occupy three ground-floor rooms, namely, a kitchen, school-room, and bed-room. The school-room is, as nearly as I could ascertain it, seventeen and a half feet by eight feet, and seven feet high; it had one small window, which, on a stifling August day, was carefully closed, while seventeen children were in the room. The kitchen was, I should say, of about the same size as the school-room. In the little bed-room at the back slept the whole family, husband and wife, eldest daughter, aged twenty-six, second daughter, aged twenty-two, and son aged sixteen. The houses being built on a slope, the back-rooms are without windows, and light and air can only reach them through the front room. And this in August! A private school in Belfast. The master.

221. The parents of the children who attend were all without exception mill-workers, and with one exception Roman Catholics. They pay at various rates, namely, 1*d.*, 1½*d.*, 2*d.*, and 2½*d.* a week. The eldest present was a boy of thirteen years, the next was ten, and the next nine years old. The rest were younger still. From these the master gets altogether 2*s.* 6*d.* a week, more or less; sometimes not more than 1*s.*, but that is only in slack times. He teaches reading and writing, and the eldest boy had begun the multiplication table; there was very little even of writing, and most of the children were merely spelling out words in books of multifarious kinds. State of the school.

222. This man, a shrewd and thoughtful man in his way, actually finds it worth his while to teach these children, drawn from the poorest class in the town, and in immediate proximity to a dozen National schools. The parents know that he teaches for his livelihood, and they, therefore, pay him for what he does. This close to a dozen National schools.

TEACHERS.

Fountain-square National school.

223. At the bottom of the street out of which this little court branches, stands Fountain-square National school, at which the fees nominally charged are, 1*d.*, 1½*d.*, and 2*d.* a week—no higher than those at the private school. The mistress informed me that though the parents, with a few exceptions, were quite able to pay the fees charged, there were fifty-one children, out of seventy-three on the roll, who had never paid her anything; while the payments from the rest were very irregular. On the occasion of my visit, on the 3rd of August, I took down from the mistress' lips her account of each of the seven children present, who stood highest in the school. It is reasonable to presume that they would not be unfavourable specimens of the whole.

1. Head boy, reading Third Book, twelve years old. His father a brass-founder, in receipt of 30*s.* a week; his mother keeps a new and second-hand clothes shop; they pay £25 a year for their house and shop. This boy has paid four times since Christmas—twice he brought 2*d.*, and twice 1*d.* Altogether, he has paid 6*d.* for fully six months' schooling.
2. Second boy, reading Second Book, eleven years old. His father a labourer, on 15*s.* a week; three children in the family. The boy and a sister of his, have been a year at the school, and neither of them has ever paid anything.
3. Third and fourth boys, brothers—ten and three-quarters, and nine and three-quarters years old. Their father blind, having lost his sight in soap-boiling. Mother and elder sister work in one of the mills, and earn respectively 15*s.* and 4*s.* 6*d.* a fortnight. The boys have been a year at the school, and never paid anything.
4. Fifth boy. Father a labourer, mother works in the mill. They get £1 a week between them. Boy and two sisters have been here for a year, and never paid.
5. First girl. Father a shoemaker, drinks. She has a brother and a sister in the school, and they pay on an average 1*d.* a week among them; sometimes one brings it, sometimes another.
6. Sixth boy. Father drives a horse and cart of his own, as a carrier, and keeps two cows. Boy has paid 3*d.* since March.

224. Another was a daughter of a file-maker, on 35*s.* a week, who has only paid three times since January, 1867, whose mother, says the mistress, excused herself from paying the fee at one time, on the ground of poverty, while she was buying a new silk dress for herself.

225. In contrast with these was a boy, son of a cooper, on £1 a week, with two children, and a delicate mother, who could earn nothing. This boy always pays. About many of the children the mistress could not speak with certainty; they are the Arabs of the town, and their parentage is very doubtful. She often has a child brought at different times, by different women, each professing to be the mother, so that she does not know who is really responsible. Of course, as one of her primary objects must be to keep up the attendance at her school, she takes all that are offered, and frequently even calls at the houses to ask for the children, when she finds them absenting themselves.

Contrast between these two schools.

226. Now, I make no question that, on the whole, the parents of the children at this school are better able to pay than are those at the neighbouring private school. There are some children belonging, perhaps, to nobody, and who cannot be expected to pay, but none of the seven children, whose circumstances I have detailed above, belong to this class; some of them may be poor, but they could all pay 1*d.* a week, and some of them could well afford more. Several of the parents are of a class clearly above the mill-workers, and the mill-workers all pay for their children at the private school.

The present mode of exacting fees is working very badly.

227. Enough has been said to show that the present system of school fees is working very badly. With parents unwilling to pay, and teachers afraid to exact, the rate of payment has been depressed far below its nominal figure.

228. The unwillingness of parents to pay what may fairly be expected from them, can only be overcome very gradually by a process of enlightenment concerning the system of National education, such as can hardly be looked for at once. To correct the present evil, it seems necessary to make the mode of exaction more effectual; and, inasmuch as it is impossible in general, for the teacher to do more than he does (for in a matter of self-interest he may be trusted to take whatever course will bring him the largest return), there remain but two alternatives under the present constitution of the schools, either to make it possible for the teacher to insist upon the payment of the prescribed fees, or else to take the collection out of his hands altogether.

Teacher should be less dependent on his attendance.

229. To make it possible for the teacher to enforce payment of his fees, he must be made less dependent on the state of his attendance. It must be a matter of less moment to him than it is, whether a child from whom he is demanding fees, pays its dues, or leaves the school to avoid payment. As long as the retention of the child, at any cost, is a matter of vital moment to the teacher, so long are the teacher's hands tied, and his coercion fails in the last resort. He urges his claim, with a full predetermination to withdraw it at the first symptom of rebellion, and the parent is not slow to find this out.

230. The object, therefore, should be, not indeed to give the teacher no interest in the number of his scholars, but to place his interest on a different footing. His interest should not be so pressing as to make him a slave to the parents and children, and yet it should be sufficiently powerful to impress upon him a general desire to maintain a good school.

231. These objects might be effected by some such plan as this, which, in a modified form, was more than once suggested to me, and which in itself seems reasonable, and likely to be efficacious.

Plan suggested for improvement in exaction of fees.

232. It might be required that, in consideration of a certain average attendance for a past quarter of the year, a certain minimum amount of fees should be guaranteed by the patron or managing committee for the ensuing quarter; for instance, if the attendance averaged fifty from July to October, the guarantee from October to Christmas might be, say, 50*s.* The degree of pressure to be exercised in enforcing payment of fees, and, indeed, the whole manner of exaction, would be matter of arrangement between manager and teacher. However it might be done, the interest in getting in the fees would be transferred from the teacher to the manager: the manager might either collect them himself, attending the school for the purpose once a week, or he might leave the teacher to act as his collector. The teacher's interest in the particular fees for the current quarter would cease, but his general interest in maintaining a large school would remain, and therefore if he were empowered to act as collector, he would always, in asking for payment, stop short of the point at which the child would be withdrawn, not because the arrears in question were material to him, but because the larger his attendance the larger his prospective guarantee in the following quarter. If the parents knew that they were really paying, not the teacher, but the manager, their tone towards the teacher would be entirely altered, and his attitude towards them would be one of greater dignity and independence. But all this would not make his position sufficiently secure with the National Board. If his average attendance were reduced to a dangerously low level, he might still be compelled to attract children at any price to his school, lest he should be mulcted by his employers in Dublin. To obviate this difficulty it would be necessary to relieve the Board salaries from liability to fluctuation on account of variations in the attendance of children. When the Board has once determined that a certain locality is a suitable one for a National school, the teacher should be deemed worthy of his hire whatever the attendance. The responsibility of deciding whether there is a sufficient population to feed a school lies not with the teacher, but with the Board. No doubt to increase the school attendance is of paramount importance; but

even this may be purchased too dearly, if the cost be impoverishment of the schools and their teachers, and disparagement to the cause of popular education. TEACHERS.

233. (3). Thirdly, there are the local contributions towards the teacher's support which the rules of the Board say the Commissioners require to be forthcoming. I have already stated that in my district nearly half the patrons in the county Armagh, and all but about fourteen per cent. in Belfast and the counties of Antrim and Down neglect this source of income altogether. The total amounts so contributed in the year 1867, are as follows :— Local contributions exceedingly small in National schools.

				£	s.	d.
Belfast, out of 64 schools, 9 were aided by subscriptions,			=	131	13	8½
Co. Antrim, ,, 117 ,, 11		,,	=	48	7	10
Co. Down, ,, 61 ,, 18		,,	=	161	9	0
Co. Armagh ,, 74 ,, 38		,,	=	374	3	9
Total, 316	76			£715	14	3½

234. The average contribution to each aided school is £9 8*s.* 4*d.*, and spread over the whole 316 schools, the average would be £2 5*s.* 3*d.* per school. The total amount is quite an insignificant sum, and the teachers generally do not look to this source of remuneration at all. Average amount.

235. It is not to be expected that the National schools can obtain the same measure of local support as is accorded to the Church schools. The Church schools have the sympathy and aid of a large proportion of the wealthiest class. The clergyman of the Established Church generally carries with him some of the larger landed proprietors, and thus forestalls the National schools in the richest quarter. As a body, too, the members of the Established Church are the wealthiest of all the communities—their clergy especially having an advantage over the priests and the Presbyterian ministers. But the chief reason for the more liberal support granted to the Church schools is that greater exertions are made to procure assistance for them. Without local aid they would die out, unless subsidized by the Board of Erasmus Smith's Charity. It is proved that National schools *can* subsist on nothing but the State grant, and so the pressure is taken away from their patrons, and little is done to aid them. The Church schools have the spur of necessity on their side. Larger in Church schools.

236. Occasionally a National school not only receives no local aid, but even the Board grant is partly absorbed by necessary expenses, which ought to be met through the patron, and does not come as a net sum to the teacher. I have mentioned that the master of Corcrain school pays £5 10*s.* a year out of his slender earnings in rent and rates. The master of Zion-place school in Newtownards pays £4 a year to his patron for the use of the space which is used for the school underneath his meeting-house ; and frequently the teacher is at the expense of any small repairs that may be required. All such abatements from the teachers' salaries ought to be impossible, but they become mere matters of arrangement with the patron, and the teacher really has no voice to raise in his defence. National teacher sometimes has to pay for his school.

237. Under some such plan as I have suggested for the better enforcement of school fees, local contributions would be more thoroughly recognised as part of the educational system, and that a far larger amount of support would be readily forthcoming is beyond a doubt. If this statement should be questioned, I would call attention to the fact that in Armagh, which is a far poorer district than is the neighbourhood of Belfast, the amount of local aid now contributed is relatively far more considerable than it is either in Belfast or in the districts around Carrickfergus, Antrim, and Newtownards. Contributions are larger in county Armagh than in Antrim and Down.

Section V.—Instruction—(*a*) Religious.

238. In all the National schools which I examined I avoided religious knowledge entirely, and I paid it no special attention in other schools. I have therefore nothing to report concerning the results of the religious teaching in informing the minds of the children on sacred subjects.

239. Nor do I propose at this stage to enter upon the momentous questions which turn upon the religious or non-religious character of National schools. At present I am dealing simply with the practice of National schools, and not at all with the theory on which their operations are based. I shall, therefore, not inquire here into the expediency or inexpediency of this or that educational system in regard to its provisions for religious teaching. I merely take the rules of the National Board as they are, and propose to explain in what ways they are carried out at the present time. This section deals with practice only.

240. The rules prescribe that religious instruction may be given either at the commencement of school or at the close of school, or at one, and only one, intermediate time ; that the period or periods allotted for religious instruction shall be advertised on the school time-table, and that during its continuance a notice shall be exhibited in prominent type in the room, to be replaced by a similar notice of secular instruction when religious instruction is over ; the two kinds of instruction are to be kept entirely distinct, and no child of a denomination different from that of the teacher is to be suffered to remain in the room during religious instruction, unless his or her parent or guardian has signed a certain certificate, with prescribed formalities, expressing a desire that the child shall attend. Rules of the National Board concerning religious instruction—

241. The rules regarding religious instruction, it should be noticed, are only permissive ; no school is bound to afford any such teaching ; but every school that does afford it must conform to these regulations. The Inspectors of the National Board take no cognizance of this branch of the instruction in their examinations, and in strictness the religious element is an extra to the system, permitted, but not incorporated with it. Permissive only.

242. The practice of the National schools in this matter takes three distinct forms. Either (1) religious instruction is given to children of different denominations in the same school by clergymen or teachers of their respective creeds in separate apartments, or (2) religious instruction is provided for one denomination only in the school, and the rest go without, or (3) there is no religious instruction given to children of any denomination. My district comprises instances of each kind. Practice in National schools takes three forms.

243. (1). The first method which provides every denomination with its own separate religious teaching is in practice at the model schools, is prescribed at all schools whose buildings are vested in the Commissioners, and is occasionally, but very rarely, in operation at non-vested schools. The plan presupposes an attendance of children of various denominations ; in unmixed schools there is no call for it. The most complete instance I met with was at the Whitehouse (non-vested) National school, not far from Belfast, where, when the time for religious instruction arrives, the Roman Catholics are collected in the infant school-room, under the Roman Catholic teachers, and are there regularly visited by their parish priest. The children of the Established Church occupy a recess in the main school-room, under an Episcopalian teacher, and the Presbyterians are assembled at the end of the room farthest from the recess. In this way full opportunities are afforded for distinctive teaching in three forms ; and the perfect equality which exists among all denominations gives satisfaction to each. (1) Separate religious instruction for each denomination. At Whitehouse.

Instruction, Religious.

At Holywood.

244. At Holywood (Dr. Sullivan's) National school, also non-vested, the same facilities are afforded, and the Roman Catholic children meet in rooms apart from the rest, and are attended by the Roman Catholic assistants. The practice here falls short of that at Whitehouse in completeness only in this particular, that in consequence of the exclusion of the parish priest from the committee of management, the circumstances of which I have already detailed, he does not give the children of his Church the benefit of his instruction there. The work is left to the teachers alone. Still, as far as the school and its staff are concerned, the plan of separate religious instruction for each denomination is fully carried out.

At Aghanlig.

245. In one other school, of more humble pretensions, separate arrangements are made for the religious teaching of Roman Catholics and Protestants. This is Aghanlig National school, in the county Armagh, where the master, a Roman Catholic, sends the Protestant children to a house close by, which is allowed to him as a residence, but which he does not occupy, where they are attended by the monitress, who belongs to the Established Church. The plan works, the master informed me, perfectly well, and having Protestant children under his charge he is glad to have a Protestant assistant to see to their interests.

246. I very much wish that I could have met with more instances of this kind, to enable me to form a judgment from a wider experience on the working of this plan, which is, in fact, the original idea of Lord Derby in the initiation of the Irish National system.

No difficulties experienced where there are separate rooms,

247. That in schools where there are more rooms than one, and teachers of each denomination, any practical inconvenience or confusion can arise is, I think, impossible. It is only necessary for a definite time to be fixed at which religious instruction shall be given simultaneously in the different rooms, and then the clergy of each denomination, if they wish to assist, can time their visits accordingly. Whether they attend or not, they know that during this time none but teachers of their own creed are with the children, and except at this time religious subjects are absolutely prohibited. It would seem likely, therefore, to meet the convenience of all, if only all are willing to co-operate on equal terms. At Whitehouse they do so co-operate, and though there is a preponderance of the Protestant element in the school, the priest expresses himself in terms of satisfaction with the arrangements made. He lives at peace with his brother clergy, and they with him, and the school receives their concurrent countenance.

e.g. at Whitehouse.

Exceptional circumstances at Holywood.

248. If the state of things in Holywood is different, the causes also are different. Were all the Protestant clergy in and about Whitehouse combined as a board of management of the Whitehouse school, and were Father Ryan, the parish priest, excluded, I should have little hope of the continued peace of the place. No doubt there are priests and priests, and I cannot pretend to say how Father O'Laverty, of Holywood, would act if Dr. Sullivan's schools were, like the school at Whitehouse, free from clerical patronship altogether, and if all the ministers of the place were on an equal footing with regard to it. He might be content or he might not. But if he were discontented he might well be asked to show his grievance, which now, unfortunately, is only too palpable.

The plan successful, where tried.

249. Therefore, of the two cases, the one I consider normal and the other abnormal. From the dissensions at Holywood I can draw no inference. The test was warped from the commencement by an early act of intolerance. From the experience at Whitehouse alone is any inference justifiable, and that is entirely favourable to the method under discussion. So far as it goes, the case of Aghanlig is corroborative. It illustrates a state of feeling of which I observed very frequent indications among teachers of all creeds—namely, a readiness or even a positive wish to be associated with teachers of a different denomination from their own.

But not generally practised even in ordinary vested schools.

250. Though, as I have mentioned, the regulations of the National Board require that facilities for separate religious instruction should be provided in all vested schools, this school at Aghanlig, which is vested in trustees for the purpose of National education, and falls within the definition of vested schools, is the only case of the kind in which I found the requirement actually carried out. In other cases there was no mixture of denominations on the teaching staff, and the clergy had not claimed their right of access.

(2) Religious instruction for one denomination only.

251. (2). The great majority of the schools conduct their religious instruction according to the second method; in other words, patrons of non-vested schools usually exercise their right of declaring what kind of religious teaching shall alone be given in the school. If in a Protestant school there be any Roman Catholic children in attendance, or *vice versa*, the rule at once comes into operation which requires the teacher not to permit the presence during the lesson of any child of the other creed, without a formal certificate from the parent or guardian. The most usual time for the lesson is either from 10 to 10.30 A.M., or from 2.30 to 3 P.M. If the school be a mixed one as regards religious denominations the dissenting children either come half an hour later, or are dismissed half an hour earlier than the rest.

Inconvenience of this plan when religious instruction precedes secular.

252. Considerable inconvenience arises when the early hour is chosen, if, as is usually the case, the school-building contains only one room. A great many of the schools in Belfast have separate rooms, but then in Belfast there is scarcely any genuine mixture of denominations. It is in country schools that a mixture is chiefly found, and these are the very schools that have least accommodation. The inconvenience of which the teachers mostly complain is that the rule compels them to keep children waiting, it may be in rain, snow, or cold wind, outside the school door, if they arrive too early. As the schools do not commence till 10 o'clock, and the children, especially if they come from a considerable distance, have no means of knowing the precise time of day, it very frequently happens that some of them arrive too soon. In fine summer weather this is of no consequence, but in cold and wet weather it tests the firmness of the teacher very severely to require him, on seeing a child come shivering in, with bare feet and wet clothes, to turn it out again, and leave it to while away the time as best it may outside. Unless he does this he is infringing a peremptory rule of his employers.

The book of certificates usually blank; five instances in which it was in use.

253. The book of certificates which the Board supply to each school is almost always a complete blank. I find only five schools which I visited where use was being made of the certificates. One of these is a town school under Protestant management, attended by a very poor class of children, where the book contained eleven forms filled up by Roman Catholic parents, of which eight had expired, and three were in force for children still in attendance. Only three out of the eleven parents had signed their names, the rest had made their mark, attested by a witness's signature. The children comprised in the certificates read the Scriptures with the rest; other Roman Catholic children are excluded during the Scripture lesson. The second school is a large country one in the county Down, also under Protestant management, where more than one-fifth of the children are Roman Catholics. The book contained two certificates, both referring to children the offspring of mixed marriages; in the one case the father was a Roman Catholic and the mother a Presbyterian, and a note attached to the certificate stated the father's desire to withdraw the permission, on the ground, as the master said he stated, that he had been told to do so by his priest. In the other the father called himself a Roman Catholic, the mother being of the Established Church, but subsequently the father had come and desired to change his own denomination to that of the Established Church. Both of these certificates were therefore no longer operative. The third instance was at a country school in Armagh, also under a Protestant teacher, where one Roman Catholic boy attended the reading of the Scriptures under a certificate, whereas

fifteen others did not attend. The fourth instance was at a country school in Antrim, where there were eleven Roman Catholic children named on the roll, though three of these had in point of fact now left. All of them attended religious instruction with the Protestants, under certificates desiring that they should be present at the reading of the Scriptures. The Protestants are partly of the Established Church and partly Presbyterians, and the head teacher, of the Established Church, hears each of the Protestant denominations say its own catechism, and simply omits the Roman Catholics from this portion of the lesson. In the fifth and last case, also a Protestant school, the book contained three certificates, of which two had expired; the third relating to a brother and sister, was still in force.

Two instances of direct infringement of the rules.

254. At this last school there were nine other Roman Catholics on the roll for whom there were no certificates, but none the less they attend during the time allotted for religious instruction like the rest; this is from 10 to 10.30 A.M. The Protestants say their catechism, and in this the Roman Catholics do not join, but such as are old enough to do so read the Scriptures in class. On the day of my visit seven of the eleven Roman Catholics were in attendance, of whom three were sufficiently advanced to take their places in the Scripture reading class, and had done so accordingly. The teacher explained the matter by saying that she always tells the parents that they are not to send their children till 10.30 if they wish them not to receive the religious instruction; but in spite of this they do send them, and she does not reject them. They have a dislike to signing or setting their mark to a document, but have confidence in her, though they know she is a Presbyterian. The one certificate she had, mentioned not only the Scriptures but also "the Protestant Catechism;" elsewhere the Scriptures only were named. This is not altogether a solitary instance of direct infringement of the rule which the Commissioners of National Education have laid down. At one school, attended chiefly by very young children, and really little more than an infant school, I found the religious lesson going on at the time of my visit, and four Roman Catholic children present under a Protestant teacher and classed with the rest; but the certificate book contained no entries. The attendance was by no means exceptional; the day was fine and not cold, so that there would have been no harm done by keeping them waiting, and moreover the teacher allowed that they attended, as a matter of course, every day. The instruction was confined to the Scriptures and the Commandments, without any kind of catechism.

Instance of incomplete compliance with the rules,

255. At a third school, one under the management of a Presbyterian clergyman in Belfast, where a minority of one-tenth of the children is Roman Catholic, the master allows the Roman Catholics in wet weather to wait in the room till religious instruction is over, but they do not join in it. One boy, he told me, always comes at ten o'clock and reads his Second Book by himself till half-past ten. Other very little children who cannot be trusted by their parents to go to school alone amid the dangers (and they are not slight) of the cars in the streets of Belfast, are always sent in charge of some older child; a Roman Catholic infant therefore often comes at ten o'clock under the protection of a Protestant; to turn the little one out alone into the street would be to expose it to the very danger against which its parent has endeavoured to guard it, and rather than do that, the teacher suffers it to remain.

probably not infrequent.

256. That to the extent of this last case some laxity prevails in other schools is, I think, extremely likely, for exact compliance with the rule appears to many teachers to involve little less than cruelty, and it must always be troublesome in a one-roomed school.

257. The objections, then, to separate religious instruction for one denomination only at the commencement of the school work seem to me clear. The daily temptation to the teacher to save trouble by not strictly enforcing the rule is inevitable.

Objections to plan when religious instruction succeeds secular,

258. But in many schools it is the last half hour that is devoted to the religious lesson. Against this plan, too, the teachers urge two objections of opposite kinds and yet to be explained on identical grounds. On the one hand it is said that the dismissal of the minority half an hour earlier than the rest appears to the majority in the light of a special favour which they resent. The master of Derrytrasna school, in the county Armagh, which is under the parish priest, and had at the time of my visit fourteen children of the Established Church, and eighty-eight Roman Catholics on its rolls, told me that at one time he used to have religious instruction from 2.30 to 3 P.M., but that after the dismissal of the Protestants at 2.30 he lost much of his control over the rest; they became "fidgety," and wanted to go too, and this had become so serious an inconvenience that daily religious lessons had been abolished, and now the only time devoted to religious teaching is from 10 A.M., to 12 on Saturdays, when, of course, the Protestants do not come. The contrary objection which I occasionally heard is that the dismissed minority feels aggrieved in that it receives less of the teacher's time and attention than the rest—a grievance likely to be felt more acutely by parents than by children.

arising out of a sense of inequality.

259. Both these objections, whatever their force may be, are to be referred to the same source; it is the sentiment of inequality in either case that causes the difficulty. Whether a privilege be in itself desirable or not, the bare fact that it is a privilege suffices to produce discontent in many minds, and whether a parent cares about a lesson in religious knowledge or not, what he dislikes is that there is something which one class of children gets, and which his child does not get.

260. It may be possible to guard by a more complete system of checks against any abuses of this system, by which one denomination alone receives a lesson of which the rest are deprived; but the inequality in any case remains, and will always produce its fruits.

(3) No religious instruction in school at all, as in the Belfast factory schools,

261. (3.) All the complications and difficulties which are raised by methods of religious instruction are entirely avoided in some schools by the simple process of having no such instruction at all. They cut the knot rather than attempt to unravel it.

262. In towns the only schools in which I found a purely secular system at work were the Belfast factory schools, which are all under the National Board. These are the only genuinely mixed National schools in Belfast, and the managers are usually millowners, whose sole object is to comply with the Factory Acts. They employ their hands without regard to religious differences, and they wish all to go on smoothly and uniformly in their schools. Accordingly Campbell's-row, Leeson-street, Winetavern-street, and the Milewater Mill National schools have no religious instruction at all. Pilot-street (Girls' school,) having access to a separate room besides the main school-room, is entirely secular so far as the mill children are concerned; and at Edenderry National school (Ardoyne), religious instruction takes place from 12 to 12.15 P.M., and as the morning set of mill children leaves at 12, and the afternoon set arrives at 12.30, they both avoid this lesson entirely.

and in three county schools, viz., Blackwatertown,

263. In three country schools, too, that I examined, no religious instruction is given. One is at Blackwatertown, in Armagh, under the patronage of the Rev. Canon Coyne, P.P. of Moy. He is patron of several other schools beyond the limits of my district, and in none of them is any religious instruction given. Blackwatertown school had on its rolls when I visited it thirty-two Protestants and 192 Roman Catholics, and is the only school in the place. Father Coyne told me that his reason for prohibiting religious instruction in his schools was to avoid all chance of bickerings and unpleasantness with his Protestant neighbours. He therefore assembles the children at certain times in his chapel, where he or his curate meets them. Usually it is arranged that the children shall go straight from school, at three o'clock to the chapel, and on these occasions they receive

Instruction, Religious.

notice beforehand to be prepared for an extra hour. The master highly approves this plan, which relieves him of all risk of suspicion or misunderstanding with the parents.

Blundell's Grange,

264. At Blundell's Grange school, also in Armagh, there has been no religious instruction during the seventeen years which the present master has spent there. It is a mixed school (twenty-six Protestants, to 123 Roman Catholics) under Protestant patronship, but with a Roman Catholic staff of teachers. The Roman Catholic children are instructed in the chapel on Sunday mornings by the priest.

South Taylorstown.

265. South Taylorstown school, in the county Antrim, may be referred to the same category. I have already pointed out that this is a very evenly mixed school under a Protestant lay patron, and with Roman Catholic teachers. On five days in the week the work is entirely secular, and on Saturdays is held what I saw nowhere else—united religious instruction, confined to the use of the book of Scripture Extracts which is now generally fallen into disuse. All denominations attend alike.

Combined religious instruction now nearly extinct.

266. With this exception, combined religious instruction, as it used to be when Archbishop Whately was on the National Board, has, so far as I know, died out in this part of Ireland. I met with two teachers who had in their earlier days contrived to satisfy the religious wants of all denominations of children in a more complete manner than by the mere reading of the book of Scripture Extracts. The master, a Roman Catholic, of a National school in the county Down told me how he had been in the habit of hearing, one after the other, children of the Established Church, Roman Catholics, and Presbyterians, say each their own catechism. He would hold the three books in his hand, have the children up promiscuously in class, and ask them questions in the order in which they stood, each from the appropriate book, and he says no difficulty ever occurred either with children or parents. All were treated alike, and no one could complain of unfairness. Another Roman Catholic master told me that he had formerly been in charge of a mixed school in the county Tyrone, and in Scripture reading his plan was to range all the Protestant children, and all the Roman Catholics on opposite sides of the room; he himself would stand between them with a Bible in the authorized version in the one hand, and the Douay version in the other; he would then make the children read from either side alternately, the one row being provided with Bibles of the one kind, and the other with Bibles of the other; and thus he had an opportunity of acquainting himself with the merits of both versions, and the children of both creeds were equally served and satisfied. Such easy combinations, however, are no longer possible.

Relative merits of the three plans.

Desire of teachers to be relieved of religious instruction.

267. In estimating the relative advantages of the three courses which are adopted in National schools with respect to religious instruction, it deserves to be noticed that there is a wide-spread desire on the part of teachers of all denominations to be relieved of the responsibility of religious instruction entirely. Wherever that plan is followed, the teacher expresses satisfaction at it; in schools where the teacher is not so relieved, one is met by a constant complaint that in undertaking religious teaching he is called upon to pass beyond the limits of his proper sphere, and to enter upon that of the clergyman; he would rather avoid the difficulties with which the religious question is surrounded, and confine himself to those subjects which are included in the secular course, and in which alone he can gain credit with his employers. I mention this matter here, because it seems likely to have an important bearing upon the effectiveness of the religious instruction as given by the teachers. A man does nothing well that he does not do "with his might." In religion more than in anything else if there be no enthusiasm in the teacher, there will be little effect on the mind of the taught, and there is danger lest such effect as may be produced may be very different in character from that which is desirable. A languid pointless lesson in religious knowledge will very probably generate a distaste for all things religious, but cannot possibly quicken a love for them. The best wish that can be bestowed on all such exercises is that they may be without effect.

The first and the third alone satisfactory.

268. These considerations, combined with the proved inconveniences and the confessed inequality of the system of separate religious instruction for one denomination only, point to the conclusion that of the three methods we have been discussing, the first and last alone admit of satisfactory working. The first should be made effective by the frequent presence of the clergy of all denominations to supply what may be wanting on the part of the teachers as instructors in religion. Under the last the whole onus of religious instruction lies with the appointed ministers of religion. The one affords religious instruction equally to all, the other equally to none. Any other method must be wanting in the great principle of absolute equality.

(*b*) Secular.—*Reading.*

Reading usually harsh and unrefined.

269. In the north of Ireland the reading is spoiled very much by the local twang. When "school" is pronounced as "schuil," and "wool" as "uil," it may be understood that an Englishman has some difficulty in passing a judgment on the reading he hears in Belfast. But after allowing for all peculiarities, I cannot say that the reading is generally other than harsh, slovenly, and unpleasant to listen to. The harshness and slovenliness are generally much more conspicuous in boys than in girls; the girls' voices are clearer and more under control, and their articulation more distinct, than are those of the boys. They seem to have clear physical advantages which save their reading from the imputation of coarseness that usually attaches to that of the boys. Correctness of emphasis and tone, or a regard for rhythm and cadence are scarcely ever met with, and one looks in vain in most schools for traces of any systematic instruction on these refinements. To spell out the word and pronounce it, seems to be regarded as the sole requirement.

The National reading books full of long words.

270. I do not hesitate to attribute a great deal of this defect to the reading books of the National Board, which seem to me to entail upon the children such constant regard for individual words, as to draw off their minds from the flow of clauses and sentences. So many difficult words are introduced that the whole attention is every now and then broken off from the course of the sentence, and concentrated upon the dissection of one polysyllable. It is altogether useless to introduce children to long compound words, which there is no probability that they will ever meet with again, and which by the continual checks they give to the reading, destroy the interest in the subject-matter. At one of the first schools I examined, I found a class of young girls—about ten years old—reading the Third Book, who told me their lesson for the day was at p. 86, "The Daw with the borrowed feathers." I told the head girl to begin. She began "A"——, and there she stopped vainly endeavouring to analyze the next word, which, of all words in the world to put before a little shoeless girl of nine or ten years, was "pragmatical." She could not pronounce the word, still less could she understand it. It is true that in a list of synonyms at the head of the lesson this word is represented to mean "meddling" ("meddlesome" would perhaps be an apter synonym), but how can it benefit a girl of this rank, and at this age, to have her memory incumbered with a Greek derivative, which she will never see out of her Third Book, and which is to her but a strange and meaningless substitute for a familiar and forcible word?

The Third Reading Book.

271. Not a few children are in the Third Reading Book at eight or nine years of age. In the very first sentence of the book they have to master such words as "*reclaimed*," "*subservient*," "docile." And such sentences as the following in the first lesson, contain words which, to most children of that age, convey no idea at all. "Assiduous

in serving its master . . . it is *indifferent* to every one else:" "*disarm* resentment by *submission*:" "*Extraordinary* sagacity and *acuteness* of scent:" "useful and estimable *properties*:" the italicized words, as well as the following, *apparatus, inveterate, unshrinking fortitude, anecdotes*, and others, are not considered to require any explanation in the heading. I need go no further than this first lesson, to show what I mean when I complain that the attention of the children is concentrated on the dissection of separate words. Such reading lessons seem to me to secure for the child the maximum of irksomeness with the minimum of intelligibility.

Instances of good class-reading.

272. The best reading I heard was from some of the head girls at the Belfast Model school (the only Model school I visited), and the head boys at the Barrack-street school of the Christian Brothers in Belfast. The Christian Brothers pay great attention to reading, and by means of simultaneous recitation—a whole roomful of boys joining in chorus, and repeating sentence by sentence after the brother has shown them the correct tone and emphasis—the boys get much more practice than they would do if each merely read a sentence or two by himself. If I were to find any fault with the reading of the two classes I have mentioned, it would be that the attempt to give the correct tone and emphasis was too manifest, and the reading, therefore, wanting in ease and naturalness. In the best ordinary National schools the reading in the upper classes is generally fluent enough, and it is finish only that is almost universally wanting.

273. Among little children I was struck by particularly good reading from a class of girls in the Second Book at Donaghadee (Hunter's-lane) National school, of the average age of nine years.

Need of an intermediate book between Second and Third.

274. A great many teachers regret the withdrawal of the "Sequel" reading book, intermediate between the Second and Third Books. They very truly urge that if a child is making slow progress, it may stay so long in the Second Book, unfit to be promoted to the hard-words of the Third, that it comes to know many of the lessons almost by rote. I have frequently found that this was the case when I was hearing reading lessons. Moreover, the transition from the Second to the Third Book is considered to be too violent in point of difficulty.

Complaint of the Nuns at Hamilton-street convent concerning the Reading Books.

275. Otherwise the teachers generally seem well satisfied with the books, excepting the nuns, who ask for an admixture of Roman Catholic doctrine in the lessons. The sisters at the Hamilton-street convent in Belfast, go further and complain that the tone of the books is objectionable in point of morality, and that they contain many pieces "quite unfit for young girls." They instance from the Fourth Book, "The braes of Yarrow," commencing—

"Thy braes were bonny, Yarrow stream,
When first on them I met my lover;"

Tennyson's "Mariana;" Campbell's well-known "Caroline," commencing—

"I'll bid my hyacinth to blow,
I'll teach my grotto green to be;
And sing my true love all below
The holly bower and myrtle tree."

the scene from the "Tempest," between Ferdinand and Miranda, pp. 357-9, and that from the "Winter's Tale," pp. 383-5. They also speak of "The character of the educated gentleman," pp. 359-61, as instilling the poison without the antidote: and indeed the concluding paragraph of the passage, in which he is referred to as (if he be an unbeliever), "a friend of religious toleration . . . because his philosophy has taught him to look on all forms of faith with an impartial eye," is not likely to be acceptable to ardent religionists, whether Catholic or Protestant, or of any other persuasion.

Writing.

Generally bad in National schools; better elsewhere.

276. Of the writing I have no difficulty in pronouncing it as on the whole bad in National schools, and on an average considerably better in Church schools. I have been often surprised at the complacency with which teachers have shown me copybooks slovenly and dirty beyond all excuse. Out of all the National schools in which I examined the writing, only nine showed me what I regarded as satisfactory. These schools were—in Belfast, Crumlin-road convent school, Linenhall-street, St. George's, and Townsend-street. Comber National school No. 1; Donaghadee (Hunter's-lane); Kircubbin; Lurgan (Watson's-lane), and Portadown (Edenderry). In some of these it is only the writing in the highest class that I speak of. Of the Church schools, writing was good at the Mall and the Drelincourt Charity schools in Armagh; at Bangor Lodge school (girls); and at Kilmore and Loughgall (Erasmus Smith's) schools.

A free style of practice the best.

277. In a very large number of National schools, Mr. Vere Foster's copybooks are used, one peculiar feature of whose system it is to guide the child's hand, in the earlier stages, by four sets of lines instead of only two. There are two lines to enclose such a letter as *m*, and two wider lines to prescribe the height and depth of the *h's* and the *g's*. Though I do not wish to claim much weight for my opinion on this matter, I must record the fact that I never found copies written under so many leading strings as these to be much better than scrawls. The effort to meet all four conditions seems to be too much for beginners, and I always found better results from the use of the old-fashioned large round-hand copybooks. These are used to good purpose by the Christian Brothers in Belfast, who produce very satisfactory results in handwriting. At the best Church schools, too, in which I saw writing which, I think, pleased me better than any other, the results had been achieved by a free style of practice.

Dictation.

278. To write from dictation is a very useful test of a child's acquirements and intelligence, for this is the form in which the fruits of its education are most frequently put into practice in afterlife. I append records of some of my examinations in order to show the character of the work done for me in this subject at National schools.

INSTRUCTION—SECULAR. *Dictation.*

Specimens of work in dictation in National schools.

1. Passage :—"This unfortunate man had not lain long quiet in the cavern before he heard a dreadful noise which seemed to be the roar of some wild beast, and terrified him very much."

THIRD BOOK CLASSES.

No.	A.				B.				C.			
	Linenhall-street, Belfast.		Kircubbin.		Bridge-end, Ballymacarrett.		Lurgan Convent.		Armagh Convent.		Old Lodge Road (Girls), Belfast.	
	Age.	Words misspelt.	Age.	Words misspelt.	Age.	Words misspelt.	Age.	Words misspelt.	Age.	Words misspelt.	Age.	Words misspelt.
1	12	4	11½	0	12	3	12½	1	14½	9	14	9
2	9¼	0	10¼	0	11	3	11¼	3	16	5	11¼	6
3	11¼	3	13	0	8½	3	9	0	10	8	11	3
4	10½	1	9	0	9¼	9	11¾	6	11	8	11	9
5	12½	2	10	2	10	5	11½	4	12	4	10	6
6	10½	3	10½	4	10	8	11½	10	11	10	11¾	A word here and there only written.
7	10½	4	13¾	7	10	8	15¾	6	11	11	9	
8	10	0	11¼	1	8½	9	11¼	3	9¼	7	9¾	
9	11	1	11¾	2	—	—	11	7	14	Worthless.	10½	Nil.
10	9¼	3	9	3	—	—	9	7	14	8	12¾	1
11	11¾	3	12	6	—	—	11	8	10¼	6	—	—
12	13	2	13	4	—	—	13¼	13	14	12	—	—
13	11½	9	—	—	—	—	—	—	—	—	—	—
14	11¼	1	—	—	—	—	—	—	—	—	—	—
15	8¼	0	—	—	—	—	—	—	—	—	—	—
16	11	4	—	—	—	—	—	—	—	—	—	—
17	10	0	—	—	—	—	—	—	—	—	—	—
Averages,	10¾	2·3	11¼	2·3	10	6	11½	5·5	12¼	9 (about)	11¼	—

2. Passage :—"We should never assume a character which does not belong to us; nor aspire to a society or situation for which we are not truly qualified. It is wisest and safest to pretend to nothing that is above our reach and our circumstances."

FOURTH BOOK CLASSES.

No.	Taylorstown, South.		Comber, No. 2.		Lurgan (Watson's-lane).		Ballywilly.		Blackwatertown.		Donaghadee (Hunter's-lane).	
	Age.	Words misspelt.	Age.	Words misspelt.	Age.	Words misspelt.	Age.	Words misspelt.	Age.	Words misspelt.	Age.	Words misspelt.
1	15	1	10	0	13	0	12¾	5	15½	0	11	2
2	14½	0	10	3	14	0	12½	0	13	0	11	2
3	14¼	0	12	1	11	0	12¼	2	12	0	14	0
4	16¼	4	13	0	14¾	0	12	2	12¼	0	14	1
5	14¼	3	10	1	10¼	6	12	0	15¾	8	14½	1
6	13½	2	13	0	12	0	15½	1	—	—	10½	0
7	12½	1	11	4	10¼	1	15½	4	—	—	12	4
8	11½	0	11	2	15½	0	11	0	—	—	11¼	4
9	13	0	12	2	11	4	12½	0	—	—	—	—
10	11¼	0	12	1	12	7	17½	4	—	—	—	—
11	12½	6	12	0	—	—	—	—	—	—	—	—
12	—	—	12	0	—	—	—	—	—	—	—	—
Averages,	13⅓	1·5	11½	1·1	12⅜	1·8	13⅝	1·8	13¾	1·3	12¼	1·7

279. These latter six schools are all of the better class; indeed it is only in the better class of schools that the Fourth Reading Book is in use at all. For like reasons, though the dictation of the third class at Armagh Convent School and at the Old Lodge-road School is the lowest in the list No. 1, I do not mean to imply that those are the worst schools I saw. In the worst schools of all there would scarcely be a Third Book class at all, and if there were it would require an easier passage to test it with.

Instances—Comber, No. 1.

280. As instances of the extremes among National schools I may name the following :—

At Comber National School, No. 1, the Fourth Book class, consisting of 3 girls and 13 boys, was of the average age of 12⅞ years—from 10¼ up to 18¼ years old. They wrote six lines of medium difficulty from the Third Reading Book with only ten mistakes among them. Ten of the exercises were perfectly correct.

Edenderry (Portadown).

281. At Edenderry National School, Portadown, a rather difficult passage, adapted from the Third Book ("We one day descried some shapeless object drifting at a distance. At sea everything that breaks the monotony of the surrounding expanse attracts attention. It proved to be the mast of a ship that must have been completely wrecked. There was no trace by which its name could be ascertained") was written out by the fourth class, containing 5 girls and 12 boys, with an average of 1·8 words misspelt by each. Three boys were perfectly correct.

Townsend-st., Belfast.

282. I set the same passage to the fifth class at Townsend-street School, in Belfast; it contained 4 girls and 10 boys; they made on an average 2·3 mistakes each; and 2 boys and 1 girl made no mistake.

Linenhall-st., Belfast.

283. At Linenhall-street, Belfast, the fifth class of 13 boys wrote out six rather hard lines from the Fifth Reading Book with only sixteen words misspelt altogether, or on an average 1·3 for each boy. The average age of the boys was 13¾.

284. These, with the schools whose doings are recorded in the second of the above tables, as well as those marked "A" in the first table, give the best results I met with at National schools.

Armagh Female National school.

285. Among the worst performances I saw was that of the Armagh Female National School. I gave the third class this passage—"Having formed this resolution, he took an opportunity of leaving his master's house, and hid himself in a thick forest, which was at some miles' distance from the city; but here the unhappy man found that he had only escaped one misery to experience another." There were 10 girls in the class of the average age of 11¾ years. Three made, respectively, one, three, and six mistakes each; the next best made eleven; and the other six wrote mere unintelligible fragments. It is a Roman Catholic school, injured by competition with the nuns. Seventy-nine girls were present, of whom five were in a class above the third, and wrote out the same passage with five mistakes apiece on an average.

Maghery Kilcranny.

286. At a very unpretentious country school at Maghery Kilcranny, the third class (aged 13 on an average)

made but two mistakes each in this same passage; and at Comber No. 1 School the upper draft of the third class did equally well, though the average age of the class was but 11 years.

Instruction—Secular. *Dictation.*

287. The majority of large National schools would be represented by those marked "B," in the first of the two tables given in paragraph 278. I should set them down as fair specimens of the average quality. For large schools as they are, the dictation at the Armagh Convent School, the Armagh National, and the Old Lodge-road School, is decidedly below the average; but in some small schools, especially in rural districts in the county Armagh, even this very small modicum of success would not be forthcoming. I cannot say that I consider the type represented by schools "B" to show satisfactory results in this subject, and my opinion of the dictation in National schools generally must follow accordingly.

On the whole, dictation not satisfactory.

288. Dictation was done satisfactorily by a few children at the top of several of the better Church schools; but the descent from the small leading class to the next grade in these school usually exhibited a very rapid deterioration. The best in this respect were at Armagh, the Mall school (boys' department), and the Drelincourt School, and Erasmus Smith's Schools at Antrim, Loughgall (boys' department), and Kilmore (girls' department).

Dictation in Church schools.

289. The head classes in the two schools of the Christian Brothers at Belfast were quite on a level with the head classes in the best National schools in this subject.

In Christian Brothers' schools.

Arithmetic.

290. In this subject, which forms perhaps the severest test to which National school children can be submitted, I propose to follow a course analogous to that pursued under the last head, and to show what were the actual performances of the children at schools of various degrees of excellence. The sums were always worked by a class standing around me and under my immediate supervision. My plan was to dictate one sum only at a time, and have it forthwith worked out and marked before I dictated a second.

Mode of examination.

291. I. I first give the work of the highest classes at Townsend-street and Linenhall-street National schools in Belfast as specimens of the best work I met with. The sums I gave were not identical at the two schools, but they were in the same rules, and as nearly as possible of equal difficulty. I gave one sum under each head, and if it was done correctly I marked 1; if nearly correctly, ·5; if incorrectly, 0. At the foot of each column, I give the per-centage of sums done in the two schools combined.

Specimens of work done in arithmetic in highest classes (Fifth Book) at two of the best National schools.

Fifth Book Classes.

Name of School.	Sex.	No.	Age.	Simple Subtraction.	Simple Division.	Compound Multiplication.	Simple Proportion.	Vulgar Fractions.
1. Townsend-street, .	Boys.	1	16¼	1	1	·5	·5	1
	,,	2	11½	1	1	·5	1	1
	,,	3	14	1	1	1	1	1
	,,	4	14½	1	1	1	1	1
	,,	5	12¼	1	1	1	·5	1
	,,	6	12¾	1	1	1	1	1
	,,	7	13½	1	1	1	·5	1
	,,	8	13	1	1	1	1	·5
	,,	9	14½	1	1	1	·5	1
	,,	10	12¼	1	1	1	1	·5
	Girls.	11	11½	1	1	1	·5	·5
	,,	12	12½	1	1	1	0	0
	,,	13	11½	1	1	0	0	0
	,,	14	12½	1	1	1	1	1
2. Linenhall-street, .	Boys.	1	14	1	1	1	0	1
	,,	2	13¼	1	1	0	1	1
	,,	3	16¼	1	1	1	1	1
	,,	4	14	1	0	1	1	1
	,,	5	13	1	1	1	1	0
	,,	6	13½	1	1	1	1	1
	,,	7	13½	1	1	1	1	1
	,,	8	15	1	0	1	·5	0
	,,	9	13¼	1	1	1	·5	1
	,,	10	13¼	1	0	1	·5	1
	,,	11	11¾	1	1	1	1	·5
	,,	12	13½	1	1	1	1	1
	,,	13	14⅜	1	1	0	·5	1
Average age, and per-centage of sums done, . .			13⅝	100·	88·8	85·1	72·2	77·7

292. In other words out of the 135 sums (five sums apiece to twenty-seven scholars) 114½, or 84·7 per cent. were correct, and out of twenty-seven scholars only one, a girl, failed to obtain something more than half-marks. This result is, I venture to think, very satisfactory. The multiplier in the third sum was 27. The form of the proportion was—"If —— men earn £—— —— *s.* —— *d.* in —— days, how much will —— men earn in the same time at the same rate?" in which the introduction of a specified number of days in the hypothesis always proved to be an insurmountable difficulty in inferior schools. The questions in vulgar fractions involved reduction of several fractions to a common denominator and subtraction at Townsend-street, and multiplication and division at Linenhall-street.

84·7 per cent. of the sums were correct.

293. I gave a similar series of sums to the fourth, or highest, class at Edenderry National School, in Portadown, also a good school. The class consisted of 11 boys and 5 girls of the average age of 13½ years; but the number of sums done was only 54 per cent. of the whole, as against 84·7 at the two Belfast schools. The comparison, however, is not on equal terms as the Belfast schools had each a fifth class professedly more advanced than any of the Portadown scholars. Still the age of the scholars was about the same.

Edenderry National school (Portadown).

294. I mention this to show that the work at Linenhall-street and Townsend-street schools is very much above the average of excellence; indeed, as far as my experience of schools in Ireland has extended, I doubt if it would be equalled in any schools I examined except in the highest drafts of boys (used as monitors) at the Belfast Christian Brothers' Schools. Very few schools have a class in the Fifth Reading Book at all.

These instances far above the average.

295. The specimen I have given will suffice to show the method I pursued in marking for sums done; in the records of my examinations which follow it is to be understood that I have condensed the notes which I made at the time in exactly the same way and with the same completeness as in the two instances which I have set out in detail.

INSTRUCTION—SECULAR. *Arithmetic.*

296. II. I pass to schools having a class in the Fourth Reading Book, though not one in Fifth. I saw many more such schools than are set out in the following list, but many of them had such a very small fourth class—often consisting of one boy or girl only—that I have not attempted to form any estimate of them, under this head.

297. The test I used for the fourth class was not always the same; but usually it consisted of a sum in the simple rules (generally addition or subtraction) two sums in the compound rules (generally addition or subtraction, and multiplication) and a sum in proportion. Sometimes I only gave three questions, and sometimes I gave five. All the schools in the following table were tested in simple and compound rules and proportion, with the exception of the class at the Crumlin-road Convent, which had no proportion, but a somewhat more difficult series in the simple and compound rules. As nearly as possible the test for all these schools, with that reservation, was the same, the sums being of equal difficulty, and differing only in detail.

298. To facilitate comparison, I include in the list the names of some schools not under the National Board, which came into the competition; their classes are not always termed the fourth, but, as with the National schools, the class referred to is the highest in each school, whatever its title. Of course I only applied this test to schools which professed to be able to meet it.

299. Schools not under the National Board are printed in italics, and the whole are grouped according to three degrees of excellence; but in regard to this grouping it must be borne in mind that the average age of the class is an important element, and that the groups are arranged with reference to the per-centage of sums actually done, irrespectively of age.

Specimens of work done in arithmetic in National and other schools in Fourth Book or highest classes.

HIGHEST CLASSES (in National Schools, Fourth Book).

TEST:—*Sums in Simple and Compound Rules, and Simple Proportion.*

SCHOOL.	County, &c.	Sex.	Number present.	Number in Class.	Average Age of Class.	Per-centage of Sums done.	Per-centage of Scholars obtaining more than half marks.
1. Per-centage of sums done more than 70:—							
Ballywilly,	Armagh.	Both.	81	10	13¾	78·7	90·0
Blackwatertown,	„	Boys.	77	5	13¾	80·0	80·0
Blundell's Grange,	„	Both.	96	4	12¾	78·1	100·0
Comber, No. 1,	Down.	Both.	98	16	12¾	78·1	81·2
Crumlin Road, Convent,	Belfast.	Girls.	457*	9†	13½	72·2	77·7
Donaghadee (Hunter's-lane),	Down.	Boys.	52	6	11¾	88·8	100·0
Kilmore (Erasmus Smith's),	Armagh.	Girls.	76	16	12¾	72·0	75·0
Lurgan (Watson's-lane),	„	Boys.	92	15	11¾	78·8	73·3
South Taylorstown,	Antrim.	Both.	106	11	13¼	85·7	90·9
2. Per-centage of sums done between 60 and 70:—							
Antrim (Erasmus Smith's),	Antrim.	Both.	73	11	11¾	63·6	72·7
Armagh (Mall School),	Armagh.	Boys.	41	15	11½	64·1	53·3
Armagh (Christian Brothers'),	„	Boys.	186	10	12¾	65·0	60·0
Dougher,	„	Boys.	75	7	12	69·0	57·1
Loughgall (Erasmus Smith's),	„	Both.	69	9	12½	61·1	77·7
Newtownards (Mill-street),	Down.	Both.	71	4	13⅜	65·0	75·0
3. Per-centage of sums done under 60:—							
Armagh (Chapel-lane),	Armagh.	Girls.	79	5	12⅝	45·0	40·0
Armagh (Drelincourt School),	„	Both.	72	15	12½	45·8	33·3
Bangor (Parochial),	Down.	Boys.	56	13	11½	41·3	38·4
Bridge-end, Ballymacarrett,	Belfast.	Boys.	130	8	11½	53·1	50·0
Lurgan (Convent),	Armagh.	Girls.	186*	8	12	51·5	50·0
Randalstown (Church School),	Antrim.	Both.	41	13	12½	52·8	46·1

* Including infants. † Highest draft of Fourth Class acting as unpaid monitresses.

300. The following six schools were submitted to tests differing from the last chiefly in the omission of a sum in the simple rules, and as the sums set were otherwise different in each case, I append to each the rules to which reference was made. The individual importance of the schools is my reason for introducing them separately.

HIGHEST CLASSES (in National Schools, Fourth Book).

SCHOOL.	Sex.	Number present.	Number in Class.	Average Age of Class.	Per-centage of sums done.	Per-centage of Children obtaining more than half marks.	Test employed.
1. Belfast, *Barrack-street (Christian Brothers)*,	Boys.	339	13*	13	69·2†	61·5†	Compound Proportion, Practice, Vulgar Fractions.
Do. *Donegall-street (Christian Brothers)*,	Boys.	513	11*	13¼	81·8	81·8	Compound rules, Reduction, Simple Proportion.
Donaghadee (Hunter's-lane),	Girls.	61	8	12¼	81·2	87·5	
Comber, No. 2,	Both.	104	13	11½	73·0	84·6	Compound rules, Simple Proportion, Vulgar Fractions.
Whitehouse,	Both.	–	10	14⅜	78·7	90·0	Compound rules, Reduction, Vulgar Fractions.
2. Belfast, Hamilton-street Convent,	Girls.	333‡	10	13¼	55·0	40·0	Compound rules, Reduction.
3. Armagh Convent,	Girls.	202‡	12	12½	42·7	33·3	Simple and Compound rules.

* Highest draft from highest class in the School.
† The test in this case was more severe than in others. The boys could do quite as well as, or even better than, those at Donegall-street, on an equal test.
‡ Including infants.

301. The work in the schools placed in the first group of each of these two tables is far superior to that of the average National school. To have a fourth class at all is something to a school's credit. Most of the Belfast schools that I examined either had no such class, or an exceedingly small one. For instance, May-street school, with 132 present, Trinity-street (boys) with 75 present, Old Lodge-road, both boys and girls, with 82 boys and 82 girls present, Bridge-end (girls) with 85 present, and all the six Factory schools in Belfast, had no fourth class at all. At St. George's National school three were in the Fourth Book, and at Earl-street, two in the boys' and two in the girls' school. I am not aware that these are other than fair representative schools in Belfast.

302. III. For the third class in National schools my test varied in different schools, but took one of three forms :—

(*a.*) Simple and compound rules, and simple proportion.
(*b.*) Simple and compound rules only.
(*c.*) Simple rules only.

303. (*a.*) The following list contains representatives in three degrees of excellence, where the test employed included simple proportion. It contains none of the worst schools, for they would not be able to meet such a test at all.

Specimens of work done in arithmetic in Third Book classes in National schools and elsewhere.

IN NATIONAL SCHOOLS, THIRD BOOK CLASS.

TEST :—*Sums in Simple and Compound Rules, and Simple Proportion.*

SCHOOL.	County, &c.	Sex.	Number present.	Number in Class.	Average Age.	Per-centage of Sums done.	Per-centage of Scholars obtaining more than half marks.
1. Aghacommon,	Armagh.	Boys.	66	10	11¼	82·2	80·0
Dundonald,	Down.	Girls.	40	9	10¾	76·3	76·3
Linenhall-street,	Belfast.	Boys.	145	17*	10⅝	76·8	88·2
Randalstown,	Antrim.	Both.	87	9	11⅞	72·2	77·7
2. Glastrey,	Down.	Both.	68	12	12½	68·7	75·5
Maghery Kilcranny,	Armagh.	Both.	35	7	13	64·2	57·1
Trinity-street,	Belfast.	Boys.	75	10	12½	66·2	70·0
3. *Carrickfergus (Church School)*,	Antrim.	Both.	69	15	11½	45·8	40·0
Madden,	Armagh.	Both.	66	8	11½	43·7	37·7
Tullymore,	,,	Both.	49	4	10⅝	29·1	None.

* This is the highest draft only of the Third Book class.

With the exception of Linenhall-street school, the highest class in each school is included in the above.

304. (*b.*) Far more often I confined myself to simple and compound rules. I give samples of different qualities as before.

IN NATIONAL SCHOOLS, THIRD BOOK CLASS.

TEST :—*Sums in Simple and Compound Rules.*

SCHOOL.	County, &c.	Sex.	Number present.	Number in Class.	Average Age.	Per-centage of Sums done.	Per-centage of Scholars obtaining more than half marks.
1. *Bangor (Lodge School)*,	Down.	Girls.	75	10	12½	62·0	70·0
Barrack-street (Christian Brothers'),	Belfast.	Boys.	339	10*	9½	68·7	80·0
Edenderry (Portadown),	Armagh.	Both.	193	17	11½	66·0	70·5
Kircubbin,	Down.	Both.	127	12	11½	61·1	66·6
Old Lodge-road,	Belfast.	Girls.	82	10	11⅛	66·2	70·0
2. Aghanlig,	Armagh.	Both.	39	8	10⅞	58·3	50·0
Aldoo,	Antrim.	Both.	70	11	11½	57·9	45·4
Ballywalter (Mulholland's School),	Down.	Girls.	28	9	12½	59·7	55·5
Bellahill,	Antrim.	Girls.	56	9	10½	59·2	66·6
Crumlin-road Convent,	Belfast.	Girls.	457	10†	11½	50·0	33·3
Hamilton-street Convent,	,,	Girls.	333	19	10⅝	56·0	47·3
Old Lodge-road,	,,	Boys.	82	7	11⅝	50·0	57·1
Trinity-street,	,,	Girls.	73	12	10⅞	56·2	33·3
3. *Armagh (Christian Brothers)*,	Armagh.	Boys.	186	12‡	11⅝	44·4	41·6
Ballywalter (Mulholland's School),	Down.	Boys.	82	18	11½	47·9	50·0
Bangor,	,,	Girls.	63	15	11⅞	37·7	33·3
Derryadd (Church School),	Armagh.	Both.	30	7	10⅞	38·0	14·2
Derrytrasna,	,,	Both.	74	13§	9¾	46·7	38·4
Groggan,	,,	Both.	48	6	10⅝	37·5	16·6
Lurgan Convent,	,,	Girls.	186	12	11½	36·1	33·3
May-street,	Belfast.	Boys.	132	10‖	11½	33·3	33·3
Winetavern-street (Factory School),	,,	Both.	93	10	10⅞	26·6	None.

* Lower draft from highest room. † Second highest draft of Third Book Class. ‡ Class next below the highest in the School.
§ Two children above these formed a Fourth Class. ‖ Lower draft of Third class. No Fourth Class.

At Edenderry (Portadown), Kircubbin, the convent schools, and the two schools of the Christian Brothers, there is a fourth class above the class referred to in this table. At the other National schools, and at Bangor Parochial, Ballywalter, and Derryadd, the highest class in the school is referred to.

305. (*c.*) In a few instances, especially where the third class was very young or backward, I gave questions in the simple rules only. This was more frequently necessary with girls than with boys.

IN NATIONAL SCHOOLS, THIRD BOOK CLASS.

TEST :—*Sums in Simple Rules only.*

SCHOOL.	County, &c.	Sex.	Number present.	Number in Class.	Average Age.	Per-centage of Sums done.	Per-centage of Scholars obtaining more than half marks.
1. Campbell's-row (Factory School),	Belfast.	Both.	137	19*	11½	67·1	63·1
Crumlin-road Convent,	,,	Girls.	457	19*	10¼	67·1	63·1
Donaghadee (Hunter's-lane),	Down.	Girls.	61	12	11½	62·5	50·0
Lurgan Free School,	Armagh.	Girls.	106	14	9⅞	57·1	60·0
2. *Armagh Mall School*,	,,	Girls.	48	8	10¾	35·4	37·5
Ballywilly,	,,	Both.	81	12	9⅞	34·3	33·3
Bridge-end (Ballymacarrett),	Belfast.	Girls.	85	8	9⅞	35·4	12·5
3. Armagh Convent,	Armagh.	Girls.	202	12	12¼	27·0	8·3

* Lower half of Third Book class.

At Lurgan Free School, which is under the Board of Erasmus Smith's Charity, the Armagh Mall Girls' School, and the Bridge-end National School the class referred to in this table is the highest in each school.

INSTRUCTION—SECULAR. *Arithmetic.*

306. IV. I conclude this analysis by specimens of three qualities of work in the second class at National schools.

Specimens of work done in arithmetic in Second Book classes in National schools and elsewhere.

IN NATIONAL SCHOOLS, SECOND BOOK CLASS.

TEST :—*Easy Sums in Simple Rules only.*

SCHOOL.	County, &c.	Sex.	Number present.	Number in Class.	Average Age.	Per-centage of Sums done.	Per-centage of Scholars obtaining more than half marks.
1. Aghacommon,	Armagh.	Boys.	66	12	9¼	73·6	83·3
Kilmore (Erasmus Smith's),	,,	Girls.	76	12	8¼	76·3	91·6
Wolfhill Mill (Factory School),	Antrim.	Both.	195	16	10⅛	81·2	87·5
2. Crumlin-road Convent,	Belfast.	Girls.	457	38	9	57·7	47·3
Milewater Mill,	,,	Both.	70	12*	10	52·7	50·0
St. George's,	,,	Both.	–	18	9	61·1	66·6
3. Earl-street,	Belfast.	Girls.	68	30	9⅜	46·1	43 3
Tullesarren,	Armagh.	Boys.	24	10	10	42·2	20·0
Whitehouse (Church School),	Antrim.	Both.	85(av.)	15†	9⅜	44·4	33·3
4. Cave Hill,	,,	Both.	46	7‡	8¾	21·4	14·2
Corcrain,	Armagh.	Both.	24	11‡	9	34·8	18·7
Newtownards (Mill-street),	Down.	Both.	71	15	10⅜	36·6	33·3
Newtownards (Erasmus Smith's),	,,	Girls.	129	18*	10¼	25·0	11·1

* Highest class in the school. † Highest in the school, except two boys more advanced. ‡ Highest in the school, except three children more advanced.

307. Such work as I record in group (1) is exceedingly rare in the second class : the average National school is represented by groups (2) and (3), but not a few rise no higher than the standard of group (4).

Notation.

308. Notation is usually well attended to in National schools ; in all but the best Church schools it is a very weak point indeed.

Conclusions on this subject.

309. On a general survey of the arithmetic I should say—

1. That the most advanced work is found in the best ordinary National schools, and in the schools of the Christian Brothers in Belfast.
2. That in the highest classes of these schools the more ordinary operations of arithmetic are well mastered.
3. That in a very large number of schools—National as well as other—the arithmetic does not extend beyond the simple and compound rules.
4. That in the average class of schools the children rarely succeed in doing more than 60 per cent. of easy examples within the range of their knowledge, and still less frequently do more than half of the children succeed in more than half the sums.
5. That in many National schools and in most Church schools the standard just mentioned is not nearly reached.

Other Subjects.

English grammar in National schools.

310. Of the remaining subjects of instruction the most important is English grammar. In most of the better National schools, grammar is cultivated with considerable success in the Fourth Book classes, and I do not know that any portion of the work in a good school appeared to me more perfect than this. One has only to start the class in a passage, and they will parse word after word with much rapidity and correctness, giving the part of speech to which each word belongs, with the definition, its gender, number, case, or tense and mood, as the case may be, and its relation to words with which it may be connected in the sentence. When a boy has once advanced to this point, at which he readily recognises at sight the character of any word presented to him, the rest follows very easily, and the whole exercise becomes not very much more than a mechanical process. Still the point at which he has arrived is one which cannot be reached unless a genuine power of independent discrimination has been developed in his mind ; for I am inclined to think, that no portion of his education is in its earliest rudiments so little subject to cut and dried rules as this. No doubt, the earliest operations in arithmetic furnish material for plenty of mental exercise, beyond the mere performance of what is prescribed by the rule ; but the exercise is too difficult to be entered on at the time the rule is learnt, and not being mastered then, is apt to be postponed for good. Very few children, for instance, even when fairly well advanced in arithmetic, can give a rational explanation of the process called "borrowing" and "carrying one" in subtraction ; and for this reason, that at the time the rule of subtraction is learnt, this process is explained, not by reference to the decimal scale of notation (which is too difficult a subject to enter upon), but by an appeal to a well-known and wholesome maxim of social and commercial life, that it behoves you to "pay back what you have borrowed." It is long before a child learns that this fundamental law, as he regards it, of subtraction is but a useful fiction employed to disguise, and not to remove, a difficulty. In this way it comes to pass, that a great many sums are worked out with the utmost correctness, by a process almost entirely mechanical—the rule being committed to memory, the feat is achieved. But this is not possible in grammar, especially in English grammar, where the mere form of a word will rarely show whether it be a noun, adjective, or verb. A distinct mental process is required every time a sentence is parsed, to determine whether or not a word expresses the action or doing of something, or is the name of a person, place, or thing, or an attribute of a person, place, or thing. By long familiarity, the process becomes certainly extremely easy, and so the best boys at the best schools find it ; but the intermediate stages by which that facility has been reached, have probably exercised their faculties more than anything else they did in their lives, until they reached simple proportion.

Value of grammar as an exercise.

Principles seldom mastered below Fourth Book classes.

311. The difficulties a child has to surmount before acquiring this familiarity with the parts of speech, and with the structure of a simple sentence, are clearly seen in the condition of the Second and Third Book classes. In a few schools, the Third Book classes had already passed through the worst of their troubles, and were able to deal with words and sentences, with some confidence in their powers of discrimination ; but usually the replies showed that as yet all was uncertainty, and a great deal guesswork. Some can repeat definitions by rote, but know nothing of their application ; others by a sort of subtle intuition will almost invariably tell the parts of speech correctly, but can do no more ; in either case the mind is still groping after conceptions, which in the better Fourth Book classes have been permanently appropriated.

In other schools.

312. In no schools that I saw is English grammar so well taught as in the best ordinary National schools. Both the Christian Brothers' schools, and the convent schools, fell short of them in this respect. As regards the other non-National schools—chiefly Church schools—I very rarely met with anything like a satisfactory know-

ledge of grammar in them. Sometimes there is a boy, or perhaps there are two boys, at the top of the school, who know something about it; but otherwise the subject is generally little more than a blank. The only class I met with in a Church school, which was sufficiently numerous to claim credit for its knowledge of grammar, was the head class at Kilmore girls' school. Elsewhere the work was too unequal and partial to deserve commendation, and in some schools there is no attempt made to teach the subject at all. INSTRUCTION—SECULAR.

313. A less satisfactory subject is geography, which does not appear to be taught in a manner calculated to render it valuable, either as an exercise or an acquirement. It is made too much of a show subject, and everything is sacrificed to the success of the display. The map of Ireland is learnt with wearisome minuteness, until a child can rattle off the names of counties and towns, rivers and bays, with the precision of a *memoria technica*, and without a thought of what it all means. A start once made, there is no stopping the recital till the end is reached. "Name the counties in Ulster," the teacher will say: no response, but eager eyes watching the teacher's lips for a start. The teacher slowly begins to pronounce, "D-o-n-e-g," and then follows the torrent of voices, which, catching at the familiar sequence, pour forth the whole series, "Donegal, Londonderry," &c., in an unvarying order, and with a breathless and inconsiderate volubility. They will name you the spots where minute rivers rise, detail the villages through which they flow, and describe the exact part of the coast at which they discharge, all without even an outline map to guide them, and from a pure effort of memory. And yet when one asks them to name the country which lies directly to the north of England, or to say in what quarter of the globe they are living, one is answered by a surprised stare, as though one were entering upon niceties too fine for their intelligence. Of course, the higher classes at the best schools, do far better than this—there one meets sometimes with a respectable knowledge of the outlines of physical geography—the motion of the earth, the meaning of the equator, and of the lines of latitude and longitude; but in the inferior classes, an exact familiarity with minute matters in Irish geography is often combined with almost total ignorance of everything else. In the highest draft but one in May-street National school, Belfast—being part of the Third Book class, in which the average age was eleven and a half years—I could only after some pressing, elicit the name of the capital town of England, and no one knew on what river it stands. In a good many schools I found "London" was strange to children who knew not a few other things. The name was hardly recognised at all at the Huss Church school, in Belfast, but this was scarcely surprising, when the best class (average age ten), could not tell me the name even of the town in which they lived, though the master joined with me in endeavouring to extract a reply to the question. This failure to put their knowledge to the simplest test of experience, shows how little intelligence is brought to bear upon the geography lesson. After the names of provinces and counties in Ireland had been promptly detailed, the reception accorded to such a question as "Which of these provinces are we in now?" or, if we were in the county Antrim, "What county is that which you see on the other side of the lough?" proved the perfect hollowness of what had been learnt. Geography.

314. At some schools of the higher class a little is done in the way of mathematics. At the Christian Brothers' schools, in Barrack-street, Belfast, and Armagh, Euclid and algebra are taught to the highest class, and the same is done at Linenhall-street and Townsend-street National schools in Belfast. I also occasionally found a boy or two in a country National school who was beginning algebra, but I have not seen enough of this to justify me in passing any general judgment. I would rather put it negatively, and say that nothing that I saw led me to think that any valuable results are being produced. Definitions in geometry were given satisfactorily both at Barrack-street and at Linenhall-street schools, but in neither case was a proposition proved in a manner indicating a clear apprehension of Euclid's method. The algebra at Linenhall-street, which was the highest development of the subject I saw in National schools, may be estimated when I say that one boy only succeeded in multiplying $(a+b)$ by $(a-b)$, and that though the boys were practising simple equations, they had not yet heard of brackets. Mathematics.

315. Music is a subject in which the convent schools have the pre-eminence. The nuns take much pains to train the upper children in part singing, and for this purpose at both the Belfast convent schools a professional teacher is hired. The monitresses especially receive lessons with a view to qualifying themselves as teachers in afterlife; and with the support of a chorus of younger children, chosen from the rest for their ears and voices, they perform very effectively and correctly. Solos, duets, and glees are all within their powers. A good many girls at these schools learn to play the piano; at Hamilton-street Convent there are about a score who do so, besides the monitresses, and they pay 10*s.* a quarter for it. Music.

316. In ordinary National schools singing is practised, but is not cultivated in so scientific a manner as at the convent schools. There is generally no attempt at part singing; though in some schools where a premium is obtained from the Board the children sing catches. I cannot say that the effect produced by a hundred or more boys in a room with scanty cubical space for the diffusion of sound, all venting their spirits at the utmost strain of their voices, is very enjoyable to the listener. Girls, besides having voices less harsh and unmelodious than the boys, are less apt to revel in the mere delight of making a noise, and their singing is therefore always kept within moderate bounds of exertion. In the ample rooms of the Belfast Model School the singing, both of boys and girls, was decidedly pleasing. It is not reasonable to expect all National teachers to have a taste for music, nor can they spend much time on the subject, even if they have a taste; but the music could be made much more useful if the children were taught by it a lesson of self-restraint and subordination, and if instead of being made a mere physical exercise it were treated rather as an accomplishment requiring some delicacy and care in its cultivation. The older children might take a hint in this respect from some of the infant schools, in which much more nicety is displayed. Singing.

317. In the work of the National schools, which I thus endeavoured to pass in review, there is not a little that is satisfactory, and much that is to be lamented. It is well that the system insures at least a certain minimum of efficiency; that, bad as many National schools are, there is a depth below them reached by some of the Church schools, which I will now proceed to notice, to which it is impossible for a National school, with its inspection, to descend. It is well that every child has this at least brought within easy reach of its door. But on the other hand it is deplorable that so complete a system should permit within its range the existence of many schools which fall so very far short of the standard which is proved by experience to be easily attainable. The child that is sent forth into the world from the fourth class of one of the best schools can never in a lifetime relapse into an ignorant man or woman. To carry education to this point, at which it becomes a permanent and fructifying acquisition, is what these best schools do, and what the inferior schools fail to do. If every school in Belfast were as Linenhall-street and Townsend-street schools are; if every school in the smaller towns were as Edenderry school at Portadown, and Watson's-lane (boys') school at Lurgan; if every large village had a school such as Comber and Donaghadee (Hunter's-lane) possess, and every roadside country school were like South Taylorstown or Aghacommon, I venture to think this district of Ireland would present a spectacle which the people might well be proud of. If all the schools were no better than a great many that I might name, it would be a disgrace to a civilized State to acknowledge them for its own. General review of state of secular instruction in National schools.

Certain Church Schools.

Section VI.—Certain Church Schools.

318. Although I have introduced a mention of the Church schools under different heads in the foregoing remarks on the state of secular instruction in primary schools, there is one class of Church schools which has not entered into the discussion at all, because they afford no grounds for comparison. I propose to notice specimens of this kind in the form of a separate account extracted from my notes of visits to each particular school, as their phenomena are scarcely of a kind to be grouped together. How many more such schools there may be I cannot say; but taking the Church schools of all kinds as they came, nearly one-fourth part of those I saw are the subjects of the following notices.

319. It will be seen that it would have been vain to attempt to tabulate the results of my examinations, so as to bring these schools into competition with those of which I have already spoken. They belong to a distinct order, and must be treated accordingly.

Eglish Church school.

320. *Eglish Church School.*—A large room with mud floor, not half covered with desks, adjoining a house which is the master's residence, and which he occupies, together with six acres of land, rent free; the two are valued at £7 or £8 a year. I found the master in his house, the entrance to which is on the opposite side of the building from the school door. To pass from his house to the school he has to walk round three sides of his house. He emerged from his cottage on seeing me drive up, and went round with me to the school, where the children had been left quite alone. He was followed by a large dog, which entered the school as a matter of course, and lay down to sleep there. The master, a hale old man, has been forty-three years here, having succeeded his father who held the post for thirty-seven years before him; together they have kept the school for eighty years.

321. His roll book gives 27 names, last quarter the number was 48, but potato digging having commenced, he has started a new roll entirely. Present, 9 boys and 4 girls, of whom 6 are Roman Catholics. Of the 13, 10 are either learning their letters, or are in the National Society's First Reading Book. Some of them could just make out a few monosyllables at passages where the master put them on; some could not do this. Among the most ignorant were a girl of eleven years, and a boy of twelve, who were learning their letters only. The rest of this class were from five to nine years old. The three other children formed the second class, namely, (1.) A boy aged twelve, who did four sums quickly and right (simple subtraction, multiplication, and division, and compound addition), and who wrote his name and school on a slate, fairly well, (2.) A boy aged seven, who tried the simplest addition and subtraction sums in vain, and wrote his name in large misshapen letters, (3.) A girl aged seven, who could make nothing of any sum, and wrote her name just legibly. There are no copy-books in the school at all, either of children present or absent.

322. In 1866, the report of the Church Education Society's Inspector, which I saw, was very favourable; the word "excellent" appeared under several heads.

323. No payment of any kind is exacted from the children. The master in his return to my circular, which he signs as an "Episcopelian" (*sic*), gives his whole remuneration, besides house and land, at £14 a year, provided from local sources.

Ballywalter Church school.

324. *Ballywalter Church School.*—School held in a private house, occupied by the mistress, her sister (if I recollect right), and her niece. They keep a small farm, and on my arrival at midday, I found the labourers they employ eating their dinner in the kitchen; the men get 1*s.* 6*d.* a day besides all their meals, a boy gets 15*s.* a quarter and his meals. Out of the kitchen rises a steep ladder staircase, which conducts into the mistress's bed-room; through the bed-room lies the way into a cramped little garret, which is the school-room. The dimensions of this room as nearly as I could ascertain them were 15 feet by 13½ feet for area, and the height at the middle of the room 8 feet, formed by 4 feet of vertical wall and 4 feet of sloping roof. The area would contain, say, 200 square feet, and the whole cubical content would be about 1,200 feet, which at the rate of 80 cubic feet per head, and with proper means of ventilation, would suffice for 15 children. The means of ventilation are the door which connects the room with the mistress's bed-room, one very small window capable of being opened, and a fireplace. The room is partly lighted by means of a slit some five or six inches wide in the roof, covered in with glass, but this is fixed. Overhead are the rafters, whitewashed. Along one side of the apartment, close against the wall, is a desk, the heads of the children sitting at it are almost in the roof, which at that part is only a little more than four feet high; on the other side a long form. Seven small old maps are hanging on the walls, of which two are just decipherable on near inspection, the rest are merely one dull smudge, perfectly useless. The whole of the apparatus, small enough in quantity, is very ancient, the reading books are all in tatters. "A new stock is to be ordered directly," I was told.

325. The mistress has been teaching here for more than thirty years; she began with a private school, which was patronized by the Hibernian Society. Her old registers extend back to the year 1838, the first entry having reference to an inspection in the month of April of that year; she was afterwards taken into connexion with the Church Education Society, and is now in receipt of £4 a year from them. She has had, she says, as many as 100 children present in earlier times. She is now assisted in teaching by her niece, sixteen years old.

326. On the roll are 162 names, including all who have attended at all during the current year; some are now gone for good, and if the roll were corrected to the present time it would contain, the mistress guesses, about 140 names, but she could not say very positively. Present to-day (in a room fit for 15 children), 50 girls and 2 boys. Of these 5 were Roman Catholics, and of the rest about three-fourths were Presbyterians, and one-fourth of the Established Church. They form three classes; the lowest, consisting of 35 children, mostly young and learning only the first rudiments of reading, I dismissed, in order to relieve the atmosphere of the room. The remainder were exceedingly timid, and their reading was often almost inaudible. Fifteen of them were in the second class, and the remaining 2 formed the third class. The ages of the children in the second class were from 6½ to 12 years; the average age was just over 9 years. The mistress said they were reading the Third Book of the National series; in this I should have passed 5 out of the 15, though most of the reading was in so low a tone that it was hard to follow it. I then tried arithmetic. Only 6 out of the 15 do sums at all. I gave them a very simple addition sum consistng of three rows of figures with three figures in each line. They were all quite wrong, and only after repeated attempts did two (boys) get it right, and they were standing close to the mistress. Having my doubts about even these two results, I gave a second sum of two rows of figures only, with three figures in each row—perhaps as easy a sum as it is possible to give. No one of them had the least idea of doing it; indeed they could not even set down the figures correctly. Their copybooks were slovenly throughout.

327. The highest class contained 2 girls, aged 15 and 13, respectively, and with them I examined the assistant teacher. In reading the National Third Book, the assistant did well enough, the other two just passably. The writing of the assistant was good; of the other two poor. In arithmetic the mistress said they were in the compound rules. I tried them with a simple addition sum of four rows of figures; only the assistant had any idea of notation; the other two could not write down 605. Only the assistant could do the sum. Next I tried a simple multiplication sum by 8, for the assistant and one of the other two girls; neither could do it, but

eventually the assistant after corrections got it right. To the third girl, aged 15, I gave two rows of figures to be added together. She could not add them at all. I then tried dictation, giving them the following passage, each word of which I repeated over and over again to help them:—"Many learned men of whom I could tell you, have risen from the poorest and most hard-working people, by devoting their spare minutes to education." The assistant misspelt two words. From the girl aged 13 I could scarcely get anything, but eventually she wrote a few words incorrectly. The girl aged 15 wrote thus:—"Many landed men of hom I cood tell you have risen from the porest and most hard working peapol yy devoghting ther spars minets to education." Spelling was not a strong point with the mistress, for in the headings which she writes for copies, I counted on a cursory glance seven words misspelt, *e.g.*, "Gameing ruins, &c.," "Judge not according to apearances." Certain Church Schools.

328. The mistress charges from 1*d.* a week to 3*s.* 6*d.* a quarter, and some who learn fancy needlework pay her as much as 7*s.* a quarter; but none of these were present. She keeps an evening school for 6 grown girls, who pay 2*s.* 2*d.* a quarter each. Altogether she returns her fees for 1867 at £16; this and the £4 from the Church Education Society, form the sole income of the school. The mistress allowed that in hot weather the school-room is unbearable, and she then holds school in a barn, which she showed me, and which is now full of oats and agricultural implements. It would be a rough place, but infinitely preferable to the garret for health's sake. For needlework, which requires a little more space than reading, she uses her bedroom.

329. The rector was present during the examination, but he showed no sign of surprise or dissatisfaction at the performances of the children.

330. There is no National school in Ballywalter, but separate boys' and girls' schools are maintained privately by Mr. Mulholland, in excellent buildings.

331. *Dundonald Church School.*—A good large room; dimensions about 39 × 19 × 13 feet, with 10 parallel desks, which would hold 8 children each easily. Stone floor. House adjoining for the master. All in good general repair. Dundonald Church school.

332. Master is parish clerk, and receives £10 a year from the Ecclesiastical Commissioners. He also receives £19 a year from subscriptions of neighbouring gentlemen, £4 from the Church Education Society, his house rent-free, and anything he can get by fees from the children. On the day of my visit, a Monday, he had taken 2½*d.* from 19 children present. The 19 (13 boys and 6 girls) were an unusually large attendance; the weekly average frequently falls into a single figure, such as 8, which I saw entered in his book; the highest for a long time was 20 for a weekly average. Of the 19, 12 were of the Established Church, 7 Presbyterians. Twelve were in a first class, not yet commencing sums. Three in the second class, aged from 9 to 10 years, read poorly, wrote badly, and did but one sum (in simple addition) among them out of three sums a piece in the simple rules. Four boys in the head class read very fairly, and their writing was tolerable. One of them, aged 12¾, was smart at arithmetic, and succeeded in an easy proportion sum. The other three, tried with four sums in simple and compound rules, did not get one sum right among them. Dictation was fairly well done. The average age in this class was over 11 years.

333. There is a National school in Dundonald, where I found 21 boys and 40 girls present, the girls' room being full. The Church school has by far the best room, and would accommodate 100 children well.

334. *Tullygally Church School.*—A large, rough-looking room, with seven parallel desks, to hold seven or eight children each, and ample other space. Master an odd old man, with apparently no notion of his business. He has been fourteen years here. Has eighty-five children on his roll, of whom five were present at 10.45, A.M.; master sent out to have other children fetched from their homes, and by half-past eleven he had got together sixteen children in all. The master says he has five classes, but he could only make up three on this occasion. The biggest boy "Supposed he might be sixteen years old;" and on my asking him which class he was in, was in much doubt. The master said: "Is it in the second or the third class you are in?" As they could not determine the point, which was not one of the slightest importance under the circumstances, I gave him a simple subtraction sum to do, which proved to be entirely beyond his capabilities, whatever his position in the school might be. The proficiency in the school generally was extremely low. One boy did a simple subtraction sum right, and another—the head boy, eleven and a half years old—though he had no idea of notation, succeeded in doing a sum in compound addition correctly, but failed in subtraction. The rest were learning to read. The two best boys each showed an extremely foul book containing sums written out with pen and ink, to which the master referred me as evidence of what they could do. They consisted of a series of examples worked out in what the master calls the "rule of three direct." I extracted one sample:—"What cost 327 yards of canvas at 8*d.* per yard?" This question was repeated in various forms over and over again, other goods being substituted for canvas, and the length and the price varied; but they were all mere multiplication sums. For copy-books the master produced three separate pages of good writing, which, to judge from the tint of the paper and of the ink, must have been, I should say, some ten years old, and probably more. For keeping this school the master received £8 in 1867 from the Church Education Society, £4 6*s.* 8*d.* from fees, and no other emolument. Tullygally Church school.

335. *Huss Church School, Belfast.*—Even in a great town one may find a Church school, not indeed in so forlorn a condition as that of the school last mentioned, but very little better for any practical purposes. The Huss school occupies a particularly favourable site, having a good piece of grass play-ground, and a school-room 45 feet long and 18 feet broad. I should say that from 100 to 120 children might be well accommodated in it. I found only 51 present, out of 167 on the roll; but the average attendance as shown by the books was 72·6 for May, June, and July, combined. The master is an old man, quite past his work, and apparently partly paralyzed. He expressed a hope that my visit would lead to his superannuation by the Government on a pension. He is assisted by two boys, or monitors, at 5*s.* a quarter. Internally, the school was in a do-nothing condition; externally, the children's offices were gross outrages on decency and the laws of health. Only two boys in the school, aged twelve years each, could do anything beyond an easy sum in the simple rules. The rest of the highest class could just manage a simple addition sum; but all but one failed in subtraction, and all in multiplication. Writing was exceedingly bad; grammar and geography all but unknown. The second class could scarcely do anything. Both their reading and writing were very backward, and the simplest questions on general topics were entirely beyond their comprehension. I tried in vain to ascertain from them in what country they lived, till one adventurous girl told me Africa. Huss Church school, Belfast.

336. It was useless to descend to the class below this. This school was supported in 1867 at a cost of £35, viz., £13 from fees, £8 from the Church Education Society, and £14 from local sources.

Section VII.—Certain Independent Schools.

337. I saw a few schools which are managed independently of any public society, by associations of private individuals. Two of these are called "ragged schools," the one in Barrack-street, Belfast, the other in Newtownards. Both are under Protestant management, and the Bible is freely used in them.

338. The Belfast ragged school is managed and supported by a committee of about forty ladies, all members of Belfast ragged school.

Certain Independent Schools.

the Established Church. The school is in connexion with no society; but the Inspector of the Church Education Society receives a fee from the committee for a half-yearly visit. The intention, however, is declared to be to keep the schools free from a sectarian bias, and for this reason no catechism is used, even for the Church children. No child pays anything at all, and everyone has a meal of bread and milk, or in winter, of soup, daily. This acts as a very strong inducement, and the remarkable result is, that of all the schools in Belfast, not excepting even, as I understand, the model school, this is the most genuinely mixed, as regards the combination of Roman Catholics with Protestants. I omit, of course, factory schools, to which children are sent by an arrangement on the part of their employers *nolente volente ecclesia*. The proportion at the time of my visit was 42 Roman Catholics to 270 Protestants—not indeed a very complete fusion, but noteworthy in the present state of affairs in the Belfast schools. The Bible is read daily, and no differences are allowed on account of diversities in religious creeds, the Roman Catholics reading with the rest. The priests are said not to interfere with the attendance at this school.

339. This unusual mixture of denominations may be explained by the following considerations:—(1). The food daily dispensed offers an inducement which very poor mothers cannot resist, and knowing this the priests may be wise in refraining from putting their authority to so severe a test as would be involved in a prohibition of the school: (2). The object of attack by the Roman Catholic priesthood is the existing National system, especially in the mixed form which prevails theoretically in the model schools. This ragged school is not under the Board, and therefore passes comparatively unmolested. As the school stands, Roman Catholic children attending it read the Bible and are open to direct Protestant influences, and yet their attendance is permitted. Whereas if the school were placed in connexion with the National Board, the Roman Catholic children would be carefully protected against all chances of proselytism, and yet would be forthwith withdrawn from the school by outside influences. (3). These children are not under inducements to attend the Christian Brothers' schools. One of their schools is in this very Barrack-street, close to the ragged school; but the aim of the Christian Brothers' schools is not to gather in the hungry, half-clad Arabs of the street, who are attracted by the bread and milk of the ragged school; they aim at a more respectable class—the class that attends the model schools—and these poorest of the poor find the Christian Brothers' schools filled with the children of their betters. Thus their very poverty leaves them more free to act than they would be if they were anything better than a penniless residuum.

340. The cost of this school in 1867 was £464 18*s.* 7½*d.*; this sum includes salaries of master, mistress, infant-mistress, and two assistants, bread, milk, soup, rent (£40), and various other outgoings. The funds, which are in a flourishing state, are raised by means of collections, and especially a bazaar, which is resorted to every few years when money is wanted, and which in 1867 produced a net profit of £550 4*s.* 6*d.*

341. I have only to add that the school appears to be well managed, and it has large, airy rooms of ample dimensions.

Newtownards ragged school.

342. The Newtownards ragged school is of a very humble type. It is held in a cramped, little up-stairs room in an ordinary house, and taught by a widow woman and her boy, thirteen years old, neither of them at all qualified for their duties. The Committee, consisting of Presbyterian clergymen and others, pay 5*s.* a week for the teaching, besides the rent of the house. I found forty-six children present, mostly very young, and the attainments of the most advanced, up to nine and ten years of age, extremely low. The time seemed to be chiefly spent in reading from the New Testament.

Ballywalter—Mr. Mulholland's schools.

343. At Ballywalter separate boys' and girls' schools are maintained by Mr. J. Mulholland and his family. In externals they are very well accommodated, but the teaching power is wholly inadequate in the boys' school, where one unaided master had eighty-two boys present—some of them big boys of fourteen, fifteen, and even sixteen years. The master has a residence rent free, and £30 a year as salary; the mistress a residence, and £20 a year. Besides this, the fees in the boys' school are returned for 1867 at £15, and in the girls' school £5. The class of children is fully as high as that found at ordinary National schools; and if the school were placed under the Board, its usefulness might be largely increased by the addition of assistant teachers.

344. The Bible is read by all the children, including a small admixture of Roman Catholics (nine boys and two girls out of ninety-six boys and forty-four girls on the rolls), but no catechism is said by the Roman Catholics. The master's plan, when hearing catechism, is to let the Church children say their catechism, and the Presbyterians theirs, and when he comes to a Roman Catholic he asks him to say a commandment or the Lord's Prayer instead. In this way he says all goes smoothly, and no complaints are ever made.

345. The standard of attainment was decidedly below that of an average National school, though the average age in the fourth, or highest class, of the boys' school was thirteen and a half years; and in the fourth and fifth classes combined of the girls' school, more than fourteen and a half.

Wesleyan mission school, Derryinver.

346. I also visited a Wesleyan mission school at Derryinver, in the bog country lying to the south of Loch Neagh. It is held in a building used also as a meeting-house, and the master is employed also as an itinerant preacher. He receives a salary of £26 a year, a house and garden rent free, and about £5 a year in fees. His roll contained forty-eight names, of whom eleven were entered as Wesleyans, one a Presbyterian, and thirty-six of the Established Church. There were four sharp boys at the top of the school who did satisfactorily; the rest were very young. The discipline was very loose, and the management generally wanting in method.

These schools generally at a disadvantage, as compared with National schools.

347. In no particular did it appear to me that these independent schools possess any advantage to compensate for the loss they sustain by their isolation from the National system, and they generally labour under the great disadvantage of being under-officered, either in point of the number of teachers, as is notably the case at Ballywalter, or of the qualifications of the teachers, as at Newtownards in particular.

Section VIII.—The Half-Time System in National Schools.

348. In Belfast, and in some villages in the neighbourhood of Belfast, I had the opportunity of observing the National system of education when brought into contact with the Acts of Parliament which regulate the employment of young children in factories.

Regulations of the Factory Acts.

349. The linen trade of Belfast has now grown to proportions so enormous that the operation of the Factory Acts is a matter of the deepest interest to the welfare of the town; and accordingly, in my visits to the National schools there, I paid special attention to those which are engaged in educating children on the half-time system.

350. The regulations affecting the attendance at school of "children," that is of children under thirteen years of age, employed in factories, are briefly as follow:—

1. No child under eight years of age can be employed at all.
2. Children (*i.e.*, under thirteen years of age), cannot be employed for more than six hours and a half on any one day, nor before six, A.M., nor after six, P.M.; nor after two, P.M., on Saturdays.
3. Children cannot be employed both before noon and after one o'clock on the same day.
4. Children must attend school three hours daily, except on Saturdays, and they must be sent to school from their first entrance into the works.

HALF-TIME SYSTEM.

351. These regulations make it necessary for mill-owners to employ two sets of children, if they employ children at all; one set commencing work at six, A.M., and working till dinner time, but not later than one o'clock, and going to school in the afternoon; the other set going to school in the morning, and commencing work after dinner, or not earlier than noon, and working until six, P.M.

Two "sets" of children employed.

352. In lieu of this plan, it is lawful to employ children for ten hours a day on alternate days, in which case the children are required to attend school for five hours a day on the alternate days, but this plan is not acted upon in Belfast.

Alternate plan.

Certificate book of attendance.

353. The onus of seeing that the child attends school for three hours a day is laid in the first instance on the parent, and the employers are required to ascertain every Monday morning that the child has so attended school during the preceding week. For this purpose a "school certificate book" is kept at the works from Monday until Friday; it is then sent to the school to be filled up by the teacher for the week just ended, and is returned by the teacher to the works, so as to be ready for inspection and reference on Monday morning. The employers' responsibility in the matter of school attendance begins at this point, for, if it appears from the certificate book that the child has been irregular in attendance at school during the past week, it cannot be legally employed for the following week.

The Regulations adapted to English,

354. To anyone familiar only with the habits and hours of operatives in England, the half-time system, as sketched in the above regulations, appears simple and easy to work. The working day is divided by the dinner hour into two equal, or nearly equal, parts, and the morning set of half-timers cannot be kept at work after one o'clock, nor the afternoon set commence before twelve o'clock. The dinner is presumed to be eaten somewhere about twelve and one o'clock, and this is the invariable practice in England. In exact harmony with this arrangement, the ordinary school-hours in England are from nine, A.M., to twelve at noon, and from one to four, or two to five, P.M., so that it is perfectly easy for the half-timer, whether in the morning or the afternoon set to get his dinner in the middle of the day, between work and school, and to get his full three hours at school.

But not to Irish habits.

355. But in Ireland the whole system is thrown out of gear by the fact, overlooked apparently by the Legislature when the Act was framed, that the dinner hour is usually about three o'clock, and that, to suit the habits of the people, the school hours are almost invariably from ten, A.M., to three, P.M., with a short interval at half-past twelve or one, P.M., during which the children eat a "piece," which they bring with them, or which, if they live close by, they go home to eat; in either case the dinner comes after school, and is not intermediate. Consequently wherever children are employed in factories in Ireland the problem arises how to adapt to the habits and practice of the Irish a code of regulations framed upon an exclusively English conception of the form which the day's work assumes. Perhaps, in the case of adults this might appear to be a somewhat trivial difficulty; but in dealing with children of tender years, it becomes a question of the highest importance from a sanitary point of view how to minimize the injury to health which must ensue, so long as the nine hours reached by the law have to coincide with a scheme which presupposes a mid-day dinner, when, in point of fact, the dinner is three hours later. With one exception, to which I will refer hereafter, what actually results in Belfast is this. The first set works at the mill from 6, A.M., to 12 or 12.30, and then comes straight from the mill to school, at the most picking up a piece of bread at home on the way; by 12.15 or 12.45, P.M., in theory, this set is in the school-room, and stays there from that time till 3 or past 3 o'clock. In an ordinary National school, this arrival of the afternoon set of half-time scholars occurs just at the time of recreation, and practically school work begins for them, say, at one o'clock, and the amount of schooling actually received is hardly more than two hours. By reckoning the time (which must be a quarter of an hour or more at the least), during which the children are collecting from the mill, and eating their "pieces," and by keeping them in the school-room a quarter of an hour or so after the regular hours, it becomes possible for the teacher to sign the certificate of attendance as required by the Act. But it is evident that this is not the sort of three hours at school which the Act contemplates, and I may say that in most schools the treatment of the afternoon set, even if it is made to comply with the strict letter of the law, is certainly not within the spirit of its enactments.

In effect the afternoon set does not get the due amount of teaching.

Teachers and others not to blame for this.

356. I do not wish to imply that I find any fault either with the managers or teachers of the schools for not keeping the afternoon set of half-timers so long as to give them a full *bonâ fide* three hours schooling; or with the factory Inspectors for not exacting a more rigid adherence to the regulations laid down on this subject. I believe, on the contrary, that the laxity to which I refer is but a merciful interpretration of an Act to which these children are bound to conform, although its frame work is entirely unsuited to their wants; and so long as the regulations remain as they are, I can see no other course to be pursued than that which is now usual in Belfast, namely, to adhere as nearly as may be to the letter of the law, in the hope that modifications may be introduced which will make it easier to comply with the spirit of it. For in the mind of the Legislature, the idea was that a child released from the factory at 12, or at latest, at 1 o'clock, should return to its home, change its dirty clothing, which is only fit for mill-work and most unsuited for school; be washed—for after six hours at a mill, a child is not fit to associate with other people till it has been washed—eat its dinner, and at 1 or 2 o'clock be at the school door. With a clear hour or more between release from work and appearance at school, all this can be easily done. The hour's interval, the change, the wash, the dinner, are of the greatest value, both morally and physically; morally, because the child is taught the duty of cleanliness and order, and is made to understand that the squalor of the mill-worker is proper to the mill only, and is to be put aside before any other duties, and, above all, that of going to school, can be fittingly discharged; physically, because, after six hours' work, with a light breakfast, no child should be kept waiting for its principal meal, least of all should it be required to go through three hours of further occupation first. To the child that gets a mid-day dinner, the afternoon school is a separate occupation for which an integral portion of the day is set apart, and for which it has been prepared and recreated by the interval since the release from work. To the child that waits till past three o'clock for dinner, the afternoon school is but a scrambling sequel to the long morning's work, to which it goes tired, dirty, and unwilling, and from which it's longing to be released is ever quickened by thoughts of the long-deferred meal.

In England a child can come fresh and clean to afternoon school,

in Belfast must needs come tired, dirty, and hungry.

357. I have never had an opportunity of observing the working of the half-time system in England, and I am therefore not in a position to contrast its phenomena under the diverse conditions of the two countries; but concerning Belfast half-time children, and of the effects which this system produces upon them, I can speak from positive observation of every mill-workers' school in the town, and my experience is that with scarcely an exception the afternoon set come to school in a state of personal dirt and squalor, which makes association with them disagreeable and offensive in the extreme. The room is pervaded with the nauseous odour of the oil with which flax is impregnated; the children's faces are smeared with the oil and dust which adheres to their fingers after their work; their scanty ragged clothing, with an old shawl thrown over their shoulders to protect them from the rain, distinguishes them painfully from their companions, who are apt to shun them as an inferior class with which it is not fit for them to associate. And then the wan hungry faces which tell of unnaturally early hours and unnaturally heated rooms, continually remind the teacher that what these children want, what nature would prescribe for them, what the interests of education itself demand for them, is not

HALF-TIME SYSTEM.

to be set down to write words on slates or do sums in their heads, but to be clothed decently, washed clean, and unsparingly fed.

358. Therefore it is that, with the present habits of the people as regards dining and school hours, it is vain to expect the afternoon work of half timers to be advantageously carried on, and managers and teachers may alike be excused if they let the children off as leniently as they can.

Reasons why the system of alternate days at mill and school should not be adopted.

359. The most obvious remedy for this state of things would be to adopt the system of working at the mills and attending school for full time on alternate days. As I have said this plan is never adopted in Belfast, and there is this strong reason why it should not be adopted—namely, that the law forbids the employment of children for more than ten hours in one day, and if children are employed for that length of time the hours of works for young persons working on full time and for women must be restricted to ten hours a day also. The hour of work allowed by the law for those on full time, are ten and a half per diem, excepting Saturdays, so that by adopting the system of work and school on alternate days, the mill-owners would be sacrificing half an hour's work a day. Nor does it appear to me, judging from what I have seen of the half-timers at school, that it would be at all desirable that the plan should be generally adopted. After six hours of work in heated rooms a young girl never fails to show symptoms of overwork and exhaustion. I cannot believe that her frame is capable of bearing a more prolonged strain without certain ruin to the healthy development both of mind and body.

Schools should be specially adapted to wants of half-timers.

360. To my mind it is clear that the education of half-timers in Belfast can only be carried on satisfactorily in schools specially and exclusively arranged with a view to meeting their wants; and to secure this end the factory schools should arrange their day's work according to the English plan. They should have three hours schooling before mid-day, an interval of at least one hour at mid-day, and three hours schooling in the afternoon. I am aware that many teachers would not like this; they are in the habit of getting their day's work over early in the afternoon, and so having an easy time for and after dinner; but this is a trifling difficulty, and, in view of the interests involved, absolutely insignificant. The real objection which may be urged against this plan is that it would exclude from factory schools all except factory children, and that if the arrangements were made suitable to the exigencies of the half-timers, it would often be of advantage to them to be associated with children who attend school for the whole day; they would lose the stimulus of emulation which the presence of the ordinary scholars might be expected to afford. My own observations do not suffer me to attach much weight to this argument. In one or two particularly favourable instances, where ordinary day scholars and half-timers were indiscriminately mixed in class, it was evidently a matter of pride with a smart half-timer to keep pace with the rest, and a spirit of competition was evidently at work. But usually the advantages enjoyed by the ordinary pay scholar are too great for the half-timer to overcome, and whatever of competition there may be, takes place between children presenting a great disparity in age, and this is humiliating and not stimulating to the older and more backward child. With an improved arrangement for the half-timers the disparity might, it is to be hoped, be greatly reduced, but the main chance of this improvement lies in adapting the mill schools to the wants of the mill children, and if this should entail a separation from other scholars, that is a consequence of entirely secondary moment.

Difficulties referred to have greatly impeded spread of half-time system in Belfast;

361. The effect of these difficulties in working the educational clauses of the Factory Acts in Belfast has been greatly to impede the spread of the half-time system there. Mr. Baker, one of Her Majesty's Inspectors of Factories, in his report for the half year ending October 31, 1866, draws attention to the fact that there were then "only about 270 half-timers in the whole of the Belfast mills, when from the same amount of machinery in England as many children as these would be at school from two or three mills alone." A similar difficulty has been experienced in the working of the educational clauses in Scotland, where also the usual dinner-hour is from 2 to 3 o'clock, and where the schools are accordingly open from 9, A.M., to 2, P.M. The consequence, as reported by Mr. Redgrave in 1862, was that the half-timers in Scotland were but 1·8 per cent. of the whole number of persons employed in factories, while in England the per-centage was 9·6.

but system now extending itself rapidly.

362. Still the half-time system is now making rapid progress in Belfast, and the question how to adapt the practice of the National school to the requirements of the Factory Acts is one of growing importance. A return, for which I am indebted to Mr. Cramp, the Sub-Inspector of Factories for the North of Ireland, containing the results of his most recent information up to the summer of 1868, gives the number of half-timers employed in the mills of Belfast proper at 464, besides 185 in the mills at Ligoniel, about three miles from Belfast, and 172 at Whitehouse and Whiteabbey, some five or six miles from Belfast. These are exclusive of children employed in printworks, to whose case I will refer separately. My own investigations in summer and autumn of 1868 disclose a further large increase. There are six schools in Belfast proper which are attended by half-timers from the mills, and each of these I visited and inspected. I found on the rolls of these schools the names of 44 boys and 637 girls working half-time at the mills. I also received a return of four half-timers in attendance at Beersbridge National school in Ballymacarrett, which I did not visit. Altogether, therefore, there were 685 half-timers on the rolls of the Belfast schools. This number is somewhat larger than the number actually employed in the mills at any one time, as it would include all temporary absentees. The number in actual attendance at the periods of my visits, including both morning and afternoon sets, was about 560. On the lowest estimate, therefore, the half-timers in Belfast have more than doubled in number since the period referred to in Mr. Baker's report, that is, in about two years; and Mr. Cramp, the local Sub-Inspector, informs me that they are daily increasing. Some idea of the possible expansion which may take place in the future may be formed from the fact that the present half-timers belong to ten mills only, while the total number of mills in the town is 52, employing 27,000 hands, and if the proportion of half-timers to the whole number of millworkers should become the same in Belfast as it is in England, there would be about 2,600 half-timers in Belfast proper.

Extent of possible further expansion.

Factory schools under-officered.

363. With regard to the internal working of the factory schools in Belfast, they are under the special disadvantage of being under-officered. The proportion of teachers to children is quite inadequate to the effective conduct of the schools. The reason of this is, that the National Board, in estimating the average attendance on which the allowance of State assistance is to be calculated, halves the total number of half-timers in attendance, on the theory that two half-timers are equivalent only to one child who attends for the whole day. This theory is obviously false. It would not indeed be reasonable to treat each half-timer as a whole timer in the calculation; but in avoiding that objection, the Board has gone to the other extreme, and makes no allowance for the extra trouble which the division of time between two different children really entails. There are twice as many individual cases to be attended to, twice as many separate characters and interests to be regarded, twice as many entries to be made in the register and roll book, the proper keeping of which forms no insignificant portion of the teacher's occupation; and what is of still greater importance, the arrangement of the day's work becomes complex instead of simple. Instead of five continuous hours which may be distributed in such a manner as to cover all the subjects of instruction prescribed by the programme laid down by the National Board, the teacher has two periods of about two and a half hours each, which are to be each of them complete in themselves; he has to carry one set of children through their

whole course in the morning, and another set in the same way in the afternoon, so that the same ground has to be traversed twice in the day and at double speed. If, as is usually the case, there is a body of ordinary paying scholars besides the half-timers the result is that two schools are carried on side by side, the one spreading its subjects over five hours, and the other crowding its subjects into two or three hours. The powers of the teachers are thus taxed beyond their ability and their attention distracted by the necessity of seeing to two things at the same time. HALF-TIME SYSTEM.

364. The inadequacy of the teaching power was most noticeable in the case of the Pilot-street girls' school. I found in attendance there on the day of my visit forty-seven ordinary scholars and ninety half-timers, about half of whom were present in the morning and the rest in the afternoon, that is to say, there were 137 individual children to be attended to, and about 92 present at any one time. The ordinary scholars and half-timers were kept entirely separate, so that practically there were two schools of forty-five to fifty children in each, and each subdivided according to the proficiency of the children in it. The ordinary scholars were reading, some of them on the card, some in First, some in Second, and some in Third Book; the mill girls were some of them just learning their letters, some in First, and some in Second Book. For all this work the staff consisted of two female teachers. When it is remembered that the income of the teacher depends partly upon the variable fees of the ordinary scholars, whereas the owners of the mill pay for the half-timers at a fixed rate, it cannot be matter of surprise if, as it is impossible to attend to all the children properly, the best of the attention is devoted to the ordinary paying scholars. Certainly the ignorance of the mill girls was lamentable, though as they had only attended here for some three months this school is but slightly responsible for the result. Probably the number of children in attendance will in due course secure for this school an increase in the teaching staff. But meanwhile the state in which I found it is not uninstructive. The pay scholars in the Second and Third Books were of the average age of nearly nine and a half years, and for their years they were in a tolerably forward state. The mill girls in the Second Book averaged eleven and a half years of age, and in a class of the eleven highest girls three only could read at all passably, and two only could write legibly on a slate; none of them had ever attempted to write on paper. The girls below them averaged more than eleven years of age, and they were in almost total ignorance. Some could slowly decipher words of four or five letters on the card, others were learning their letters only. One girl of thirteen years of age, and therefore on the point of developing from a half-timer into a full-timer at the mill, with her education completed as far as it ever would be completed, could do absolutely nothing. She could not read a word; and yet she was a fine girl, with a countenance clearly indicative of natural intelligence and vivacity. She had never gone to school except as a half-timer, and the little teaching she had received had failed to produce any discernible impression on her mind. Instances:—Pilot-street school.

365. For the instruction of these mill-girls, of whom the school-roll contained 131, and of whom I found 90 in actual attendance, the mill pays £15 a year. This is a contract price, for which the mistress undertakes to give schooling according to the requirements of the Act to any number of children whom the managers of the mill may send. The mill belongs to the York-street Flax Spinning Company, and is, I believe, the largest in Belfast.

366. I append two extracts from my records of the examination of this school:—

Draft of 11 Half-time Girls, reading Second Book, *being the most advanced class of half-timers present.* Specimen of work done by highest class of half-timers.

No.	Age.	Reading in Second Book.	Writing on Slate.	Specimen versions of a passage dictated from Page 30 of the Second Book: "An old man and his son were driving an ass to the market to sell."
1	11	Very bad.	Bad.	An old mon and his son wher drivng ass to the marjet to sell.
2	12	Bad.	Bad.	An old man and his soon were driven A an ass two the market two the market two sell.
3	12¼	Passable.	Fair.	(Not copied.)
4	11	Bad.	Bad.	
5	11½	Passable.	Very bad.	
6	11	Bad.	Passable.	
7	12¼	Very bad.	Bad.	An old man and his son wer a old ass to marks sell.
8	10	Very bad.	Very bad.	A nald man wer deeising an ass to ise mar.
9	10¾	Fair.	Bad.	(Not copied.)
10	11½	Very bad.	Bad.	
11	13	Bad.	Very bad.	An old man and his son wer a old ass to marks sell.

367. The exercises which I did not copy out were perhaps slightly better than those which I give above. The passage was dictated very slowly; it comprises the opening words of an early lesson in the Second Book, which the children soon knew almost by heart.

368. At the bottom of the school I obtained the following results from a class of 12 mill-girls. The questions to which replies were most easily elicited had reference to the pay they received from the mill. I accordingly add what the girls told me on this point:— By lowest class.

No.	Age.	Reading Monosyllables on the Card.	Writing.	Whether at any School previously.	Earnings last Fortnight.
					s. d.
1	13	Nil.	They could not write at all.	No.	3 11
2	10	Almost nil.		Yes.	2 4
3	11	A very little.		No.	(Just entered.)
4	9	Letters only.		No.	3 0
5	11	A little.		No.	3 11
6	11½	Letters only.		No.	2 2
7	10	Just passable.		Yes.	3 0
8	12	A very little.		No.	4 2
9	12¼	Almost nil.		Yes.	3 6
10	12¼	A very little.		Yes.	3 2
11	10½	Letters only.		Yes.	3 1
12	11	A very little.		Yes.	2 5

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369. Those who had attended no school previously to the employment at the mill had in fact received only a few weeks' instruction. But those who had been to school before were hardly any the better for it. I give the list not so much in condemnation of this particular school, which has had these children for a short time only, but to show what is the mental condition of hundreds of girls in Belfast, of whom only a small proportion receive even the meagre education imposed on such as enter the mills on half-time.

Such is the mental condition of hundreds of girls in Belfast.

370. As will be observed, their earnings are on an average about 1*s.* 8*d.* a week, or 3½*d.* a day, or slightly over ½*d.* an hour.

Winetavern-street school.

371. At another mill school, known as Winetavern-street National school, where the attendance is about equal in number to that at the Pilot-street school, I found a different plan of operation. The management of the school is in the hands of the manager of the mill (Mr. Herdman) to which the school belongs, so that the half-timers are the groundwork of the school, to whom pay scholars are superadded; whereas the Pilot-street school is an independent National school, with which the York-street mill has made a contract for the teaching of its half-timers. The pay-scholars at the Winetavern-street school are really candidates for admission to Mr. Herdman's mill—children as poor as the half-timers, and with no unwillingness to associate and be classed with them. There were 93 half-timers present in the two sets, and 45 other children, paying nominally 1*d.* a week, though only about half of them actually pay the money.

372. The teaching staff here is stronger by one than that at Pilot-street; it consists of a mistress and two third-class assistants. The mill pays £30 a year to the teachers—just double that paid by the York-street mill, though the number of half-timers in attendance was about the same in either case. Besides this, Mr. Herdman supplies firing in winter, and keeps the building, which is his own property, in repair. But notwithstanding this comparatively liberal treatment, and the fact that the school is intended primarily for the accommodation of the half-timers, and not of the paying scholars, the effect produced is very discouraging, and the standard of acquirement exceedingly low. There was indeed a class which had reached the Third Book and was working in the compound rules of arithmetic, but only half the class, containing eight girls, could do a simple addition sum correctly; two only succeeded in simple short division, and no one in compound multiplication. At the lower end of the school there was no such complete ignorance as at Pilot-street; all but one girl were in the First Reading Book; most could make some decipherable marks on a slate; and about half, in a class of 17, succeeded in adding together two lines of figures, whose sum was 362, correctly. These are indeed no great achievements, but they at least mark the difference between dawning light and utter darkness; and these girls were on an average a year younger than the corresponding set at Pilot-street.

373. The earnings of the children in the two cases were very much the same. Mr. Herdman pays 3½*d.* or 4*d.* a day, according to merit.

Leeson-street school.

374. A somewhat more satisfactory state of things was disclosed at Leeson-street National school, an independent school, to which the Milfort Spinning Company send half-timers. Here again the number of half-timers in attendance is about the same as at Pilot-street and Winetavern-street, the usual number being about 92. For these the mill pays at the rate of 2*d.* a week apiece, or about £36 or £37 a year. The ordinary pay scholars pay 1*d.*, 1½*d.* and 2*d.* a week; and as this is a very variable and precarious source of income, the half-timers are the most remunerative part of the school. We have seen that at Pilot-street there were two female teachers to 131 individual children, of whom 92 were present at one time; at Winetavern-street there were three female teachers for an attendance of 138, of whom 93 were present together. At Leeson-street the average attendance of pay scholars was 60 in the month of July, which, added to the half-timers, gives 152 individual children, of whom I found 103 present at one time. For these the teaching staff consisted of a mistress, three female assistants, and a monitress. The effect was palpable. The half-timers in the Third Book wrote from dictation decently well, one girl making no mistakes, and two making only one each. In compound subtraction and multiplication half the sums done were correct; and I elicited some fairly good answers in English grammar, a subject which in the other two schools was a complete failure. In the second class a good many girls did sums in the simple rules with some smartness, and in the first class most could do a very easy addition sum. The reading too was much improved, but the writing was still very backward.

Campbell's-row school.

375. From Leeson-street I pass to what I may describe as the highest development of the half-time system of education in Belfast proper. There is one mill school which is in an exceptional condition. It is the only school which adapts its hours to the intention of the Factory Acts, by allowing the afternoon set of half-timers to attend from 2 o'clock to 5; the morning set attending from 10 to 1 o'clock. This is so far as it should be, though even here the complete ideal is not reached. Pay scholars are received as well as half-timers; and on their dismissal at 3 o'clock, the teachers for the most part break up too; and all that the millowners positively require, is that one assistant should remain for the two hours with the mill children, though actually the mistress informed me that she made a practice of staying herself also; and considering the spirit and interest which she throws into her work, I have no doubt she willingly takes upon herself this extra labour. The school is held in a mill belonging to Mr. J. Charters, and is known as Campbell's-row National school. It receives half-timers from Mr. Charters', Mr. Gordon's, and Mr. Kennedy's mills, and they contribute respectively £44, £5, and £16 a year to the support of the teachers. The salaries granted by the National Board amount to £127 a year, and the fees of the pay scholars are £16 or £17 a year, so that the whole income of the school is nearly £210 a year. This sum supports a staff of seven teachers, namely, a mistress, four female assistants, and two monitresses; besides this, a workmistress, who is employed most of the day as a superintendent in Mr. Charters' mill, teaches the girls to sew. On the rolls of the school were 183 half-timers (7 boys and 176 girls), and 83 pay scholars (34 boys and 49 girls). On the day on which I examined the school, there were present 86 half-timers in the morning set alone, and 51 pay scholars; the number of individual children in attendance would therefore be about 223, of whom 137 were present at one time. The proportion of teachers to children is nearly the same as at Leeson-street.

376. I examined this school throughout, that is, the morning half-timers and the pay scholars, excepting only some children at the bottom of the school who were mere infants. The general impression left on my mind was favourable, though there were numerous instances of big girls in low classes who were very ignorant for their years. But the tone of the school was more satisfactory than that of other mill schools, and there were evidences throughout of a desire to make the education prescribed by the Factory Acts a real boon to the children, whereas in some other cases mere compliance with the regulations seemed to be the sole object aimed at. At Campbell's-row no high proficiency is reached; there is no class above the Third Book, and the great majority of the girls are below that. Of the 86 half-timers present at my examination, only 16 were in Third Book, 35 in Second, 10 in First, and 19 on the Card. Considered simply with reference to the several classes they were in, these girls were in a fairly satisfactory condition; but regard being had to their ages, they were in a very backward state. This can be best shown by means of a comparison of their ages with those of the pay scholars in the same classes.

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CAMPBELL'S-ROW SCHOOL.	Pay Scholars.		Half-timers.	
	Number in Class.	Average. Age.	Number in Class.	Average Age.
Children in Third Book,	14	9·6 yrs.	16	12·4 yrs.
,, Second Book,	13	9·0 ,,	35	11·7 ,,
,, First Book,	1	5·7 ,,	16	11·6 ,,
,, Card,	24	5·8 ,,	19	10·4 ,,

Comparative ages of pay scholars and half-timers.

377. Roughly speaking, the half-timers were at a point which they ought to have reached from two and a half to five years earlier, or in the aggregate, the half-timers were as much as four years behind the pay scholars. This means, in fact, that the mill girls, who usually enter upon their employment at about nine or ten years of age, begin then, for the first time, to learn their letters, a process which the pay scholars go through at the age of five or six years.

Ardoyne and Milewater mill schools.

378. In this brief review of the Belfast factory schools, I have not noticed two out of the six. One of them is in the village of Ardoyne, outside of Belfast, though attended by half-timers from two of the town mills. It is taught by a master who seems to be very careful and conscientious in his treatment of them; but none of the mill-workers were beyond the Second Reading Book and simple arithmetic. The other is one recently opened by the owners of the Milewater mill expressly for their half-timers. It is as yet in a quite incipient state, held in an upstairs room of an ordinary dwelling-house. None were beyond the Second Reading Book, and only four of those present were in it, and they could do very little in the simplest arithmetic. Though 84 children, half-timers and pay scholars, attended on the day of my visit, there were only twelve copy-books in the whole school, of which three were good, the rest indifferent or bad. This school is under two female teachers.

Net result of the half-time system in Belfast.

379. It appears, then, that of the six Belfast factory schools, only three have any half-timers who have reached the Third Reading Book; in these schools the children in the Third Book form a very small proportion, about 10 or 11 per cent. of the whole, while fully half are only in the First Book or the Card, learning to form letters and figures on slates, and commencing, some of them, the simplest possible sums in arithmetic. That is the present net result of the half-time system in Belfast. The most that can be said for it is that by means of it some clever or industrious children are carried just far enough to enable them, after leaving school, to turn the little knowledge they have gained to some account, while the greater number of those who come within its scope are sent away with so small a smattering of the rudiments of knowledge, that unless it be afterwards followed up and improved at a night school, it will quickly be entirely effaced from their memories.

Ignorance of full-time factory girls.

380. The prevailing ignorance of the full-time factory girls—due partly to the insufficiency of the half-time system, and partly to the total immunity from instruction of any kind, of which many, who have entered work at once on full time, have been the victims—is brought out with painful certainty and clearness in the larger night-schools, which many of these girls attend, when at last they have learnt to be ashamed of their inability to read or write. The largest school of this kind which I visited is that kept by the nuns of Crumlin-road convent. Here I found 318 girls and women in attendance out of 420 on the rolls. The ages varied from about thirteen or fourteen to twenty-one or twenty-two years of age, the average age being, perhaps, about nineteen. The school being under the National Board, the girls are divided into classes reading the several National school books, just as is the case with an ordinary school. Attention is directed almost exclusively to reading and writing, and the time (about an hour and a half) is equally divided between the two subjects—half the girls writing while the other half reads. The distribution among the several classes was as follows:—

Crumlin-road Convent night school.

	Number on Roll.	Number present.
In First Book,	180	136
,, Second ,,	160	122
,, Third ,,	43	28
,, Fourth ,,	37	32

381. This classification depends almost entirely on ability to read. It is impossible, in the short period in which night schools are in operation—usually three evenings in the week for eight months—to attempt the full course pursued in day schools. Therefore what the classification means is that out of the 420 girls, 340 are not sufficiently advanced in reading to be put into a class learning to read the Third Book in the National series. Perfect ignorance of arithmetic or grammar would be no obstacle to advancement, for these are not taught; the measure of a girl's knowledge is her ability to read. I heard some of the drafts read, and I should say that they acquitted themselves as well as corresponding classes in day National schools would do. In the highest classes the reading was very satisfactory. In writing there was great diversity of attainment, some in the highest class writing very well, some who could read fairly well being backward in this respect.

Occupation of the scholars.

382. The great majority of these girls were from the mills. I extracted from the Register the occupation of the thirty-seven girls in the highest class as a sample:—

The factory-workers were—10 weavers, 8 spinners, 5 doffers, 2 reelers, 2 winders, 1 spreader, 1 folder: total, 29.

The rest were—2 dressmakers, 1 capemaker, 1 milliner, 1 housekeeper, 1 machine-stitcher, 1 paper-stainer, 1 book-gilder: total, 8.

The moral benefits of this school even greater than the educational.

383. I have no doubt that in the lower classes the proportion of factory girls would be still greater. Of course, the knowledge which the great mass of these girls have acquired is almost infinitesimally small; and, to produce any rapid progress in their learning, a staff of teachers would be required such as the £10 per 100 scholars allowed by the Board would do little to remunerate. But, however slow the progress, and however small the ultimate result may be, there are other non-educational benefits conferred by this night-school which give it a value far beyond what is due to the mere secular teaching to be received within its walls. No class of people stands more in need of humanizing influences than the workers in large factories. There is daily evidence in the streets of Belfast that the lives they lead have a tendency to deaden the sense of propriety and reserve, and to turn the girl into the hoyden. Whether it is due to mere ignorance and unenlightenment, or to the associations which meet them in their daily work, or more probably to both causes, I cannot say; but even at ordinary night-schools the signs of roughness and insubordination are too frequent and manifest to be misinterpreted. But at the nuns' night school a marked difference is observable. Nothing could surpass the sober, well-behaved seriousness of the girls in the higher classes. Indeed, so proper and respectful was their demeanour, so cleanly and neat were they in dress and person, that familiar as I was only with the more usual type I did not at first take them to be factory girls at all. They had left the

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mills at six o'clock in the rough, dirty clothing which all millworkers must wear; but they appeared at school at seven o'clock in the garb of well-dressed, respectable women. This was not the case throughout the school; the decency of external appearance grew less in proportion as the girls were in lower classes in the school; and towards the bottom there were plenty who brought with them the usual unmistakable signs of the work on which they had been employed. But if all these girls could be induced to remain at the school long enough to be softened by the nuns into the tone which pervades their third and fourth classes, to say nothing of the opportunities they would then have secured for future self-improvement and recreation, they would have gained such a step in self-respect, and have been trained into such a spirit of decency and order as could not fail to manifest itself in happier homes and better lives.

The religious difficulty in factory schools

384. One very important feature about the factory schools in Belfast remains to be noticed. The employers of children on half-time have been brought face to face with the necessities of a mixture of religious denominations, and it is interesting to observe how the case has been met by them as practical men in whose eyes a millworker is a millworker, whether Protestant or Roman Catholic, and who have nothing to do with the religious differences of the hands they employ.

385. Two plans are open to them in providing schooling for their half-timers. They might either send the children of each denomination to a school under corresponding management and teaching; or they might send all their children, regardless of religious denominations, to one and the same school. The former plan would obviously entail additional trouble and even confusion, and in the case of children born of mixed marriages—that is, marriages between a Protestant and a Roman Catholic—the manager would be liable to all the unpleasantnesses which are constantly arising about the choice of a religion for the child. On the other hand, if the children were sent to the same school, difficulty would be likely to arise about religious instruction; for those children who by the rules of the National Board would have to be sent away during the period devoted to religious teaching, would lose so much time, and, except by means of arrangements entailing extra labour on the teachers, their attendance would fall short of the requirements of the Act.

solved in Belfast by secularization.

386. The mill-owners in Belfast have taken the course which practical common sense dictated. They will not be troubled with a multiplicity of schools when one school can do the work perfectly well; and they will have no cavilling on the ground of religious instruction. They send their half-timers to a single school, and they make that school purely secular, leaving the onus of religious teaching entirely with the ministers of religion. These six schools are the measure of *bonâ fide* united education in Belfast, if we except the model school; and it is a noteworthy fact that where the educational problem has been dealt with by practical laymen in Belfast, the unanimous solution has been by means of complete secularization.

Denomination of half-timers.

387. How complete the mixture of denominations is will appear from the following extracts which I made from the several school rolls.

Denominations of half-timers on the roll at

	Estab. Church.	Rom. Cath.	Presb., &c.
Campbell's-row National school, . . .	37	102	44
Winetavern-street ,, ,, . . .	26	53	22
Leeson-street ,, ,, . . .	31	62	31
Pilot-street ,, ,, . . .	42	72	17
Edenderry (Ardoyne) ,, . . .	26	40	27
	162	329	141

besides those at the Milewater mill school, which being only in course of organization at the time of my visit had not been supplied with roll books. The mistress said she believed that most of her mill children were Roman Catholics. A slight majority of the whole number of half-timers are, therefore, Roman Catholics. The owners of the mills at which they work are Protestants, and the teachers of the schools are all Protestants likewise. As a mere matter of policy, and not because I heard the slightest imputation on the impartiality with which these schools are conducted, it would, I think, be well if the managers, having so mixed an attendance of children, would mix their teachers also. If a due proportion of Roman Catholic teachers were introduced, these schools would be complete examples of the united system of education.

Factory schools in villages near Belfast.

388. The factory villages in the neighbourhood of Belfast which fell within the district assigned to me for inquiry, namely, Whitehouse, Whiteabbey, and Ligoniel, present somewhat different examples of the mode in which the question of the mixture of denominations has been dealt with.

Whiteabbey school.

389. The Whiteabbey Flax-spinning Company follow the example of the Belfast mills, and send all their half-timers to one large and well-ordered National school, officered at present entirely by Protestants. I was informed, however, that there was lately a Roman Catholic female assistant. The majority of the half-timers here are Presbyterians, the number on the roll being ten of the Established Church, twenty-one Roman Catholics, and forty-seven Presbyterians. This school is not entirely secular. The Protestant half-timers receive religious instruction together with the ordinary scholars: the Roman Catholics have now no religious instruction at all, but as there are separate boys' and girls' school-rooms there is no difficulty in reserving a room for them, in which they go on with secular subjects while the Protestant boys and girls are massed together for Bible reading; when there was a Roman Catholic assistant, she conducted the religious teaching of those of her Church. It may be regretted that the Roman Catholics should be under any kind of disadvantage as compared with their Protestant school-fellows, but there are no symptoms of ill-feeling on the subject. Besides the twenty-one half-timers there were thirty-one ordinary scholars, who were Roman Catholics; and as the whole number of Roman Catholics on the roll was but fifty-two out of a total of 391, the school is in the main Protestant, and the claim of the Roman Catholics to equal treatment is less strong than it is in the more evenly mixed schools of Belfast.

Whitehouse schools, and the principle of combined education.

390. At Whitehouse, a few of the half-timers, Protestants only, attend the Church school: the greater part go to the National school, the theory of which is in the main such as I have suggested as desirable in Belfast. The majority of the children are Protestants, and the school is under Protestant management, but the teachers are mixed. Out of a staff of twelve, including monitresses, three are Roman Catholics. This number is not in precise accordance with the numerical proportion of Roman Catholic children in the school: they are 161 out of a total of 420, or more than one-third part: but this is not very material. The great point is to have a Roman Catholic and a Protestant teacher always present at the same time in the same room, by way of guarantee: what may be the precise proportions of the mixture is a question of secondary importance.

Harmonious working of the system.

391. Owing to a happy harmony of action which distinguishes this village and its school, no difficulty is experienced in carrying on the religious instruction of all denominations. As I have already mentioned, under another head, the Roman Catholics are gathered into a separate room—used at other times as an infant school—where they are taught by the teacher of their own Church, and regularly once a week by their parish priest. The Protestants remain in the chief school-room, where in a recess, which is almost as good as a separate room,

the children of the Established Church are taught—they, too, are frequently instructed by the rector. The Presbyterians, the most numerous body, occupy the main body of the room, and are also occasionally visited by their minister. If the question is asked why, in view of the harmonious working of the provisions for religious instruction in this school, I have implied an approbation of the plan of secularization, which has been followed by the mill-owners of Belfast, the reply is, that Whitehouse is a very different place from Belfast. In small places it is possible, by a judicious avoidance of all causes of irritation, to unite the clergy of different denominations in assisting the work of a single school, to which the main body of the parishioners of all denominations send their children. But no such support can be expected in a town like Belfast; where there is no necessity for combination, the rule is not union, but division; and I am afraid it is but too certain that the patron of a mixed school in Belfast would appeal in vain to the clergy of a church opposed to his own for any aid in providing religious teaching for the children whom that church might claim to educate in matters of faith. HALF-TIME SYSTEM.

392. At Ligoniel, the plan on which the half-timers are educated is not a united, but a separate one. There are four different mills which employ children's labour, and three different National schools—one Presbyterian, one Wesleyan, and one Roman Catholic, each attended by half-timers. The Roman Catholics from all four mills attend "Wolfhill National school," which is a lean-to of the Roman Catholic chapel, and was originally an aisle open to the rest of the building. Its thoroughly denominational aspect was rendered the more striking by the broken chapel windows, which told of the memories of the recent 12th of July. The "Wolfhill Mill National school" is a new school, built in 1865, by the Wolfhill Spinning Company, and attended by the Protestant children employed by them, and those from Messrs. Waring and Duncan's mill; it also receives some of the half-timers from the third, or Ligoniel mill. The third school, known as "Ligoniel village National school," receives the remainder of the Protestants from Ligoniel mill, and also those from the remaining, or Ballysillan mill. Ligoniel schools and the principle of separate education.

393. Two of these schools—the Wolfhill National, and the Wolfhill Mill National—are about a stone's throw apart from one another. The village National school is, perhaps, half a minute's walk from these.

394. Here we have, in fact, the denominational system fairly at work, in contrast with the combined system which is in operation at Whitehouse. Let us see what is the effect it produces as regards the Roman Catholic children, on whose account especially the present plan has been adopted. The Wolfhill Spinning Company, as I have said, have provided a school expressly for their half-timers, to which ordinary pay scholars are also admissible. The school-room is one of the best I have seen—seventy-five feet long, by twenty-six feet broad, and lofty in proportion. On the rolls of the school were, half-timers, forty-seven boys, and sixty-three girls; pay scholars, seventy-two boys, and eighty-eight girls—in all, 270 children; of these 195, including both sets of half-timers, were present on the day of my visit. The teaching staff consists of a master of the first grade of the first class, in receipt also of "good service" salary, one male assistant, two female assistants, one monitor, and two monitresses. The teachers are, therefore, in the ratio of one to less than forty children on the roll. The school is in excellent order; the master is an energetic and capable man, and though, as in all other factory schools, I found many half-timers in a very backward state, the general standard was decidedly better than elsewhere, and the most advanced half-timers (boys) were in a really satisfactory condition. Here alone, of all the half-timers I examined, did I find a boy who could state a simple proportion. The Wolfhill Mill school.

395. But the Company allow their Roman Catholic half-timers the privilege of attending, in lieu of this excellent school which they have provided, the school which adjoins the Roman Catholic chapel. It is held in a bad room, not built or properly adapted for a school, thirty-six feet long, by fifteen feet broad, with a sloping ceiling, which at the lowest part is only six feet high. On the roll were forty-seven half-timers (twenty-three boys and twenty-four girls), and fifty-two pay scholars (thirty-three boys and nineteen girls), in all, ninety-nine children. Of these fifty-eight were present in the morning, and with the afternoon set of half-timers, the attendance would be raised to seventy-three or seventy-four children. For these the teaching power was concentrated in one third-class master, who had been working single-handed for the four months preceding my visit, though it was expected an assistant would be very shortly provided. It was, of course, impossible that the school should bear a comparison with the ample staff and complete apparatus of the Protestant school, and I found the performances of the children throughout poor and unsatisfactory. The Wolfhill school.

396. If there were a genuine competition on the score of merit between the two schools, there might be something healthy and stimulative in their rivalry. But there is no genuine competition. The Roman Catholic children all, without exception, go to the inferior school, in obedience to the directions of their clergy, and not one of them is tempted to desert it by the superior merits of the mill school. But, on the other hand, the Protestants, living under no such stringent regime, and being free to attend whichever school they prefer, do actually in some cases patronize the inferior school. The Roman Catholic school may at any moment succeed in drawing off Protestant children from the Protestant school; but in no case has the Protestant school any chance of withdrawing a Roman Catholic from the rival school. This sort of competition, No genuine competition between the two schools.

"Si rixa est, ubi tu pulsas, ego vapulo tantum,"

being entirely one-sided, is injurious and demoralizing. At the period of my visit the master of the Roman Catholic school had on his rolls the names of eight mill-children belonging to the Established Church, of whom five had come in a bunch the preceding week, and had assigned as their reason for deserting the Protestant school a wish to punish the master for having reported them at the mill for irregular attendance, and having thus got them fined. The Roman Catholic master said he did not expect to keep them long, as the whole matter was merely one of spite, and already some of the eight were falling off from him. I have noticed elsewhere similar abuses, to which the multiplicity of schools give rise. The practical result of the whole case in Ligoniel is, therefore, that the Roman Catholic children are all gathered by themselves into one inferior school, instead of attending a better school in conjunction with their Protestant associates at the mill; and this is the price they have to pay for the virtual denominationalism which has been established, with the sanction and support of the National Board, in the village.

397. Meanwhile the broken windows of the chapel bear witness to the religious differences which the separate system brings into more prominent relief, and, if the generalization be not too hasty, forces on the mind the contrast presented by the harmonious working of the united system in Whitehouse, where the minister of each denomination gives his support to one and the same school, and where the Roman Catholic priest, the representative of the minority in the place, assured me that he and his people lived in peace and good will with their Protestant neighbours, and presented a spectacle of unanimity unhappily only too scarce. Contrast between the two systems as exemplified at Whitehouse and Ligoniel.

398. It will be convenient to notice here a school of a somewhat analogous character which I visited and examined with a view to ascertaining the results of the practical working of the Print Works Act, so far as it touches the education of the children whose employment it purports to regulate. There are two establishments for The Print Works Act.

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print works in Belfast, one of which has no school in connexion with it. The other, known as the Old Park Print Works, which has gathered about itself a small village in the outskirts of the town, peopled entirely by the hands it employs, has a National school close to the works, and under the patronage of Mr. Girdwood, a member of the firm to which the works belong. The regulations concerning the employment of children in print works are quite distinct from those laid down by the Factory Acts. The Print Works Regulation Act, 8 & 9 Vict., c. 29, which was, I believe, the earliest legislative provision for the education of children employed in associated labour, enacts that:—1. No child shall be employed under the age of eight years. 2. No child shall be employed at night, that is, between the hours of 10, P.M., and 6, A.M. 3. Before employment a child shall show a certificate from a schoolmaster declaring that the child has attended school for at least thirty days and not less than 150 hours in the preceding half year, no attendance of less than two and a half hours on any one day being reckoned, nor any attendance beyond five hours in any one day being reckoned for more than five hours. This certificate has to be renewed every half-year.

Regulations of the Act concerning school attendance.

399. Briefly, the effect of these regulations is, that the children employed in print works, so far from being half-timers at school, need attend school only for one-sixth part of the time for which an ordinary scholar, if regular, would attend. Together with this infinitesimal amount of schooling a child may be employed for almost any number of hours in a day at work. It may have spent five hours in the day at school, and yet there remain eleven hours between 6, A.M., and 10, P.M., during which there is no restriction on its labour.

Character of the children's employment.

400. In point of fact, children do spend a great many hours at work; but their employment in connexion with block-printing, which is the process carried on at the Old Park Works, is certainly very simple and easy. They are called "tearers" (pronounced "teerers," a word evidently derived from the French *tirer*), and their employment consists in simply drawing a brush over the colouring-plate, whenever the printer has applied his block to it. For this work the children receive no pay, for the plan is for fathers and brothers to obtain the help of daughters and sisters for this work; and the owners of the works leave the appointment and employment of tearers entirely to the printers. They may employ such assistance or not, as they like, and on whatever terms they choose to arrange; but as the system here is one of piece-work, it is to the interest of the workman to have a child at hand to keep his colouring moist and fresh. To do this himself would be troublesome to him, and it is very light labour for a child. Moreover, the atmosphere of these works is very much more wholesome than that of a spinning-mill; and, accordingly, in spite of long hours, I found the "tearers" of the print works a far more healthy-looking set of children than are the "doffers" from the mills.

The Old Park Print Works National school.

401. But the operation of the educational provisions of the Print Works Act appears to me to be little better than a farce as regards the children, and utterly subversive of all order and regularity as regards the school they attend. I paid two visits to the Old Park Print Works National school, which is mainly composed of ordinary pay scholars. On the first occasion I arrived, as usual, unannounced and unexpected. It was about eleven o'clock, and I spent the first half hour in conversation with the master. On a table beside his desk lay a slate, and I observed that every now and then a boy or girl came up, wrote his or her name on the slate, and then left the school. At half past eleven I asked the master to call out all the "tearers" for me, as he told me that thirteen had put in an appearance that morning. To my surprise he said that only one of the thirteen was present. "Where were the other twelve?" I asked. "Oh," said the master, "they have just left. They are wanted at the works, and so I get them to put their names on a slate, and at half past eleven they may go." As the school does not open till ten o'clock, this hour and a-half's attendance had no very obvious purpose; for no shorter period than two and a-half hours is allowed to be reckoned for the purposes of the Act. But the master explained; though this short attendance is of no avail for the purposes of the Act, it is available with reference to the statistics required by the National Board. These names on the slate are all reckoned in the day's attendance as entered in the Report Book, and by aid of them the average daily attendance is kept up. Every day some of these "tearers" look in for this short time, not, as may well be supposed, from any keen desire to improve the passing hour, but in compliance with the master's wishes. On this morning, then, twelve out of the thirteen "tearers" were clean gone at half past eleven o'clock, and only one remained to make up an attendance which could be reckoned for the purposes of the Act. This was a girl who said she was twelve years old, and had been three years in the works as "tearer" to her brother; but a reference to the school register proved that she had entered school in October, 1864, when she was seven years old; this would make her age eleven years. She said she had never attended school until she became a tearer; if this was so, her employment at that age would of course constitute an infringement of the Act; it is more likely, however, that her memory was at fault on this point, as it had been about her own age. But she had certainly been at school for about four years (my visit was on September 21st), of which probably the first half year was spent in qualifying for employment under the Act, and the remaining three and a-half years in employment as a tearer. She was not a dull girl. On the contrary her countenance and her replies to my inquiries bespoke somewhat more than the average of natural intelligence. She was still in the first reading book, and could scarcely spell out a few easy monosyllables. She could not do the simplest addition sum, and a few words that she tried to write down for me on a slate were all but illegible. She was not shy, and I have no doubt did herself justice. And this was the outcome of four years' instruction under the Print Works Act.

Examination of the "tearers."

402. I arranged with the master for a special attendance of all the "tearers" in the works on a future occasion, and on the appointed day, September 26th, they assembled to the number of 48. These included a considerable number who had not qualified at this school, but had attended some school in the town. The whole number of "tearers" on the roll of this school was 32, viz., 21 boys and 11 girls. But the whole 48 were examples of the system. I examined them all. There were 8 boys and 1 girl in the Third Reading Book. Their average age was 11⅓ years each. They did sums in the simple rules fairly well, and some were beginning compound addition. They wrote an easy piece from the Second Reading Book for the most part correctly, and their handwriting and reading were not unsatisfactory. These were the *elite* of the school.

403. The next class, in the Second Reading Book, contained 21 boys and 7 girls. Their average age was within a small fraction the same as that of the class above them—it was just over 11¼ years. Their reading was, for a Second Book class, tolerable. Out of four sums in the simple rules (addition, subtraction, multiplication by 6, and division by 8), 13 out of the 28 children did at least two sums right: two boys did all four right. I gave them for dictation the passage—

"Look at the flowers that cover the fields, and the plants that are trodden in the green park. All the country appears so fresh and so flourishing."

404. Eight children in the class wrote it out with not more than three mistakes apiece in spelling; none were quite correct. The performances of ten in the class in arithmetic and dictation were as follows:—

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1. Girl,	Age, 10 years past,	No sum right,	12 words misspelt in dictation.
2. Girl,	,, 10 ,,	,,	6 ,, ,,
3. Girl,	,, 12¾ years,	,,	11 ,, ,,
4. Boy,	,, 12 years past,	One sum right,	10 ,, ,,
5. Boy,	,, 11 ,,	,,	10 ,, ,,
6. Boy,	,, 12 ,,	No sum right,	6 ,, ,,
7. Boy,	,, 12 ,,	,,	9 ,, ,,
8. Boy,	,, 10 ,,	One sum right,	11 ,, ,,
9. Boy,	,, 11 ,,	No sum right,	9 ,, ,,
10. Boy,	,, 12 ,,	,,	12 ,, ,,

405. Below this class were nine boys and four girls, whose average age was fully 10½ years; some were already in Second Book, others just moving into it. The following is a record of their doings:—

—	Age last Birthday.	Two very simple addition sums.	Dictation: "The Cat ran up a tree."
1. Girl,	10	Nil.	Nil. On being asked to write down "the," she said, "I don't know how to make a t."
2. Boy,	10	Both right,	Correct.
3. Boy,	10	One right,	One mistake.
4. Boy,	12	Both right,	"The cat rane oupe the a tree.'
5. Boy,	10	Both right,	Correct.
6. Girl,	11	Nil.	Illegible.
7. Girl,	10	Nil.	Nil.
8. Girl,	10	Neither right,	Half correct.
9. Boy,	10	Nil.	Half correct.
10. Boy,	12	Nil.	Half correct.
11. Boy,	11	Both right,	Correct.
12. Boy,	10	Nil.	"GAT." (No more.)
13. Boy,	11	Both right,	Correct.

These are the results of a specially favourable working of the Act.

406. It may be urged in excuse for the very unsatisfactory state of the worst of the Belfast factory schools that they have been only recently organized for the education of half-timers. The perfect absence of enlightenment frequently found among the "doffers" is explained by the fact that they never went to school at all till their recent employment as half-timers at the mills. But the above record represents the settled normal state of things under the Print Works Act, with the exceptional aid of extra attendance at school. These are the mature fruits of the system under favourable administration, and nothing better can be looked for till the law is altered, and the education of the "tearers" deemed worthy to occupy something more than two months in the year.

Amount of actual school attendance by "tearers" which the school books disclosed.

407. I have already mentioned the short morning attendances of the "tearers" over and above the hours required by the Act. Whether the National Board are satisfied that these brief appearances should be counted in full is a point to be settled by them with the master. It is at least inconsistent that while teachers of factory schools have to halve the number of the half-timers in recording their attendances, the far shorter stay made by many of the "tearers" should be reckoned in full. But I do not question that the interest which the master has in obtaining the presence of these children in the morning has redounded to the benefit of the children themselves, and that if they had done no more than fulfil the minimum requirement of the Act they would have been found in a far worse condition, educationally, than now. During the eight months, from January to August, 1868, the average monthly attendance entered in the report book, of "tearers" alone, had been 11·3 boys and 5 girls, out of 24·1 boys and 11·1 girls on the roll. This is equivalent to an attendance of 46 per cent., calculated on the whole number of children, or something like half time. When all the Act requires is one-sixth of the time, this fact would at first sight appear equally remarkable and satisfactory. But the explanation has been already supplied: the greater portion of these attendances are for about an hour and a half only out of the five hours for which the school is open. In estimating the results, then, which I have recorded of my examination of this school, it must be borne in mind that the average requirements of the Act have been supplemented by the pressure exercised by the master, by which he succeeds in securing the presence, if only for a short time, of each "tearer" on an average nearly every other day.

Injurious consequences of uncertain attendance.

408. It is obvious that the uncertainty of the attendance of these children is ruinous to the regular action of a school. Sometimes, if work is slack, a child attends for full time every day in the week. Then it is not seen again for weeks. Eventually, when the half year is drawing to a close, it has to come frequently in order to make up its minimum number of hours. And it devolves upon the teachers to endeavour to conduct the education of such children on something like a concerted plan. There can be no continuity of progress and little interest in the work of the school under conditions of attendance so desultory and uncertain.

Review of defects in half-time system, and suggestions of employers and others.

409. Before quitting the subject of factory schools, I will here briefly review the points which appear to me, judging from such opportunities as I had of observing the system, to be the principal defects developed in the experience of Belfast. This experience is no doubt not that of English manufacturing towns, and all that I have to say must be understood to be applicable to Belfast and its immediate neighbourhood only. On some points I am able to adduce the testimony of millowners, clergymen, and others, who favoured me with their views and suggestions for the improvement of the half-time system.

410. From what I have said of my examination of the factory schools, it will be seen that on the whole the standard of attainment in them is exceedingly low. Whether half-timers in England ever succeed in reaching the same point of proficiency which is attained by ordinary full time scholars, I do not know, but in Belfast they fall very far short of the average National school standard. Campbell's-row school may be taken as a favourable example, and there, as I have shown, the half-timers were, on an average, four years behind the other children in attainments. Moreover, a very large proportion of the whole number of half-timers are almost totally ignorant. This is due to several causes.

1. The ignorance of the children when they enter the mills.

(1.) Ignorance of children at entrance.

411. It was frequently remarked to me that this ignorance on entry is brought about in part by these very educational regulations of the Act. Parents who intend to get their children into a mill when old

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enough, make the half-time system their excuse for not sending them to school before. If remonstrated with for their neglect, they say that there is no need for them to provide schooling for the children; the children are useful at home, and as for learning, they will have that provided for them at the mill, so soon as they are old enough to be employed there. This excuse appears to them so reasonable, and coincides so entirely with their own immediate convenience, that it may well be believed that it effectually quiets the little uneasiness of conscience with which they might otherwise be troubled. When, therefore, the child is taken into employment, it begins to attend school at the earliest at eight or nine years of age, very frequently not till eleven or twelve, and has then to learn the very first rudiments which other children have learnt at an infant school. The effects of this late commencement of schooling are thus described to me by Mr. Samuel Barbour, the master of Wolfhill Mill National School:—

Testimony of a schoolmaster.

"As a general rule half-timers have been neglected in their education up to the time they enter the mill. Indeed some of them have never been at school before. Their progress is very slow in consequence. Those who have never been at school rarely ever get out of the cards or First Book before they enter the mill full time. The few who enter the mill half-time having been as far advanced as good second-class pupils make very fair progress, indeed very little behind the regular attenders. As a general rule they leave when in the Second Book, knowing only the simple rules of arithmetic. Some leave before entering the Second Book, and a very few when in Third Book. The system will never be successful till the half-timers before entering the mill as such, are good second-class pupils. A simple clause in the Factory Act to this effect, would remedy a serious evil, and could not by any possible means be a grievance to any."

412. This complaint is the complaint of all the factory school teachers. The children come as overgrown infants, but without the tractability of infants, requiring all the minute care and attention which an infant school is specially fitted to afford, but by their age and associations no longer amenable to the same influences. They start badly, conscious of their inferiority in knowledge to the other children, and being left behind from the first, they lose their interest in learning, and seldom or never make up the ground they have lost. The desirability of enforcing an educational test before admission to the mills was urged by other persons in a less definite form, but it appears to me that Mr. Barbour's suggestion, by which none but second class pupils in National schools should be admissible, would not only meet the necessities of the case, but would be extremely easy to put into effect.

Suggestion to admit none but Second Book children on Inspector's certificate.

413. There are grave objections to be urged against a special test examination, for which children might be crammed, but there can be no objection to allowing the District Inspector to certify that a child has satisfied him in the ordinary requirements of the Board for a class reading in Second Book. If a clause to this effect were introduced into the Act, parents would soon find it to be for their interest to send their children to school a couple of years before they could legally enter the mills. The difference to the children would be immense; the factory schools would be relieved of the incubus of dense ignorance which now weighs them down, and the parents would be taught to associate education with material interests, and to regard school attendance as one of the necessaries of early life.

(2.) Unsuitableness of factory schools.

2. The unsuitableness of the schools for the work they are called upon to do.

414. The schools are arranged on the supposition that the children are full-time pupils, and half-timers have to fall in with the plan of the school-work as best they may. For them the schools are no better than a make-shift.

415. Mr. M'Ilroy, one of the District Inspectors of National schools in Belfast, writes:—

Testimony of a District Inspector.

"Every factory should be obliged to have a school in connexion with it for half-time workers only. The present arrangement of half-time pupils attending schools intended for full-time pupils, is extremely unsatisfactory. If the time table be at all adhered to, the course of instruction for half-time pupils must be quite unsuitable. This has been attempted to be remedied by alternating the attendance fortnightly or monthly of morning and afternoon pupils, but without success."

Schools should be specially adapted to half-time system,

416. I have already expressed my own conviction, drawn from independent inquiry and examination, that the only satisfactory method of treating the half-timers is to be found in requiring, as Mr. M'Ilroy suggests, special factory schools to be planned on a half-time, instead of a full-time principle. Possibly, in course of time, things may so shape themselves that, without legal interference, the mills may find it to be for their interest to establish special schools. Some are already adopting the plan. But in every case it should be insisted upon that the school should be for the half-timers, and not the half-timers for the school. Until this is done it is vain to look for adequate results.

with an hour's interval at mid-day.

417. A most important requirement in such special schools would be that there should be an interval of one hour between the time at which morning work at the mill ends, and afternoon work at the school begins, and it should be the duty of the teachers and inspectors to see that the afternoon set at the school comes washed, and with changed clothing.

418. I have already given reasons for my belief that the half-time system properly carried out, is preferable to a full-time system on alternate days. The latter plan is, however, not without its advocates. Mr. John Barbour, a millowner in Belfast, says:—

Opinion of a millowner.

"The factory Act I consider *good*, and *not too* stringent. I think it would be an improvement where half-time workers (children above eight, and under thirteen) are employed, if employers would employ them on alternate days, and not a part of each day, as at present. The children are not in a proper state of dress when leaving work to go into school, and *vice versa*. It breaks the day into too many divisions, part at home, part in mill, and part in school."

419. Mr. Barbour's objection on the score of dress would be obviated if the hours at the school were properly adjusted, and it appears to me that the loss, if any, by subdivision of time is more than compensated by relief from the strain which anything beyond six hours of continuous work, must entail on a child's health and strength.

The allowance of teachers should be increased,

420. Connected with this branch of the subject is the inadequacy of the teaching power at present employed in many of the schools. I have already referred to the rule of the National Board, which requires teachers to halve the number of their half-timers before striking their average of attendance. On this point Mr. James Montgomery, a member of the Wolfhill Spinning Company, and manager of the Wolfhill Mill National school, writes as follows:—

"I consider the present system of making *two* half-timers count as one in the average of attendance a very injurious one, as it lessens the teaching staff, whereas the staff should be equal to the entire number in attendance, because although only half of the half-timers is present at any one time, still there is much more energy required on the part of the teachers than in the case of the same scholars remaining the whole school hours. I have given much consideration to this subject, and would rejoice to see a change."

and their presence throughout the school-time ensured.

421. Unfortunately, the case as Mr. Montgomery puts it is not always the whole case. In schools less complete and orderly than that which the Wolfhill Spinning Company maintain, even the staff such as it is, is not fully available for the half-timers. Attendance at school within the meaning of the Act may be interpreted in

different senses. A manager who is anxious for the welfare of the children will insist that the school shall be in complete *bonâ fide* operation throughout the time that the mill children are present. Another may be satisfied to know that the children are in the school-room, with a single assistant to keep up the show of a school. I have already mentioned that at Campbell's-row school the mistress voluntarily stays to the end with the half-timers, though the mill-owners are satisfied if a single assistant remains. At Ligoniel village National school the afternoon set arrive at about twenty minutes before one o'clock, the mill changing hands at 12.30. The Act is considered to be complied with if the children remain till half-past three o'clock. The ordinary pay scholars are dismissed at three, and the master then leaves the school, while a female assistant remains with the half-timers. No doubt the last half hour is thus rendered practically valueless, and a strong temptation arises in the mind of the teacher to cut short what she feels to be a farce. I looked in upon this particular school at 3.15 P.M., and encountered the children just pouring out into the road, and found the assistant putting on her bonnet to go.

HALF-TIME SYSTEM.

Arrangement of hours at Ligoniel village National school.

422. At Wolfhill National school—the one in connexion with the Roman Catholic Chapel—it is the first half hour of the day that is practically sacrificed. Two of the mills from which it draws its half-timers change hands at 12, the other two at 12.30. Therefore one set of mill children is supposed to attend from 9 to 12 and another set from 9.30 to 12.30. This is in itself sufficiently confusing and injurious to the work of the school, and to meet the difficulty the first half hour, from 9 to 9.30, is devoted to recreation, during which the children as they come pass through the school-room into a yard at the back, which serves as a play-ground. On my arrival at 9.30 I found all the school and the master with them in this yard, and the school-room empty.

At Wolfhill National school.

423. The only difference between the practice of these two schools in dealing with the separate time required by the half-timers beyond the regular school hours is that in the one case half an hour due to the afternoon set is frittered away and cut short; in the other, half an hour due to the morning set is openly devoted to play.

In either case half an hour sacrificed.

424. Nothing can show more conclusively the practical incompatibility of the full time and half time attendances at the same school; and while it may be granted that the factory schools have a claim for more liberal treatment by the National Board, their plea can hardly be sustained unless it be also ensured that the teaching power granted shall be thoroughly utilized, both as respects the presence throughout of a due proportion of teachers, and the full occupation of the available time.

3. The early age at which admission to the factories is permitted by the law.

(3.) Early age of admission allowed by law.

425. As far as mere bodily health is concerned, I imagine no one will question that it would be far better for a child of eight or nine years old if it had *not* to rise at five or half-past five o'clock on a dark winter's morning; walk through wet and cold on bare feet to the mill; work there in rooms heated even beyond their usual temperature, by gaslight, till breakfast time; and then return, after half an hour's interval, to work again till mid-day. Easy though their work may be in itself, the employment is so unnatural at that age that it must affect the health; and though I can speak with no special knowledge of sanitary matters, I have never failed to observe the too patent effects of their work in the countenances and physical development generally of the half-timers, especially of the girls, who are the great majority of the whole number employed. The injury to bodily vigour, of course, acts powerfully upon the process of mental development. One firm of spinners, that of Messrs. John Savage and Co., go so far as to say that they "are decidedly unfavourable to the employment of young children in mills," adding that no amount of wages can compensate for the neglect of their education. Another manufacturer—Mr. John Campbell, of Mossley—gives it as his opinion that "no child under thirteen years of age should be allowed by law to get up at five or half-past five in winter, as many must do who have to be at work at six o'clock."

Opinions of millowners

426. To the same effect the Rev. R. Hannay, Incumbent of Christ Church, Belfast, mentions fifteen years as the earliest age at which a child should be allowed to enter a factory; the Rev. Dr. Killen, Presbyterian minister at Comber, says fourteen; and the Rev. J. E. Costello, Incumbent of St. John's, Whitehouse, considers it would "be better for the children, both as respects health and education, if they were not allowed into the mills until ten years old, and were kept half time at school until fourteen."

and of clergymen.

427. To prohibit employment before the age of fifteen years would be tantamount almost to a prohibition of children's labour altogether; but Mr. Costello's more moderate proposal, if combined with the suggestion to which I have already referred, that a child should be required to pass the Inspector's examination in a Second Book class before admission would, I believe, with a minimum of inconvenience, work a maximum of good. There would be a little exercise of self-denial enforced on the parent in postponing for two years the earnings of the child, and without the suggested educational test there would be in many cases a postponement also of the first lessons in the alphabet. But if the test were enforced, some postponement of the period of entry into the mills would follow almost as a matter of course. The majority of the children would not be in the Second Book at eight years of age, unless the parents had looked after their schooling very much better than they would be likely to do.

Age should be advanced from eight to ten years.

428. The only serious objection which I heard urged against a postponement of the age of entry was that unless a child began to learn very young it did not gain that lightness of finger which is desirable in some portions of its work. But in answer to this it may be remarked, that though it may be less easy to teach a perfectly ignorant child of ten years old than a perfectly ignorant child of eight, it is quite an open question whether a decently educated child of ten would not be more docile than one of eight years only.

An objection to this advance not substantiated.

429. While on this point, it may be as well to mention that there exists a wide-spread belief in the minds of many persons in Belfast, well-qualified to judge, that the regulation concerning age at admission is constantly evaded by the parents. It is the business of the Medical Inspector to see that the Act is complied with in this particular; but all kinds of devices are resorted to with a view to misleading him. Of course the employers know nothing of this. The Rev. J. Scott Porter "has been informed" that the evasion is effected "by means of false certificates of age; and that this is sometimes done by substituting for a child who is over age another who is younger." In corroboration of this, the Rev. William Johnston, of Belfast, told me of a case within his knowledge in which a certain woman had a daughter who was baptized as Margaret Roger. At a very early age the child died, and subsequently the woman had another daughter, and named it likewise Margaret Roger. When this child grew to be six years old, the mother went to the clergyman and procured a certificate of the baptism of her first child, already dead. This she presented to the Inspector, and on the strength of it passed her second child into a mill two years before the legal age. Similarly, the Rev. James Canavan, a Roman Catholic clergyman in Belfast, says that the Act is "constantly violated by admission of children at too early an age." And testimony to the same effect reached me from other quarters. The blame was allowed by all to rest entirely with the parents.

Impression that law is often evaded by parents.

Testimony of clergy to this effect.

430. I found it difficult to test the accuracy of the allegations made, for the children are often quite ignorant of their own ages. I should be inclined to suspect, from my own observations, that the statements are exaggerated, though no doubt the parents do what they can to evade the law. In the infant department of Whitehouse National school the ages of several of the half-timers as entered in the school register were under the

Instance at Whitehouse.

HALF-TIME SYSTEM.

legal limit. One little girl, who certainly did not look more than seven years of age, and had been so entered in the school register, told me that when the doctor asked her how old she was, she had said "nine." She had only been a fortnight in the mill, and therefore could hardly have forgotten what had occurred.

431. Some evasions of the law are probably inevitable; but this consideration is only an additional reason for the institution of a collateral check in the form of a certificate of attainments at school.

432. I may sum up the suggestions contained in the foregoing remarks thus. What appears to be required is:—

Summary of suggestions.

1. That the age of admission to the mills should be advanced from eight years to ten.

2. That previously to admission it should be necessary for a child to produce a certificate, signed by the District Inspector of National Schools, to the effect that the child had passed his examination for the Second Book class.

3. That "school attendance" should be interpreted to mean attendance at a school specially adapted to the half-time system, and (if necessary) to which none but half-timers are admitted.

4. That the allowance of teachers should be somewhat more liberal, *e.g.*, let two-thirds or three-fourths of the half-timers be counted for average attendance, instead of only half, and the presence of the teachers be required during the whole schooltime.

5. That a clear hour should intervene between morning work at the mill and afternoon attendance at school.

433. As regards the educational regulations of the Print Works Act, I can only say that they seem to me to be so utterly inadequate that they might almost as well be abrogated altogether.

SECTION IX.—CONVENT SCHOOLS.

Four convent National schools.

434. The district assigned to me contained four convent schools in connexion with the National Board of Education. One of the convents, namely, that at Armagh, supports, besides its National school, a day-school for the middle classes of the city, and also a boarding-school, which is attended by girls from various parts of the country. These two schools are entirely independent of State control, but, with this exception, the convent schools in my district are all in connexion with the National Board. The convents at Belfast and Lurgan are occupied by Sisters of Mercy, the convent at Armagh by Sisters of the Sacred Heart.

435. I visited and examined each of the convent National schools; and as the number of them is small and their importance great, I propose to describe each of them separately, and to record the details of my examination with some minuteness, in order that you may be able to form a precise estimate of their efficiency for purposes of secular instruction. But before doing so, it may be well to notice some of the general questions which arise concerning the position of convent schools as members of a professedly non-sectarian system of National education. It is sufficiently obvious that the difference between a convent school and an ordinary National school is something more than a difference of degree; the character and object in life of their teachers, and the special regulations which the National Board find it necessary to lay down for them, mark the difference as one of kind. It is essential to the due appreciation of the educational system at present established in Ireland that this distinction should not be lost sight of, and that the idea of regarding convent schools as in any sense non-sectarian should be entirely discarded. It is unnecessary to explain *why* no Protestant children are to be found within the walls of convent schools; the very name explains the fact, and it is idle to suppose that any device of checks and precautions, however perfect, will render these schools a means of promoting the professed ends of the National Board. It is better to acknowledge at once the existence of a great anomaly, by which a system founded for the promotion of united secular instruction for Protestants and Roman Catholics alike, has extended its aid, under certain conditions, to schools which neither are nor can ever be *en rapport* with the fundamental principles upon which that system is established.

Their anomalous position in the system of National education.

Comments thereon of friends and foes to the system.

436. Naturally the abnormal position of convent schools gives rise to much comment; friends and foes alike regard them as inconsistent with the general scheme which the Commissioners of National Education have to administer. The Roman Catholics see in their recognition by the Board a partial concession to the principle of denominational education for which their hierarchy so loudly cry out. The Protestants, if friends of the National system, regret a conspicuous symptom of the lapse of the Board from their original stand point; if enemies to the system, as are the majority of the clergy of the Established Church, they quote the assistance granted to convent schools as one more proof, if proof be needed, of the bias of the system in favour of the Roman Catholic members of the community, and are confirmed in their position of isolation from the State in educational matters, by the complaint that a concession has been made to the nuns which has no counterpart in the experience of those who advocate the unrestricted use of an open Bible.

Ignorance of some of the clergy of the Established Church concerning the National system.

437. It was remarked long ago, if I recollect rightly, by Archbishop Whately, that a great deal of the opposition which the National system of education has had to encounter, has been due to culpable ignorance on the part of persons whose duty it was to inform themselves on the principles and details of its administration. This remark seems to be true even at the present day, particularly with respect to the treatment of convent schools. The attitude assumed by many of the clergy of the Established Church leaves them open to the vaguest and most inaccurate impressions concerning the working of the system. They take their stand on a sort of *non possumus* principle, and declare that they have nothing to do with and know nothing of the National system. It is not surprising, therefore, if the grossest exaggerations are heard concerning so debatable a topic as the recognition of convent schools. The following is extracted from my notes of a conversation with a rector of a country parish:—

An instance concerning convent schools.

438. "He never supported the National system, to the principles of which he objects. Concurs in the principles of the Church Education Society, and his school is in connexion with that body. Thinks, however, that politically it was a mistake on the part of the clergy of the Established Church that they did not join the National system originally. The ground of his objection to the National Board is that Protestants are not treated by them in the same way as Roman Catholics—they have not the same privileges. There is great ignorance in England about the Irish system of National education; very few Englishmen know of the system by which grants of public money are made to Roman Catholic schools free from all conditions or restrictions. 'Why you don't mean to tell me that they' (the Roman Catholics) 'are not allowed to teach their religion as and when they like?' Is confident that in a nuns' school I should find all the emblems of Romanism openly displayed. Puzzled by my statement that the books published by the National Board are used in nuns' schools, about which he was evidently incredulous; but, he added, it would not much matter as they could use their own books collaterally, and the National books might be useful to them for some things. Feels sure that these schools are free from inspection. Was going to England and should have to speak at public meetings on the system of National education in Ireland. Would not have hesitated to say what he now said, and what all the Established Church clergy believed, namely, that the Roman Catholics get money from the Board for their

schools free from all restrictions, whereas Protestants are hampered about the use of the Bible. Is not very clear whether what he had said applies to all National schools under Roman Catholic management, or only to conventual National schools. All that he is quite certain of is that the Roman Catholics got their money from the Board, and are under no obligations or restrictions in return. 'If that is not true, all I can say is, it is the universal belief among our clergy.'"

CONVENT SCHOOLS.

439. I need hardly say that convent schools are subject to precisely the same regulations regarding religious and secular instruction, and to inspection by the same officers, as are ordinary National schools. It is equally unnecessary to explain that the extract I have given represents something more than the average amount of misconception concerning the operations of the Commissioners of National Education; but the distrust which the recognition of convent schools has generated, or at any rate perpetuated, is shared by many who have taken much better care to acquaint themselves with the facts than has the reverend gentleman whom I have been quoting. In short, the convent schools give rise to precisely that kind of reflection on the National Board which may be expected to be called forth whenever a body administering public funds sanctions a payment which appears to some of its critics to be one-sided and exceptional. Therefore, in winning over to its ranks the convent schools, it must not be forgotten that the National system has given a handle to its opponents which they are ever ready to use to its disparagement and injury; the gain is not without an appreciable set-off.

The recognition of convent schools has given a handle to Protestant enemies of the National system.

440. But apart from such objections as may be raised from mere ignorance of the facts, I believe that much injury is done by a wide-spread suspicion in the minds of Protestants that the convent schools, besides being from their very nature denominational, are able to treat the regulations of the National Board, for the protection of the religious feelings of a possible minority of Protestants in attendance, with a less strict adherence than other schools. The privacy of the convent, whose precincts a Protestant never thinks of entering, naturally gives rise to a belief that, the safeguards being in part removed, compliance with obnoxious restrictions will not be very precise. It is, of course, well known that, in point of fact, there is no Protestant minority to be protected; but this assurance does little to remove the dissatisfaction which a suspicion of privileged indulgence gives rise to. Those who unwillingly see the convent schools assisted at all by the State, are exasperated if they think that the State regulations are not uniformly observed. It is, of course, impossible for me to disprove, from the experience of an official visit, the insinuations which are made concerning the irregular display of religious emblems, and the fusion of the times appointed for secular and religious instruction. But it is right that I should mention anything that I did observe which has any bearing on these matters. What I have to notice relates to the convent at Lurgan only, and touches both points of complaint.

Injury arising from suspicions of lax adherence to regulations in convent schools.

441. There is a society called the "Order of the Children of Mary," for the management of which in the diocese of Dromore printed regulations have been issued under the sanction of the Rev. Dr. Leahy, the Roman Catholic Bishop. Subordinate to this is a less formally constituted association called the "Children of the Holy Angels." In the Lurgan convent schools admission to these orders is treated as a reward, and as an incentive to good behaviour and industry. Admission to the higher order, that of the "Children of Mary," takes place through the medium of the inferior association of the "Children of the Holy Angels." The course of probation and succession is as follows:—If a child is considered to be deserving of encouragement, she may in the first instance become a candidate for admission into the association of the "Children of the Holy Angels." If she is allowed to be a candidate she wears on her right shoulder a small card, cut in the shape of a heart, and tied with a piece of green ribbon; on the card are written the words "I ——— desire to become a child of the Holy Angels." These words are surmounted by the date at which her candidature is allowed, and sometimes by a cross marked in ink. She wears this card with its green bow constantly in school, and, no doubt, the distinction is a source of pride to herself, and a stimulus to others. Before she can actually be admitted into the association of the "Children of the Holy Angels," she must pass satisfactorily through a period of probation as a candidate in the manner just explained. After her admission to the association, she exchanges her badge of candidature for a medal attached to a green ribbon which hangs round her neck. The ribbon is cut of a considerable width, and shows conspicuously. The medal bears on one side the figures of St. Joseph and a child, with the words "Ite ad Joseph" round the margin. On the reverse side is the figure of an angel with a child, and round the margin are the words "Angelis suis mandavit de te." The medal itself is of a gilt colour, and hangs in front below the bosom.

Tokens worn at the Lurgan convent. The association of "Children of the Holy Angels."

442. The order of the "Children of Mary" is a higher distinction. In this case, too, a candidate for admission wears a piece of card in the shape of a heart, with the words "I ——— desire to become a child of Mary" written on it. In this case the bow is tied with blue ribbon. After she has been admitted to the order, she wears a blue ribbon round her neck, cut in the same way as the green ribbon of the minor association, and appended to this a medal bearing the words "Congregation des Infants de Marie" on one side, and on the other a figure of the Virgin, and the words "Monstra te esse Matrem." The book containing the rules of this order was shown to me. It contains among other things, regulations for the admission and expulsion of members. Girls must be 10 years of age at admission—of good behaviour—desirous of being good, &c., &c. Expulsion is prescribed if she goes to wakes, drinkings, &c., or dances forbidden dances, or otherwise leads an unholy life.

"Children of Mary."

443. The sister in charge of the schools who after I had called attention to these tokens, readily and unreservedly explained their purport to me, and showed herself anxious that I should be put in possession of the whole truth respecting them, informed me that about a dozen of the present National school day-scholars have been admitted to different degrees under these associations; a far larger number of girls attending the evening and the Sunday school have been admitted. In all these are about 60 members or probationers in the Lurgan convent schools.

Number of children admitted to the orders.

444. During my visits, on two separate occasions to the convent, I noticed 5 girls who wore tokens of membership or candidature. Two of them wore the card and green ribbon of candidature for admission as children of the Holy Angels. Two wore the green ribbon and medal which are awarded to members after admission, and one wore the card and blue ribbon which precede admission to the order of the children of Mary. In these five cases it was impossible not to notice the tokens. The cards on the shoulder can scarcely be concealed, while the broad ribbon round the neck is equally conspicuous. When I first observed the medals hanging from the necks of two girls they were being openly displayed in front of their pinafores. When next my eyes rested on these two girls, the medals had been tucked in underneath their pinafores, and were no longer visible, though the green ribbon to which they were attached was still displayed round their necks. The sister in charge told me that the mere ribbons, and even the cards worn on the shoulder, were not emblems, and that the wearing of them was no infraction of the rules of the National Board, which prohibit the exhibition of any "emblems or symbols of a denominational character" during the period of united instruction; but she at once admitted that the medals came within the scope of the prohibition, and that they ought to be worn under a shawl or pinafore. She accounted for the small number of tokens which I had observed by saying that others wore them, as they ought to do, under some covering.

Five girls wore tokens visible on occasion of visit.

Frank explanation by the sister in charge.

CONVENT SCHOOOL.

These tokens would be objectionable in a mixed school.

445. I am not aware whether the Board of National Education has ever attempted to define what are "emblems or symbols of a denominational character." These badges are tokens of membership or probationership in a society of a strictly denominational kind, and only by a very nice distinction can they be regarded as beyond the reach of the words in the rule. At any rate, if there were Protestant children attending the school—and this is the real test—these tokens would be calculated to give rise to differences; for even if they were allowed to be not contrary to the intention of the rule, they are tokens of an exclusive character, which Roman Catholics would enjoy, and for which Protestants would not be eligible. Therefore, harmless and useful as these tokens may be in a convent school, they none the less appear to me to be inconsistent with the spirit of the National system.

Distinction between times for secular and religious instruction.

446. On the subject of the observance or non-observance of the rules of the Board, with reference to the distinction between religious and secular instruction, it would be clearly impossible for me to adduce any direct evidence gathered on the occasion of an official visit. But even within the limits allowed by the rules of the National Board, there is room for much that is inconsistent with the effectual working of a mixed school.

The intermediate prayer.

447. Thus the rules allow religious instruction to be given at three times in the day at most; that is to say, there may be religious instruction or prayer at the commencement, and at the close of the school-day, and at one intermediate time. In the Lurgan convent school, strictly in accordance with the regulations, there are prayers from 9.55 to 10, A.M., that is, at the commencement of school; religious instruction (consisting of preparation for the sacraments, catechism, and prayers) from 2.15 to 2.45, P.M., when school closes, and from 12 to 12.5 prayers only are said. On the day of my examination the regular course was adhered to, and at noon the notice "religious instruction" was exhibited for a few minutes, during which the "Angelus" was repeated, and as soon as it was over the secular work went on as before. Now in this there is nothing whatever to be objected to if convent schools are regarded as denominational institutions; but if the fiction of mixed education is to be preserved in them, then this permission to break in upon the ordinary school work with a prayer is obviously objectionable. If there were half a dozen Protestant girls in attendance, the rules would require that at 12 o'clock they should leave the room to be re-admitted at five minutes past 12, and this would cause discomfort and inconvenience to all.

Requirement that secular books be laid aside at religious observances.

448. Moreover, the obvious intention of the Rules of the National Board is that there should be a complete separation, in time and circumstance, between periods of religious and of secular instruction. "Whether the religious or the secular instruction shall have priority in any National school, the books used for the instruction first in order shall be laid aside at its termination, in the press or other place appropriated for keeping the school books." And again, "No secular instruction, whether literary or industrial, shall be carried on in the same apartment during school hours simultaneously with religious instruction." But it would be monstrous to exact a precise compliance with these regulations for the purpose of a short intermediate prayer. The collecting and laying aside of the secular books "in the press or other place" before the prayer was said, and their redistribution afterwards, would, in effect, turn a five minutes' interlude into a twenty minutes' loss.

Direct internal communication between school and convent.

449. Again, one of the Rules of the National Board prescribes that "When a school-room is in any way connected with a place of worship there must not be any *direct internal* communication between the school-room and such place of worship;" the presumable intention of which is to remove the temptation which would otherwise exist to withdraw a class at irregular times for special instruction in religion to a place which is independent of the control of the Board. But in the case of a convent school, the very effect which it is sought to prevent in ordinary National schools, is actually produced. There is no prohibition of direct internal communication between the school and the convent, and the room adjoining the school may be fitted up with religious emblems and used practically as a sort of chapel over which the Board exercises no control. Something of this kind is done at the Lurgan convent, where the door communicating with one of the chief school-rooms leads into a class-room, which is explained to be not under the Board, and in which, accordingly, there is a free display of religious emblems. The Armagh convent, and that in the Crumlin-road, Belfast, are buildings quite separate from the schools.

These matters trivial as convent schools are, but significant in a non-sectarian system.

450. The matters to which I have just been calling attention may appear to some to be trivial, and to mention them at all may look like captious fault-finding. What more natural, it may be asked, than that the convents should avail themselves of all that the strict letter of the rules permit in the way of denominationalism? What harm can be done to Roman Catholic children by little tokens which are awarded to them for good behaviour? Who would grudge them a five minutes' prayer at mid-day? What if a class can at any moment be withdrawn without disturbing the rest of the school, into a separate apartment, which does not happen to be part of the "school-room," in the strict sense of the word? It is because all this may appear so natural and reasonable and harmless—if we take the convent schools as they are—that is, as practically exclusive schools—it is for this very reason that these matters are suggestive of very grave conclusions. The entire scheme of National education in Ireland was framed on the basis of "united" instruction in secular subjects. Certain rules are laid down on that general basis, as being best fitted to secure for all complete exemption from religious interference. Certain schools are admitted into the system, which have started from a point inconsistent with the idea of "united" secular teaching. And yet the attempt is made to keep up the fiction of a possible mixture of denominations by the enforcement of rules which, if there is no minority to be protected, appear irksome, unnecessary, and even injurious. If there were but two or three Protestant children in each convent school their presence would constantly keep before the minds of the teachers the object and purpose of the restrictions which the National Board imposes. But if no Protestant child ever attends, the perception of the reasons which actuate the Board in their restrictions becomes blunted; it is felt that the whole object of the restrictions is to preserve the rights of conscience, and here there can be no rights of conscience to preserve. The case I mentioned just now of the short intermediate prayer at noon will illustrate this point. If there were Protestant children in the school inconvenience would be felt directly. To pick out the Protestants, and send them for five minutes out of the room, would be at once painful to those particular children and a cause of disturbance to the whole school. The practice would, probably, on that account, be discontinued; indeed there is a provision made to meet such a case in the rules of the Board, one of which says that the Commissioners "will not sanction any arrangement for religious instruction, prayer, or other religious exercises *at an intermediate time*, in cases where it shall appear to them that such arrangement will interfere with the usefulness of the school by preventing children of any religious denomination from availing themselves of its advantages, or by subjecting those in attendance to any practical inconvenience." As matters are, not only is there no practical inconvenience arising from the mid-day prayer, but there would be no practical inconvenience in having a prayer every hour of the day, as is done in the schools of the Christian Brothers. But the sentiment which ought to be at the bottom of compliance with the restrictions imposed is taken away, and the only actuating motive is a feeling of necessary subserviency to the Board. Instead of acting continually on the principle of respecting the conscientious scruples of neighbours who differ from them in religion—instead of endeavouring to use the liberty which the Board allows, so as to adapt the school as nicely as possible to the convenience of conflicting

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interests, the managers of convent schools have but one set of interests to regard, and whatever liberty of action is allowed by the Board is strained to the uttermost in the direction of denominationalism, with no other check than the fear of passing beyond the limits prescribed.

451. Theory and practice are, in fact, in direct antagonism, and the convent schools are attached to the National system only by an unnatural and insincere allegiance.

Special regulations affecting convent schools.

452. II. I pass on to notice briefly the working of certain special regulations of the National Board relative to convent schools. The chief points of difference are:—

453. (1). The nuns alone of all teachers recognised by the Board are exempted from any test of their competency to act as teachers.

(1.) The nuns not examined.

454. The policy of their exemption is to be measured mainly by their actual success with their schools. I therefore leave the point for the present, and will refer to it in my general conclusions, after I have recorded the results of my examinations of the children.

(2.) No "assistant teachers" allowed.

455. (2). No "assistant teachers" are allowed to convent schools; to monitresses the regular salaries are granted. This restriction was urged by the nuns at the two Belfast convents as a very great hardship, and forms a leading topic in the complaints which they are very ready to urge against the Commissioners of National Education.

Complaint of the nuns at Belfast.

456. I do not see on what grounds of fairness this demand for assistants is made, seeing that the nuns themselves form a body which practically supplies principal and assistant teachers, nor was this complaint of the nuns of Belfast supported by the conversations I held with the nuns at Armagh and Lurgan. At Armagh, where the question was discussed at some length, the desire expressed took a very much milder and as it seems to me a very reasonable form. The ladies at this convent spoke of the National Board in terms of respect and good feeling. They disclaimed any desire to find fault with its mode of dealing with themselves. They considered that the Board treats them with exceptional indulgence in excusing them from examination, and in return it is but fair that they should make some concession to the Board, and the concession they have to make is to be denied the aid of paid assistants and to be allowed payment for monitresses only. But they argued, the Board has in this arrangement thought only of the nuns and not of the monitresses. For the monitresses, say they, it is a great hardship, that after they have served the allotted time in that capacity they must of necessity leave the convent school to become assistants elsewhere. Many of them are greatly attached to the school, to the nuns, and to the children, and would gladly stay if they might, even without increase of salary. But they are not suffered by the rules to extend the period allowed to them as monitresses; they are bound to go forward, and to go forward means to leave the convent school and become assistants elsewhere.

Case of the monitresses, as urged by the nuns at Armagh.

Injury caused by rapid succession of monitresses.

457. Besides this it was urged that great injury is done to the school itself by the frequent changes in the teaching staff which this rule necessitates. Mere girls are being constantly enlisted to take the places of young women who have become experienced teachers. Three monitresses had left the Armagh Convent school between January, 1867, and the date of my visit, October 12, 1868, and the trouble occasioned by the changes and the difficulty of procuring suitable substitutes were so great that the reverend mother sometimes thought of declining the aid of monitresses altogether, and supplying their places with more nuns.

They might be suffered to stay on as monitresses after their time is up.

458. To remedy all this, the nuns at Armagh ask that they may be allowed to retain their monitresses as long as they like. They do not ask to be allowed a staff of assistants as other schools have; but if they have got a really good monitress, whose presence is valuable to the school, they would wish that it should be possible for them to retain her; and they are confident that even without increase of salary they would be able to retain their best monitresses through the mere force of attachment and devotion. A relaxation of the rules to this extent would, as it appears to me, be beneficial to the schools, and it would entail no additional expense on the administration.

(3.) Payment to nuns on average attendance only, without regard to efficiency or number of nuns teaching.

459. (3). The form of payment made to the nuns requires a few words. Instead of salaries to the several teachers a payment is made *pro ratâ* according to the average number of children in attendance. In other words, the payment is made entirely without regard to the efficiency or inefficiency of the several schools. In ordinary National schools the rate of salary depends primarily upon the teacher's classification, which presumably represents his relative competency to teach. In the convent schools it follows from the exemption which is granted to the nuns from all tests of competency, that no distinction can be drawn between a convent which teaches well and one which teaches badly. It is assumed, in fact, that all convent schools are equally deserving. Moreover the payment is made without regard to the number of nuns who teach, and the consequence is that if the payment be regarded in the light of salary to be distributed among the teachers, the proportions are most unequal. For instance, there are but two nuns who teach at the Hamilton-street Convent School in Belfast. There were 333 children in attendance on the second day of my visit, or 166·5 children to one nun. Supposing the number present on that day to be the average daily attendance, the yearly allowance made to these two nuns would be £64 5*s.*, or £32 2*s.* 6*d.* apiece.

57 children to each nun in Crumlin-road, 166 to one in Hamilton-st.

460. Compare this with the Crumlin-road Convent School in Belfast. There are eight Sisters who teach in the day-school. There were present 457 children, or 57 children to each nun. If 457 were the daily average attendance, the grant for the year would be £89 15*s.*, or £11 4*s.* 4½*d.* to each nun. Then, as far as concerns "salary"—for so it is described in the official phraseology—the rate allowed is in the inverse ratio to the presumable efficiency of the school. Of course I am aware that the nuns do not consider the grant made to them in the light of a salary. Their work is a work of love, and they do not count the pecuniary gain as their object in teaching. The nuns in the Crumlin-road would regard it as no wrong that while they receive about £11 apiece, their sisters in Hamilton-street receive £32. But this is to treat the question from the convent's point of view, and not from that of the public good. The public may fairly say that if 57 children to each nun is a right proportion in the Crumlin-road, 166 to 1 cannot be right in Hamilton-street.

The nuns receive their salaries for general purposes of the convents. Objection on this ground in the minds of some.

461. I may mention here, that the fact of the nuns accepting the State grant not for themselves individually but for the general purposes of their convents was sometimes urged by those who object to the principle of convent National schools as a special ground of complaint against them. It was represented that the grant is neither more nor less than a subsidy from the public purse in support of monastic institutions. The allegation is, no doubt, literally true. Even the fees paid by the children are likewise devoted to general purposes. But, if it be once allowed that convent schools can be recognised as places of National education, the payment follows as a matter of course, and no one has any right to inquire whether the nuns do or do not devote the funds they earn to specific or general purposes. The question is, in fact, only part of the general question concerning the propriety of recognising convent schools for the purposes of National education, and I only allude to it because it seemed to be a special stumbling block in the minds of some persons whom I met.

462. I now proceed to notice the state of secular teaching in each of the four convent schools separately.

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I.—*The Crumlin-road Convent National School, Belfast.*

463. The convent occupies a favourable site in one of the most airy and healthy quarters of the town. By the kindness of the lady superior I was permitted to view the interior of the building, the chapel, the refectory, the cells, &c.

The school building.

464. The school is a separate building within the same general precincts. It consists of two wings, each containing three large and well-appointed rooms. One of these rooms is used for the infants, another for girls in the First Reading Book, the next for the use of the Second Book, the fourth for those in the Third and Fourth Books; the fifth is for the monitresses; the sixth is called the museum—it contains a small collection of specimens from nature, and is accessible as an extra room for general purposes. There is also a small class-room.

Children in attendance.

465. The accommodation is on the whole ample for the large number of girls who attend. There were 710 names on the rolls at the time of my visit; and the numbers in attendance in the several rooms, on the several days of my examination (September 1st, 2nd, and 3rd), composed an aggregate of 457, or 64·3 per cent. of the whole number on the books.

Record of examination.

466. The following is a *resumé* of the examination in the several rooms. By the term "per-centage mark" gained in any subject, I mean to represent, as in my remarks under the head of "Secular Instruction," the proportion of marks gained by the whole class under consideration in any particular subject; the standard of marks, if each girl obtained full marks, being 100.

Teaching staff.

467. The teaching staff consists of 8 nuns, 9 paid monitresses, of whom 1 is a "first class" monitress, and 10 unpaid monitresses—girls in the Fourth Reading Book. A singing mistress also attends.

(1.) Infant school.

468. (1.) *Infant School.*—Present, 210; taught by 2 nuns and 4 unpaid monitresses. Highest draft of 17, in First Book, read well; are learning easy addition tables; and some write in copy-books; sing nicely; order, quite satisfactory.

(2.) First Book room.

469. (2.) *First Book Room.*—Present, 86. These not distinguished in the books from the infants. Together they give 296 present out of 448 on rolls, or 66·0 per cent. Taught by 1 nun, 1 paid monitress (usually 2), and 3 unpaid monitresses. Divided into drafts of 11 to 18 in number. Lowest draft of 15 far behind highest draft in infants' room; but older (up to 9 years). Intermediate drafts, ages up to 10 and 11 years, not in advance of infants' room. Highest draft of 11 girls, ages from 7 to 9 years, read satisfactorily; have learned a very little geography (none knew the capital town of England); with 2 very simple addition sums, 12 out of the 22 sums were correct (per-centage mark, therefore, 54·5). Five girls had copy-books. On the whole this draft fairly forward; rest very backward.

(3.) Second Book room.

470. (3.) *Second Book Room.*—Present, 94 out of 154 on roll, or 61·0 per cent. Taught by 2 nuns, 3 paid and 2 unpaid monitresses. Divided into senior and junior divisions. In junior division, examined by a specimen draft of 22 drawn equally from upper and lower portions; average age was 8½ years. Per-centage marks:—reading, 59; arithmetic (simple addition and subtraction), 33; spelling, fair. In senior division, average age 9¾ years; per-centage marks—reading, 54; arithmetic (simple addition, subtraction, and multiplication), 64. In dictation (2½ lines, easy, from Second Book), words misspelt ranged from none (2 girls) to 10; average, 2·4 in each exercise. Most write in copy-books, but these very unsatisfactory. On the whole—reading, poor; arithmetic, good only in top girls; writing, bad.

(4.) Third and Fourth Books room.

471. (4.) *Third and Fourth Books Room.*—Present, in Third Book, 48 out of 83 on roll, or 57·8 per cent. In Fourth Book, 19 out of 25, or 76·0 per cent. Teaching staff, 2 nuns for this room only (aided by a third nun, who also assists in any other room where help is needed, and by one of those attached specially to the infants' room), and four paid monitresses.

472. Third Book class; divided into three divisions; a draft examined from each division separately, with results as follows:—

Division.	Number examined.	Ages.	Average age.	Per-centage Marks.			Test employed in Arithmetic.
				Reading.	Writing.	Arithmetic.	
Lowest, . .	19	8 to 13	10¼	69	—	67	Simple rules.
Intermediate, .	12	8¾ to 16¼	11½	64	48	41	Simple rules and compound addition.
Highest, . .	15	9 to 13	12	83	66	60	Compound rules.

Dictation was pretty fair in the two lower divisions; averaging about 1 word misspelt in every 2 lines of print from Third Book. In the highest division, with 4½ lines of Third Book, 5 girls quite correct; average 2 mistakes apiece. English grammar and geography, poor in lower divisions. In highest division—geography, good; grammar, beyond naming parts of speech to which words belong, weak.

473. Fourth Book class—In two divisions; upper consisting of unpaid monitresses. Their examination gave the following results:—

Division.	Number examined.	Ages.	Average age.	Per-centage Marks.			Test employed in Arithmetic.
				Reading.	Writing.	Arithmetic.	
Lower, . . .	6	12 to 18¼	13⅞	77	70	50	Simple and compound rules.
Upper (monitresses),	9	12 to 16	13½	88	80	72	Simple and compound rules.

474. In 5 lines dictated from the Fourth Book the lower division had no exercise free from errors; average, 3 words misspelt in each. Upper division wrote 4½ lines, rather difficult, with average of one mistake apiece; two quite correct.

475. Geography and grammar in lower division unsatisfactory, especially the grammar; in upper division both satisfactory.

General.

476. On the whole—the Third Book class satisfactory in reading, poor in writing, grammar, and geography; not forward in arithmetic; fair in dictation. The Fourth Book class, in lower division, bad in arithmetic, and only satisfactory in reading and writing; in the upper division a very marked improvement, the class being throughout intelligent; their reading and especially their writing very good.

II.—*Hamilton-street Convent National School, Belfast.*

477. Three members of the Sisterhood of Mercy occupy an ordinary private house in Hamilton-street, adjoining the school building. The house is not permanently devoted to conventual purposes, but is rented by the Sisters at £50 a year.

The school building.

478. There is one large school-room (58 ft. × 21 ft.), one smaller room (23 ft. × 20 ft.) in which the infants are taught, and a third room, forming part of the house or convent, but accessible only from the school, is used as a music-room, and for the monitresses. The area of the two school-rooms would accommodate, at 8 square feet per child, 210 children. The number on the rolls at the time of my visit was 468, of whom 272 were present on Friday, August 28th (market day), and 333 on Monday, August 31st, or 71 per cent. of the whole number. The rooms are consequently inconveniently crowded.

Teaching staff.

479. The teaching staff consists of two nuns and eight paid monitresses, of whom two are "first-class" monitresses, besides a workmistress, and a singing-master. The girls in the fourth class act as unpaid monitresses.

480. (1). *First Book Class.*—Reading and elementary arithmetic much the same as at Crumlin-road; writing somewhat better. Ages up to 10 years.

481. (2). *Second Book Class.*—In two drafts; reading in upper draft satisfactory, in lower draft backward. Sums in simple addition and subtraction, per-centage mark of the whole class 61. Spelling in upper draft pretty good. Writing tolerable. Ages from 7 to 12½ years.

482. (3). *Third Book Class.*—Highest draft of 19 girls.

Number examined.	Ages.	Average Age.	Per-centage Marks. Reading.	Writing.	Arithmetic.	
19	9 to 13	10¾	63	66	56	(Simple rules and compound addition.)

483. This may be compared with the corresponding drafts at Crumlin-road. In dictation this class wrote the same 4½ lines which were dictated to the highest draft of the Third Book class at Crumlin-road; one girl made no mistake, one (aged 13), made as many as 11; average, 4·5 words misspelt in each exercise. English grammar bad, the wildest guesses made as to parts of speech of words. Geography fair.

484. (4). *Monitresses' Class.*—Ten girls, aged from 12¼ to 16 years, average age 13¼. Far inferior to the corresponding class at Crumlin-road. Copy-books wanting in neatness and cleanliness; per-centage mark in arithmetic (compound rules) only 55. In three easy lines of prose from Third Book, two exercises only quite correct. One girl, aged 13, had 7 mistakes, and the average gave 2·6 words misspelt in each exercise.

III. *Lurgan Convent National Schools.*

485. The convent at Lurgan supports three distinct departments, all under the National Board, viz., an infant school (for poor children), a school called "St. Mary's" for poor girls, and a school called "St. Joseph's" for girls of a higher social class. But so far as the connexion with the National Board is concerned the three schools are regarded as one.

486. The girls in St. Joseph's are chiefly daughters of tradespeople in Lurgan. They pay 2*s.* 6*d.* or 5*s.* a quarter, and the room in which they are taught is quite separate, and approached by an entirely different route from that by which the girls of St. Mary's are admitted to their school. They are taught by two nuns, and two paid monitresses.

487. In St. Mary's the girls are of the usual National school class, and pay, if anything, 1*d.* a week. They are taught by two nuns, a first class monitress and another paid monitress.

488. The infant school is preparatory to St. Mary's only, and the fee is, if anything, 1*d.* a week. The teachers are one nun, one monitress paid by the National Board, and one monitress paid by the convent. This second monitress was paid by the Board until the time arrived when she would in the regular course have been examined with a view to an appointment elsewhere as an assistant; for by the rules of the system she would not be allowed to remain as a monitress beyond the appointed period, and as an assistant she would not be paid in a convent school. The nuns preferring to retain her at any price, pay her themselves.

489. I examined every girl present in the second, third, and fourth classes, and some also in the first. I took the corresponding classes of the St. Joseph's and St. Mary's together, so as to test their relative proficiency throughout.

490. The state of the roll and the attendance were as follow:—

Class.	St. Joseph's. Roll.	St. Joseph's. Present.	St. Mary's. Roll.	St. Mary's. Present.	Infants. Roll.	Infants. Present.
First Book,	20	19	49	21	188	97
Second Book,	8	7	43	22	—	—
Third Book,	9	8	8	5	—	—
Fourth Book,	8	4	3	3	—	—
Totals,	45	38	103	51	188	97

In all 336 on the roll, of whom 186 present, or 55·3 per cent. Separately, 84 per cent. in attendance in St. Joseph's, and only about half in St. Mary's.

491. (1). The children in the First Book presented no feature calling for special notice; most of the St. Joseph's girls had copy-books, and St. Mary's girls had none. This was the chief difference.

492. (2). *Second Book Classes.*—Present 7 in St. Joseph's, 22 in St. Mary's, the latter in two divisions, of which the lower examined together with the St. Joseph's class.

Division.	Number Examined.	Ages.	Average Age.	Per-centage Marks. Reading.	Writing.	Arithmetic.	Test employed in Arithmetic.
St. Joseph's (all)	7	8¾ to 14	11¼	60	41	39	Simple addition and subtraction.
St. Mary's (lower)	10	7 to 12½	9¾	46	40	57	Simple addition, only.
St, Mary's (upper)	12	9½ to 13¼	11¼	76	43	54	Simple addition, subtraction, and multiplication.

Only two of the St. Joseph's girls did a sum quite correctly; they were extremely backward. Writing of all very unsatisfactory.

493. (3). *Third Book Classes.*—Present 8 girls of St. Joseph's, and 5 of St. Mary's.

	Number Examined.	Ages	Average Age.	Per-centage Marks. Reading.	Writing.	Arithmetic.	Test employed in Arithmetic.
St. Joseph's,	8	9 to 15¾	11⅞	70	58	41	Simple rules and compound addition.
St. Mary's	5	9 to 13¼	11⅛	66	50	20	

The arithmetic of the St. Mary's girls very bad, as also their dictation; in 4½ lines from Third Book two had seven mistakes each, one 8, and one aged 13¼ had 13.* The St. Joseph's girls misspelt on an average 4 words apiece. English grammar in St. Joseph's was mere guesswork; in St. Mary's far better, in fact just satisfactory.

494. (4). *Fourth Book Classes.*—Present 4 girls of St. Joseph's, 3 of St. Mary's.

	Number Examined.	Ages.	Average Age.	Per-centage Marks. Reading.	Writing.	Arithmetic.	Test employed in Arithmetic.
St. Joseph's	4	10 to 15¼	13¼	83	75	65	Simple and compound rules, and simple proportion.
St. Mary's (monitresses),	3	9½ to 11½	10¾	100	55	50	

* This girl wrote as follows:—
This on fortnut man had not laying loud quit in the cavrin before he herd a dreadfull nois witch fritned him very mutch and seemed to be the rower of some wild beast he started up with a desine to escape.

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495. In dictation, 5½ lines from Third Book, two girls in each class were without mistake, and the rest had 1 or 2 mistakes each. English grammar was very respectable, geography (including physical) satisfactory. The whole of these two classes were intelligent, and considering the age of St. Mary's girls they did as well as those of St. Joseph's, though neither their writing nor their arithmetic were at all satisfactory for monitresses.

496. Considering their relative ages I do not think the St. Mary's girls can be said to be at all inferior to those in St. Joseph's. It is to be noticed in St. Mary's that the oldest class is in the Second Book, and that the Fourth Book class is younger also than the Third Book class. The greater regularity of attendance in St. Joseph's may account for the more regular gradation of ages in that school.

Social distinction between St. Joseph's and St. Mary's schools.

497. The social distinction drawn at this school between St. Joseph's and St. Mary's departments is unique in my experience of National schools in Ireland. It might be expected that the advantages of more cultivated associations at home, and more regular attendance at school, would place the St. Joseph's girls not only far in advance of the St. Mary's girls, but in advance also of girls at any ordinary National school. I find no such result, however. The girls in St. Mary's are, for their years, as well advanced as those in St. Joseph's, and for the purpose of comparison with an ordinary National school, I shall not be applying too severe a test if I place side by side, the performances of the Second Book class of St. Joseph's, the upper draft of the Second Book class in the girls' department at Hunter's-lane National school, in Donaghadee, and of the Second class (third from the top) at Kilmore (Erasmus Smith's) girls' school :—

Comparison with two other girls' schools.

Second Class at	Number examined.	Ages.	Average age.	Per-centage Marks. Reading.	Writing.	Arithmetic.	Test employed in Arithmetic.
St. Joseph's, . . .	7	8¾ to 14	11¼	60	41	39	Simple addition and subtraction.
Donaghadee, . . .	12	7 to 10¾	9	95	58	66	
Kilmore Church School,	12	8 to 10	8⅞	80	66	76	Simple addition, subtraction, and multiplication.

Or again, in the Third Book class, if I compare the work done at St. Joseph's with that at Dundonald (girls') National school, situated in a small village in the county Down.

Third Class at	Number examined.	Ages.	Average age.	Per-centage Marks. Reading.	Writing.	Arithmetic.	Test employed in Arithmetic.
St. Joseph's, . . .	8	9 to 15¾	11⅞	70	58	41	Simple rules and compound addition.
Dundonald, . . .	9	9 to 12½	10¾	77	74	73	Simple and compound rules, *and simple proportion.*

In English grammar and in dictation, the girls at Dundonald were very much superior to those at St. Joseph's; the difference in dictation is as 2 to 1 in the words misspelt *in the same passage.*

IV. *Armagh Convent National School.*

Children in attendance.

498. The children who attend this school are of very poor parentage ; the fee is but a penny a week throughout the school, and very few pay even this. On the day of my visit, which was a Monday, and therefore pay day, there were 124 children present in the infant school, and 78 in the upper school, or 202 in all. The produce of the fee should therefore have been 16*s.* 10*d.*, but the amount actually paid was only 3*s.*, and this was explained to be about the average weekly receipt.

The "day school."

499. Children of tradespeople in the city are sent chiefly to the convent "day school," in which the fee is 10*s.* a quarter, and where French is taught. This school deprives the National school of that class of pupils who compose the St. Joseph's department at Lurgan.

Nuns of the Sacred Heart.

500. The nuns of the Sacred Heart do not usually devote themselves to the education of the poor at all. Their primary object, as the reverend mother explained to me, has always been the education of girls of the better class. The order was instituted in France soon after the Revolution, for the special purpose of counteracting infidel tendencies, and the middle and upper classes of society were chosen originally as their sphere of labour. Here in Armagh the principal object of the sisterhood is to carry on their day and boarding schools, but in consequence of the state of destitution and ignorance in which the Roman Catholic poor of the city were said to lie, the Sisters took upon themselves the additional work of primary education under the National Board. Accordingly, out of a sisterhood numbering thirty-six nuns, four are regular teachers in the National school, and a fifth acts as singing mistress. The whole teaching staff consists of the four nuns and four paid monitresses, besides the singing mistress and unpaid monitresses.

501. I examined all but a few very young girls in the upper school, and also inspected the infant school.

Infant school.

502. The most noticeable fact in the infant school was the presence of several girls of eleven years of age, who had come in a state of complete ignorance, and were therefore classed with little girls learning their letters. In no other convent school was there so large an admixture of advanced ignorance. None of the infants wrote on paper ; half of them learn sewing, and the best of them are learning easy addition on the black board.

Second Book class.

503. The lower part of the upper school consisted of a large class reading the Second Book. To eighteen girls taken promiscuously from the lower drafts of this class, I propounded a very simple addition sum of three lines, with three figures in each line. Out of the eighteen four only were right. There were only three copybooks in use among them, and their reading was not satisfactory. Their ages were from five to nine years.

504. In nineteen other girls, including the sixteen best girls of this class, the ages ranged from seven to fourteen years, the average age being ten years. The reading of half this class was passable, of the rest bad. The per-centage mark of the whole class was only 51. The copybooks, of which the class possessed eleven, were without exception bad and mostly dirty—among the worst I have seen in any National school. In arithmetic nine girls had not learnt simple subtraction. The rest professed to be learning it. I gave first an addition sum of four lines, with three figures in each line, and then a subtraction sum with six figures in either line, which was to be an addition sum for those who could not subtract. Seven girls out of the nineteen, did no sum right ; only two did both sums right, and these did not attempt to subtract. The ten subtraction sums that were done were all wrong. The class, as a whole, was in an exceedingly backward condition.

Third Book class.

505. In the Third Book class of twelve girls the average age was 12¼ years, the youngest girl was 9¼, the eldest 16. The reading was bad (per-centage mark 43) ; their writing bad (per-centage mark 35) ; their English grammar backward. In arithmetic only two girls professed to be out of the simple rules. I gave the class—

(1). A sum in simple addition.
(2). „ „ simple subtraction.
(3). „ „ simple division by 7.
(4). „ „ simple multiplication by 8.

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506. My sums were never long ones. Two girls in lieu of question (4) took a compound multiplication sum. The result was that 6 girls, or half the class, aged respectively 16, 12, 11, 9¼, 14, and 14, did no one of the sums correctly. The remaining 6 girls did 10 sums correctly among them. Even after making the allowance I always did for sums only slightly wrong, the per-centage mark of the class was but 27. I also gave them four and a half lines from the Third Book for dictation. A girl, aged 14, had 12 mistakes; the work of another, aged 14, was unintelligible and worthless; another, aged 14½, had 9 mistakes; two girls, aged 11 each, had 10 mistakes each, and so on. The best exercise was by a girl of 12 years, and had 4 mistakes. The average gave 8 mistakes for each exercise, besides one absolutely unintelligible. As a contrast to this I may mention that at Kircubbin National School I dictated the very same passage to the Third Book class, and that more than half the girls in the class (4 out of 7) wrote it out without an error, and on an average they were more than a year younger than the girls at the convent school. To speak of it as a whole this class was one of the most unsatisfactory throughout that I met with in any National school.

Fourth Book class.

507. The Fourth Book class contained 12 girls, aged from 10 to 14 years; the average age was 12½ years. Their reading and writing were just tolerable (per-centage marks, 71 and 62, respectively). In arithmetic they had the same sums as the Third Class, excepting that in lieu of (4) I gave them a sum in compound multiplication by 27. This, of course is to assume a very low test for a Fourth Book class. Nevertheless, two girls, aged 12¾ and 12, respectively, failed to do a single sum correctly. Half the class did not even do the sum in simple addition, and no less than 8 girls out of the 12 failed in simple subtraction. The per-centage mark even on this very low test was but 43 for the whole class. In notation they were very deficient. And these girls act as unpaid monitresses. This class may be instructively compared with the corresponding class at Kilmore Church school.

Comparison with another girls' school.

	Number of Girls in attendance.	Number of Girls in highest Class.	Average age in highest Class.	Per-centage Marks in Reading.	Writing.	Arithmetic.	Test employed in Arithmetic.
Armagh Convent School,	78 (besides infants).	16 (of whom 12 examined).	12½	71	61	42	Simple and Compound Rules.
Kilmore Church School,	76	16	12¼	88	87	72	Simple and Compound Rules and Proportion.

And in passages of about equal difficulty dictated to them the class at the convent school misspelt on an average two words in each line of print; that at the church school misspelt one word in every two lines of print.

General comparison of convent schools with other girls' schools.

508. I conclude this record of my examination of convent schools by setting out for comparison the results I obtained at girls' schools of different kinds. I have only introduced schools, or departments of schools, appropriated to girls alone, and in which the teachers are females. Among the ordinary National schools I include good, bad, and indifferent. Under the first head, relating to Fourth Book classes, I add specimens from four of the better Church schools. Below the highest class the arrangement of a Church school does not tally accurately enough with that of a National school to admit of a satisfactory comparison.

School and Class.	Number Examined.	Ages.	Average Age.	Per-centage Marks in Reading.	Writing.	Arithmetic	Test employed in Arithmetic.
FOURTH OR HIGHEST CLASSES.							
1. *Four Convent Schools:*							
Armagh,	12	10–14	12½	71	61	42	Simple & Compound Rules.
Belfast, Crumlin-road,	15	12–18¼	13⅝	84	76	65	
,, Hamilton-street,	10	12¼–16	13¼	–	70	55	Compound Rules.
Lurgan,	7	9½–15¼	12⅝	90	66	58	Simple and Compound Rules and Simple Proportion.
Averages,	–	–	13	80	68	54	
2. *Four Ordinary National Girls' Schools:*							
Armagh,	5	10½–15	13	66	80	45	Simple and Compound Rules and Simple Proportion.
Blundell's Grange,	3	11¾–13½	12⅝	88	83	70	
Donaghadee,	8	10½–14½	12¼	93	97	81	Compound Rules and Simple Proportion.
Trinity-street, Belfast,	4	9½–14½	12⅛	95	83	90	Simple & Compound Rules.
Averages,	–	–	12½	85	87	72	
3. *Four Church Schools (Girls):*							
Armagh (Mall),	10	10–15	11¾	76	66	38	Simple & Compound Rules (easy).
Bangor (Lodge),	10	10–15¼	12½	76	94	63	
Kilmore,	16	10¾–14½	12¼	88	87	72	Simple & Compound Rules and Simple Proportion.
Randalstown,	7	10–14¼	12⅜	85	66	46	
Averages,	–	–	12	80	80	57	
THIRD CLASSES.							
1. *Four Convent Schools:*							
Armagh,	12	9¼–16	12¼	43	34	27	Simple Rules.
Belfast, Crumlin-road—							
Lowest Draft,	19	8–13	10¼	69	–	67	Simple Rules.
Intermediate Draft,	12	8¾–16¼	11½	64	48	41	Simple & Compound Rules.
Highest Draft,	15	9–13	12	83	66	60	Compound Rules.
Belfast, Hamilton-street—							
Upper Draft only,	19	9–13	10¾	63	66	56	Simple Rules & Compound Addition.
Lurgan,	12	9–15¾	11½	67	56	36	
Averages,	–	–	11¼	65	55	50	

Fourth Book classes.

Third Book classes.

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School and Class.	Number Examined.	Ages.	Average Age.	Per-centage Marks in Reading.	Per-centage Marks in Writing.	Per-centage Marks in Arithmetic	Test employed in Arithmetic.
Third classes—*continued.*							
2. *Six Ordinary National Girls' Schools:*							
Armagh,	10	9–14¼	11⅝	71	55	35	Simple Rules.
Donaghadee,	12	8½–13	11¼	76	73	62	
Dundonald,	9	9–12	10¾	77	74	73	Simple & Compound Rules and Simple Proportion.
Trinity-street, Belfast,	12	10–13½	10⅞	77	62	56	Simple & Compound Rules.
Earl-street, Belfast,	4	10¼–13¼	11¾	83	62	59	
Old Lodge-road, Belfast,	10	9–14	11⅛	63	59	66	
Averages,	–	–	11⅛	73	64	58	
SECOND CLASSES.							
Second Book classes.							
1. *Four Convent Schools:*							
Armagh (Upper Draft),	16	7–11	9¾	61	12	45	Simple Addition and Subtraction.
Belfast, Crumlin-road— (Upper Draft),	16	8–12	9¾	54	28	64	Simple Addition, Subtraction, and Multiplication.
(Lower Draft),	22	7–12¼	8¼	59	–	53	Simple Addition and Subtraction.
Belfast, Hamilton-street,	29	7–12½	9	52	–	61	
Lurgan, St. Joseph's,	7	8¾–14	11¼	60	41	39	
,, St. Mary's— (Upper Draft),	12	9½–13¼	11¼	76	43	54	Simple Addition, Subtraction, and Multiplication.
(Lower Draft),	10	7–12½	9¾	46	40	57	Simple Addition.
Averages,	–	–	9½	57	30	55	
Armagh,	16	7–13	9	46	–	43	Simple Addition, Subtraction, and Multiplication.
Blackwatertown— (Upper Draft),	10	7½–13¼	10½	58	33	57	Simple Addition and Subtraction.
(Lower Draft),	12	5–12½	9½	43	20	42	
Blundell's Grange,	18	7–12½	9½	73	50	60	,, ,,
Donaghadee (Upper Draft),	12	7–10¾	9	95	58	66	,, ,,
Old Lodge-road, Belfast— (Upper Draft),	13	8–11	9¼	58	30	67	,, ,,
Randalstown, No. 1,	11	9½–15	11⅛	74	40	74	Simple Addition, Subtraction, and Multiplication.
Averages,	–	–	9½	63	39	57	

Conclusions drawn from this comparison.

509. These figures establish to my mind the following conclusions:—

1. That the best classes in the best convent schools fall short of the standard attained in the best ordinary National schools for girls.
2. That on the average the convent schools fall even below the average standard attained by ordinary National schools for girls.
3. That the most noticeable failing in the highest classes at convent schools lies in their arithmetic.

510. As between the several convent schools themselves, the highest development is attained at Crumlin-road school, Belfast. Decidedly the worst results were shown at Armagh, where, however, the girls belong to an exceptionally poor class, such as, I should think, is scarcely to be found in Belfast.

Rivalry between convent and model schools

511. Before quitting the subject of convent schools I would say a word on the special functions which they are now taking upon themselves as competitors with the National model schools. In Armagh there is no model school, and the convent school there has no other rival than the female National school, which it does much to weaken and impoverish. But in Belfast and Lurgan there are model schools both of which are under competition on the part of the convents.

512. It will be seen from what has been already said that, from an educational point of view, the convent schools do not in point of fact hold their own even against the best ordinary National schools; still less, I should presume, can they be regarded as adequate substitutes for the model schools. Their pretensions to acquire the position of denominational model schools have arisen not from dissatisfaction with the secular teaching given at the State schools, but from political and religious motives. There seems to be a general consensus on the part of persons of all creeds so far as regards the relative efficiency of the model schools for secular instruction; and although the nuns at Belfast evince the keenest spirit of jealousy and competition, their remarks always took the form of complaints that they themselves were working at a comparative disadvantage and involved no disparagement of their rival's merits. It is, indeed, not to be expected that the nuns, however enthusiastically devoted to their labours, could produce results equal in the aggregate to those shown at the model schools which are in every way the most favoured members of the National system; and I cannot doubt that the Commissioners of National Education are well aware of the state of the case. Nevertheless, the Board now displays the utmost readiness to promote this rivalry of their own model schools. In Belfast, where the population is so large, the matter is less noticeable, because there are numerous other National schools there under Roman Catholic management, and the convent schools might be regarded as no more than fresh extensions of the means of education to meet the rapidly-increasing demand of the population. But it is otherwise at Lurgan, a town of only some 10,000 inhabitants, of whom the majority are Protestants.

encouraged by the National Board.

Case at Lurgan.

513. The Lurgan Model School was opened on the 2nd day of March, 1863, and a large number of children of all denominations were entered on its rolls. During the twelve months preceding August, 1866, there were entered on the rolls—

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Entries on rolls of model school during first year of its existence.

	Established Church.	Roman Catholic	Presbyterian.	Others.	Total.
Boys' school,	167	64	75	32	338
Girls' ,,	68	29	65	23	185
Infant ,,	76	24	40	15	155
Total,	311	117	180	70	678

514. Of the whole number, 678, there were 117 Roman Catholics, or 17·2 per cent.; of the 185 girls, there were 29, or 15·6 per cent. who were Roman Catholics. The members of the Established Church are the most numerous religious body in the town; next to them in number, and at no great interval, are the Roman Catholics, who are estimated to be about twice as numerous as the Presbyterians. It is clear, therefore, that though the Roman Catholic body did not at that time patronize the model school in such large proportions as the members of other religious bodies; still the number of Roman Catholics on the rolls was not in itself inconsiderable.

515. On the 27th of August, 1866, the convent school was opened, and in the last quarter of the present year (1868) the number of children on the roll of the model school for that quarter only (not for the whole twelve months, as in the statistics given above) was—

Present state of the rolls.

	Established Church.	Roman Catholic.	Presbyterian.	Others.	Total.
Boys' school,	110	12	44	17	183
Girls' ,,	43	3	29	20	95
Infant ,,	60	4	30	7	101
Total,	213	19	103	44	379

That is to say, the proportion borne by the Roman Catholics (boys, girls, and infants) to the total number had fallen from 17·2 per cent. in the year 1865–66 to five per cent. in the last quarter of 1868; and of the girls alone about three per cent. only are Roman Catholics now, whereas the proportion was 15·6 per cent. before. The attendance by the boys has fallen almost in a like degree, and it would appear to be not improbable that in a short time there will be no Roman Catholics in the school at all. The failure of Roman Catholic girls is, of course, due to the counter-attraction of the convent school. The boys, on the other hand, are not provided for as yet quite in the same way; but the countenance given by the National Board to the convent school has not been without its effect upon the boys. There has long been a National school just out of the town within the precincts of a Roman Catholic chapel, and this school has been the main educator of the boys. It is held in an old and unsuitable building, on a most unfavourable site, actually in the graveyard, and approached from the town by a level crossing over the railroad, on which—I was told by the master—a boy had once been killed on his way to or from school. It is now intended to remodel this school on a good site, and to follow the example set at the convent school in dividing the boys into two departments—the one for the poor, the other for the better class of boys who are likely to be injuriously affected by their prohibition from attendance at the model school. Of course what has been sanctioned at the convent will not be refused at the boys' school, and the result will be, that in this town of 10,000 inhabitants the State will, in the first place, have erected at great expense a model school for the avowed purpose of extending the principles of united education in its most complete development, which model school it will be supporting at a heavy annual expense, in order to secure the highest attainable efficiency in organization, teachers, and apparatus; in the second place, it will have taken under its care a convent school, whose purpose, equally avowed, is to withdraw all the Roman Catholic girls from this model school, and to render it, so far as girls are concerned, a purely Protestant institution, and to this convent school it will be making annual grants of public money to enable the nuns to afford to these girls an education which is actually inferior to that given at good National schools of the ordinary type, and which ought, *a fortiori*, to be far inferior to that provided at the model school; and in the third place, to complete the process of Protestantizing the model school, it will, beyond a doubt, continue its aid to a school which, in its proposed form, will do for boys all that the convent school already does for the girls. It appears to me that this course of action entails all the possible evils without securing the possible benefits of a denominational system. It is neither economical nor efficient; it promotes not healthy competition but sectarian rivalry; it is neither conciliatory nor impartial. If it is intended that the members of the opposite creeds should be kept separate, let the purpose be avowed, and the fiction of a mixed model school be abolished. If it is desired to maintain at the public cost two or three model schools in one small town, let them at least be placed on an even footing and share equally in the State subsidy. If economy is to be disregarded, let the money at any rate be spent so as to secure equal efficiency in the rival schools. If the attempt to smoothe down the asperity of religious animosities by blending the school-life of Protestant and Catholic is to be given up, let no possible charge of favouritism embitter still more the passions which are already sufficiently keen.

Action of the Commissioners of National Education.

516. As it stands, the action taken in this matter by the administrators of a mixed and non-sectarian system of education forms a tale of self-contradiction throughout.

SECTION X.—SCHOOLS OF THE CHRISTIAN BROTHERS.

517. The Christian Brothers are a body of men bound together by monastic vows, and existing for the special purpose of educating boys, particularly poor boys, according to the principles of the Roman Catholic religion, gratis. The institute was established in the year 1802, when the first school of the Brothers was opened in Waterford. Since that date their schools have largely increased in number, especially during the last twenty years, or thereabouts. In 1851, the school at Armagh was established, and towards the close of 1866 the first Christian Brothers' school in Belfast was opened, in Barrack-street. This was shortly followed by a second in Donegall-street. These three are the only schools of this character within the limits of my district.

Institute of the Christian Brothers.

518. The fundamental principles of the institute are comprised in the above statement of the purpose for which it was called into being. These principles are that the Brothers should devote themselves to the instruction of poor boys especially, that they should instruct them gratis, and that they should above all things instruct them in piety and religion. Poverty on the part of the children, renunciation of emoluments by the Brothers, and an expressly religious aim in the teaching, are the leading features of the scheme.

Principles of the Institute.

519. In its inception the institute was intended to cope with the mass of ignorance among the Roman Catholic poor, brought about through the operation of the Penal Laws, under which instruction by Roman Catholic teachers had been prohibited. The opportunity afforded by the abrogation of the Penal Laws opened up a wide field of labour, upon which the Christian Brothers were not slow to enter. Poverty and ignorance met them on

Its original aim.

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every hand, and there was not a Roman Catholic district in Ireland where such services as theirs were not urgently needed.

Its present position.

520. But the development of the National system of education has entirely changed the face of the country in this respect. It can no longer be truly said that the poor of Ireland are in need of the means of education. Better schools and a better attendance at the schools are needed indeed; but so far as my opportunities have enabled me to judge, no child however poor is without the means of obtaining near at hand at least a tolerable instruction in the rudiments of secular knowledge. Thus the *raison d'être* of the Christian Brothers' Institute no longer exists, and with the altered circumstances of the times the attitude of the Christian Brothers' schools has been modified likewise. The position which these schools now occupy may be gathered from the fact to which I have already adverted of their great increase in number in recent years, during the period when the absolute deficiency of primary schools has been least, and when indeed schools are rather too many than too few. In short the Christian Brothers' schools are now rivals to the schools of the National Board, and not supplementary to them.

The Belfast schools are rivals to the model school.

521. As a consequence the Brothers no longer adhere strictly to the condition of poverty, which their rules prescribe in the choice of their pupils, but on the contrary in Belfast their aim is rather to attract the sons of the better class of the Roman Catholic population. It is well known that the model schools of the National Board are the object of vigorous and persistent attack on the part of the Roman Catholic hierarchy. In some places the Catholic children have been almost entirely withdrawn from the model schools in obedience to directions from the altar; in Belfast the number is being rapidly reduced to an insignificant proportion. It is the special aim of the Christian Brothers in Belfast to receive those boys who would otherwise probably attend the model school; these are usually of a higher social grade than the pupils of an ordinary National school. In no schools that I visited was there less appearance of poverty among the boys than in the two Christian Brothers' schools at Belfast. How far the Brothers have been successful in withdrawing boys by the aid of the priests from the model school, may be inferred from the specimen drafts which I examined in the highest room of the Barrack-street school; out of thirty-five boys whom I examined in that room, 17, or all but one-half, had been pupils at the model school.

The Brothers no longer seek the poorest boys.

522. I have already mentioned that in this very same street, and within a few steps only from the door of these schools, stand the Barrack-street Ragged schools, containing amid a large preponderance of Protestants, a considerable minority of Catholics of the poorest class. If poverty were still made a paramount condition, these and not the model school boys should have the first claim on the Brothers. But it is not so. The ragged Arabs of Belfast are free to attend this exclusively Protestant school, where there is no guarantee for religious liberty beyond the good sense of the ladies who manage it, and of the teachers whom they employ. The Catholic *bourgeoisie*, on the contrary, who can avail themselves of a model school managed on the strictest principles of religious equality, officered by teachers of all denominations, and superintended by a district Inspector who is himself a Catholic, are subjected to such a pressure from their spiritual advisers that they have almost all vacated their places in the model school, and are filling, to the exclusion of the poor, the walls of the schools of the Christian Brothers.

Nor do they in effect teach them gratis.

523. But it may be asked, if the Brothers no longer insist upon the condition of poverty, do they still adhere to their principle of affording instruction *gratis?* Would it not be a monstrous perversion of charity to relieve the respectable shopkeepers of Belfast from their liability to pay for their children's education? The plan followed was explained to me to be this—when the Brothers are to be introduced to a fresh school, funds are in the first place raised by the local clergy, for providing suitable buildings, both for the housing of the Brothers and for the school. The bishop of the diocese further guarantees a certain annual income for their support, and the amount is raised by the priests from their several congregations by means of collections in their churches. An account is kept of the sums contributed by the various subscribers, and this list is, to some extent, a sort of school list, that is to say, a parent who has or who expects to have a son in the schools, subscribes in church according to his means, towards the maintenance of the Christian Brothers' establishment. In school, the only charge the Brothers make is one of one penny a head weekly, and the amount produced by this capitation fee is expended strictly on the school itself, in providing materials, pictures, emblems, and for various incidental expenses, repairs, &c. Thus the principle of gratuitous teaching is maintained so far as regards fees contributed in school, the teaching being gratuitous, however, not in the sense that the boys pay nothing, but in the sense that their pence are expended by the Brothers for their benefit. But it will be seen that this penny a week does not represent the real expense to the parent, or at least it only does so in some instances, for I do not mean to say that there are no poor boys admitted, especially in the Donegall-street schools. The rest of the expense falls on the parents as members of certain congregations, though no doubt others who are not parents contribute also.

The competition of the Brothers depresses the Roman Catholic National schools.

524. The Christian Brothers in Belfast, then, are a sort of lower-middle-class school corporation, founded on strictly Catholic and religious principles, in competition with the National Board of Education, and under the direct and active patronage of the Catholic hierarchy. Their competition affects not the model school only, but all the National schools under Catholic management as well. The masters of Catholic National schools with one voice complain that the Christian Brothers draw off from the whole town the boys who formed their best and most remunerative pupils, and they exclaim against the hardship to which they are subjected, when through no fault of their own their schools are reduced, and their fees rendered less productive, by a competition which they are not equal to encounter.

The Brothers at Armagh.

525. In Armagh, where there is no model school, the case is different. The boys in the Christian Brothers' school there are mainly of the ordinary National school type; but still the effect of the competition between it and the Roman Catholic National school for boys is, that the latter is in a miserably impoverished and ill-regulated condition. There is the same preference shown by the clergy towards the Brothers over the National teacher, and the same inability on the part of the latter to hold his own against their partiality.

Boys pass to and fro between the Brothers' and the National school.

526. What might be the preference of the parents if they exercised an independent choice between a Christian Brothers' school and an ordinary National school under the management of a priest, I had not sufficient means of judging positively. At Armagh boys are represented as passing frequently backwards and forwards from the one school to the other, as though it were matter of indifference to them which school they attended. The master of the National school told me that boys were constantly coming to him with a reading book of the Christian Brothers' series, and were puzzled to find that they might not use it there. He had one of these books in his desk which he had taken from a boy on the day of my visit. I am inclined to think that here the parents, through ignorance and indifference, have really very little preference in the matter. That the Belfast Christian Brothers' schools are extremely popular I do not doubt, and numerous applicants for admission are being continually refused for want of room; but I do not believe that the parents, as a body, find anything to object to in the Roman Catholic National schools, and any apparent preference they may show for the schools of the brothers is due partly to the expressed predilections of their priests, and partly, in the case of poor parents, to the professedly gratuitous character of the instruction. If there is any further motive which influences them

Popularity of the Brothers' schools in Belfast.

in favour of the brothers it is one which arises from the attraction presented by lives of devotion and self-sacrifice, and from the spirit of enthusiasm which the brothers throw into their work. CHRISTIAN BROTHERS' SCHOOLS.

527. The immediate superintendence both of the house in which the brothers live together, and of their schools, is committed to a "Brother Director." In the two communities which I visited the Brother Directors were men of middle age, or past middle age; the other brothers were all young men, some of them very young. In Belfast the community consists of ten brothers, besides an occasional supernumerary in his novitiate. Six are attached to the Donegall-street schools, three to those in Barrack-street, and the Brother Director visits both schools alike. In Armagh there are two Brothers besides the Director. The teaching staff.

528. I was readily admitted to all three schools, and permitted to examine the boys at my will. Accordingly, I spent three days in examining the Donegall-street schools, which are the largest, and in which I examined specimen drafts of boys throughout the various divisions; I also spent one day in examining the highest room at Barrack-street, and one day at the Armagh school. Ready permission to examine granted.

529. I append a summary record of the examinations, showing the per-centage of marks gained by the various classes in some of the leading subjects. The Reading Books referred to are, of course, those of the Christian Brothers' series. In Belfast the highest development is attained in the Barrack-street schools, which are more particularly the rivals of the model school, and in which the boys are, on the whole, of a higher social grade than at Donegall-street. The Armagh school is throughout inferior to both the Belfast schools, both socially and educationally. Record of examinations.

DONEGALL-STREET SCHOOLS. Donegall-street schools.

Taught by Six Brothers. On Roll, 566. Present, 513.

Room.	Class.	Number examined.	Average Age.	Per-centage Marks in— Reading.	Per-centage Marks in— Arithmetic.	Writing.	Dictation.
1st Room.							
On roll, 203. Present, 177. Two Brothers.	(a.) Highest draft in 1st Book,	12	8	54	(None),	(None.)	.
	(b.) " " Sequel,	12	8	51	(None),	(None.)	.
	(c.) " " 2nd Book (monitors),	14	9½	55	(Simple rules),	Copybooks fair	.
2nd Room.							
On roll, 135. Present, 120. Two Brothers.	(a.) Class in Sequel,	18	9½	50	(None),	Largehand copybooks fair.	.
	(b.) Lower draft in 2nd Book,	10	9⅛	60	(Simple addition and subtraction),		.
	(c.) Upper " " (monitors),	12	9⅞	65	84 (simple rules),		.
3rd Room.							
On roll, 126. Present, 118, One Brother.	(a.) Highest draft in 2nd Book,	16	10¼	66	56 (simple rules),	Copybooks clean and good.	—
	(b.) " " 3rd Book (monitors),	11	11	75	70 (compound rules),		Good.
4th Room.							
On roll, 102. Present, 98. One Brother.	(a.) Lowest desk in 3rd Book,	12	11½	61	53 (simple rules),	Copybooks clean and good.	Bad.
	(b.) Middle " "	12	11⅝	.	67 (compound rules),		—
	(c.) Highest " 4th Book (monitors),	11	13½	80	81 (comp. rules and simple propn.),		Good.

In English grammar the results were generally unsatisfactory—even in the highest monitors' class they were only tolerably good.

BARRACK-STREET SCHOOLS. Barrack-street schools.

Taught by Three Brothers. On Roll, 388. Present, 339.

1st Room.—On roll, 139; present, 121.—Some in 2nd Book (monitors); majority in Sequel and 1st Book, as in 1st room at Donegall-street.

2nd Room.—On roll, 124; present, 107.—In 2nd Book, except 33 in 3rd Book, from whom monitors are supplied. This covers 2nd and 3rd rooms at Donegall-street.

Room.	Class.	Number examined.	Average Age.	Per-centage Marks in— Reading.	Per-centage Marks in— Arithmetic.	Dictation.
3rd Room.						
On roll, 125. Present, 111. One Brother.	(a.) Lower draft in 3rd Book,	10	9⅓	45	68 (simple and compound rules),	Bad.
	(b.) Middle " "	12	10¾	73	53 (compound rules and proportion),	Fairly good.
	(c.) Head boys (4th Book monitors),	13	13	94	69 (proportion, practice, vulgar fractions)	Good.

English grammar in the two lower drafts was backward. Writing good throughout.
The Fourth Book monitors a very intelligent class: their test in arithmetic exceptionally hard.

ARMAGH SCHOOL. Armagh school.

Taught by Two Brothers. On Roll, 309. Present, 186.

Room.	Class.	Number examined.	Average Age.	Per-centage Marks in— Reading.	Per-centage Marks in— Arithmetic.
Lower Room.					
On roll, 206. Present, 106.	Highest class in 3rd Book,	19	11⅞	59	50 (simple rules).
Upper Room.					
On roll, 103. Present, 80.	(a.) Class in 2nd Book,	7	9	19	(None.)
	(b.) " 3rd "	12	11⅝	55	44 (simple rules and compound subtraction).
	(c.) " 4th "	10	12¾	80	65 (simple and compound rules and simp. proportion).

Dictation was poor in the head class, bad in the next. English grammar bad, except in the case of a few boys out of the head class. Copybooks only good in the head class.

530. There are two features in these records which stand out in contrast with the schools of the National Board —the smallness of the number of teachers for so large a number of boys, and, in Belfast at least, the regularity Two noticeable features.

CHRISTIAN BROTHERS' SCHOOLS.

with which the boys attend. The one is a source of weakness, the other of strength, which do much to complicate the comparison of the Christian Brothers' schools with those of the National Board. The advantage gained by an attendance of about ninety per cent. of the whole number of boys on the roll is one which every National school may well envy, though without much hope of rivalling it. So strong is the position of the Brothers in Belfast that they can afford to expel irregular boys, and their practice is, their schools being perfectly full, to regard a boy's place as *ipso facto* vacant if he is long absent without cause. Not only, therefore, do the brothers attract boys of a social class which is best able to supply satisfactory pupils, but of these too they reject all the incorrigibles; what they retain is the *crême de la crême*.

The regularity of attendance at Belfast,

and the small number of teachers.

531. On the other hand, a very large number of boys is confided to the tuition of a single brother—a far larger number, in fact, than any one man can personally attend to. It becomes essential to make the most of his labours. Some subjects can be taught to the boys *en masse*, others cannot. For all lessons given *en masse* the single brother is sufficient; for all the rest he must depend largely upon young boys acting as monitors.

Reading and writing.

Reading and writing alone require no subdivision of the scholars, and accordingly, I find that in the Belfast schools reading and writing are both taught with marked success. In reading, the method pursued is this. The boys are massed together to the number, perhaps, of one hundred; the brother stands before them and explains the whole lesson to them, points out where an emphasis should be laid, warns them against the mispronunciations of their brogue, and reads the passage out to them in a manner for them to imitate. Having thus familiarized them with the whole lesson, he begins again, reads a sentence or a clause to them, and they repeat it in chorus after him. If anything does not please him in their tone or pronunciation he calls attention to it, and the clause is repeated till it is done to his satisfaction. The effect of this elaborate mode of instruction is shown in the clearer and more outspoken reading of the boys. In the writing, cleanliness and neatness were everywhere remarkable. This is, perhaps, only one phase of the universal order and regularity which pervades the Christian Brothers' schools. But in arithmetic, in which the powers of different boys vary greatly, there are wide divergencies in the several rooms, and in English grammar, which needs a good deal of individual explanation and questioning, the effect on the whole was unsatisfactory. It is unavoidable that a great deal of a boy's arithmetical knowledge will be gained by simply working out examples under the eye of another boy only just a class above him in general attainments. In every case the monitors of the several rooms were decidedly in advance of the rest, and they of course receive their teaching from the brother himself.

Arithmetic and English grammar.

Inequalities in the school work.

532. Comparing these schools with the National schools, then, I find what might be expected, that while the monitors in each room, and the head boys generally, are in a condition that would do high credit to any National school, there are inequalities among the different classes such as would be smoothed down in a school adequately officered. For instance, the highest class in the second room at Donegall-street school, average age under 10 years, is far superior to the lowest class in the fourth room, aged 11¼ years. The first is in a forward state, the latter backward. Moreover, the Belfast schools, being of recent organization, have as yet scarcely reached their normal condition, and on this account allowances and reservations have to be made, which forbid an unqualified judgment on the merits of what I saw. It is impossible to say how much of what is creditable may have been mainly due to the model school and other schools from which the boys have been drawn, nor how much of the unevenness now noticeable may disappear in process of time.

The Armagh school.

533. These remarks do not apply to the Armagh school, which has been in operation since 1851, but which is by no means on a par with a good National school.

Order and discipline.

534. To counteract as far as possible the disadvantages of a small teaching staff, the Brothers adopt a strictness of discipline and order which gives them a remarkable power of supervision over the whole of their pupils. To a stranger who might not be accustomed to the regularity of a good school, the precision with which everything is carried on at the Belfast schools of the Christian Brothers would be almost startling. Imagine a large, airy room, with some dozen of parallel desks, a raised dais at the end for the Brother, above which, against the wall, stands an image of the Virgin, with a few flowers and other emblems. The walls of the room are hung partly with maps, partly with French prints of scenes from the New Testament. A lesson is proceeding (say) in geography, and the boys are standing in ten or more small semicircles against three sides of the room, each set engaged upon a map, and under the guidance of a monitor. The Brother, in long, black stole and cruciform cap, passes from group to group, aiding and explaining, and seeing that all are at their work. The desks being completely emptied, he is able from any point in the room to command a view of all the groups. The lesson is going busily forward, when the clock strikes one of the hours. Instantly, without even a hint or a sign from the Brother or monitor, every boy has turned towards the image of the Virgin; in reverent attitude, with hands closed and eyes shut, he says a short prayer, makes the sign of the cross, and turns to his geography again. In a few seconds all is going on as before. Soon the time allotted to this lesson is over, the Brother mounts the dais, and by a slight "click" made with a small wooden instrument, which would be inaudible in a noisy room, signifies that a change is to be made. The groups at once fall back into a line against the wall; there is perfect silence, and every boy watches the little wooden instrument in the hands of the brother for the next sign. At a gesture with this the boys from each side of the room glide almost noiselessly into their desks, for each group has been stationed as nearly as possible opposite to the desk to which it belongs. At another sign they take their seats, and again wait. At the next every copybook is out and opened. At the next the lid of every inkstand is thrown back with a sound like the discharge of a percussion cap, so simultaneous is it. Then each boy proceeds to write his copy, and the Brother again betakes himself to his labour of supervision and direction. During the whole time occupied in writing the copy not a word is uttered by any boy. I have seen many National schools which are models of good order, but in none have I witnessed such a soldierlike precision of discipline as is attained in the schools of the Christian Brothers in Belfast.

Necessitated by small number of teachers.

535. It is indeed manifest that without such regularity and order it would be quite impossible for these schools to produce results at all comparable with those attained in a good National school. The Brother is a more cultivated man than the average National schoolmaster. He has been trained to his work, and is familiar with the approved methods of teaching. But unless he had the power of constantly and almost simultaneously supervising the work of all his monitors, his labours would be in vain with so large a number of boys. By the system the Brothers adopt he is able to make himself almost ubiquitous in his room, and even if he cannot always correct a monitor for false teaching, he at least can secure one thing, and that he does secure, namely, that the teaching, be it false or true, shall go on, and no time be spent in idleness.

Moral tendency of the system.

536. In their moral aspect, the Christian Brothers' schools appear to me to have a tendency which is the very reverse of that which may be traced in the National system. The perfection of demeanour which characterizes the boys, the complete ascendancy which the Brothers exercise over their minds, without, so far as I could observe, any sign of harshness, the suppression of the wonted symptoms of boyish playfulness under a religious seriousness rarely developed at so early an age, are parts of a system which may be admirably adapted to make

true and earnest adherents of the Church, but is opposed to the formation of that robustness and independence of character which a method of greater freedom tends to promote. In this respect the Christian Brothers and the Nuns are entirely at one. Both rely upon the sentiment of personal attachment on the part of their pupils, and produce a docility and submissiveness elsewhere unknown. But the opportunities which the National school in its wider scope affords to a boy of forming for himself a tolerant judgment of what he sees in the world are shut out here, and he learns to take no step except in leading-strings. CHRISTIAN BROTHERS SCHOOLS.

537. The perfection to which the discipline of the Belfast schools has been brought was strongly impressed upon me by a scene which I witnessed in the Fourth Room at Donegall-street. Hearing a chorus of voices in it, I looked in to see what it might mean. It was a time devoted to religious exercises, and the Brother had left the boys, about 100 in number, to perform their devotions in his absence. I came in unobserved, for the faces of all the boys were turned from me towards the image of the Virgin. All were kneeling on the forms, with clasped hands, and with the appearance of earnest devotion. One boy, as leader, was saying a prayer clause by clause, and the rest were repeating it after him. I watched them for some time, and looked minutely to notice the demeanour of individual boys; everyone seemed to be taking his part, there was absolute uniformity, and no one that I could see was wanting in attention or apparent earnestness. I was told that the Brother could leave them thus with entire confidence, that they would perform the service with exactly the same regularity as if he were present. I am sure it is true that he could. Religious exercise at Donegall-street schools.

SECTION XI.—CONCLUSIONS.

538. I have now passed in review to the best of my ability, but how inadequately I am painfully conscious, the phenomena which met me in different directions during the progress of my inquiries. I propose in conclusion to gather together the practical inferences which appear to me to flow from them, and so far as I may venture to do so without presumption, to indicate the measures which have occurred to my mind as desirable or necessary for the attainment of the ends for which the Commission was issued. Practical conclusions to be drawn.

539. Two primary objects are to be kept in view in dealing with the difficult subject in hand, the one political, the other educational. It is desirable to allay existing animosities, and to avoid giving new causes of offence and estrangement between members of conflicting religious creeds; and secondly, the aim must be to secure the best possible education for the people, at the smallest cost to the State. The two problems are distinct, and each of the highest importance. The solution of the one depends upon the method pursued in dealing with what is called the religious difficulty; the other is a matter of administration in detail. Nevertheless, easily distinguishable as the two matters are in their character and purpose, they have a powerful reciprocal influence, and it is impossible to exhaust the consideration of the one without continual reference to the other. The solution of each is checked and limited at every stage by parallel considerations on the other side. Two primary objects—one political, the other educational.

540. The controversy about the religious difficulty is narrowed to this issue—shall the National schools be non-sectarian or denominational? The Protestant managers of National schools almost unanimously support the non-sectarian or mixed system; the Roman Catholic hierarchy with similar unanimity ask for the right to educate their children in separate schools, free from restrictions concerning religious emblems and observances. The kind of denominationalism they ask for is such as would make the attendance of Protestant children at their schools at all times impossible. As the Right Rev. Dr. Dorrian, the Roman Catholic Bishop of Down and Connor expressed it to me, they require that even secular instruction should be imbued throughout with an "aroma" of Catholicism. The religious element would be as prominent, the dogmatic teaching as direct, and the religious observances as frequent as they now are in the schools of the Christian Brothers. It is idle to talk of a conscience clause in such a case. No conscience clause could possibly be framed which would satisfy the minds of a Protestant minority. The experience of the National Board has proved that a relaxation of the rules now enforced in support of the mixed system would be a measure running counter to the demands of the times, for the most stringent rule of all, which requires the complete removal from the room of children of the opposite creed to that of the teacher during religious instruction, has only been reached within the last two or three years. To descend from this to a mere conscience clause would be to sacrifice the mixed system entirely. The choice then is between the existing system or some modification of it, and a system of complete denominational separation. The political question turns upon the religious difficulty—a non-sectarian or a denominational system.

541. In support of their views of the question, the priests argue thus: they say "You in England have a denominational system supported by public grants; if that system is good for you, why is it not good for us? Why is Ireland treated differently in this matter from England? We, the Catholic hierarchy of Ireland, representing the vast majority of the people, ask to have the English principle in education extended to us, and why is it not granted?" And the implied answer is that the existing system is due to that Protestant ascendancy which has so long crushed the liberties of Ireland. At first sight this is a plausible representation of a hardship, which it would be consistent with the newly inaugurated policy of the country in Irish Government to alleviate. But a moment's consideration exposes the utter absence of parallelism between the two cases. Education in England is carried on by a process which, in its chaotic diversity and unevenness, displays the natural product of the nation's growth; schools exist or do not exist, are efficient or bad, according to the zeal or supineness of independent individuals and communities; the schools are emphatically the property of the people as distinguished from the Government, and only in recent years has it seemed good to Parliament to extend to such of them as comply with its conditions the benefits of inspection and pecuniary grants, the latter amounting to about one third part of the annual expense of a school's maintenance. In Ireland, on the contrary the educational system is the direct creation of the State, maintained almost entirely by grants from the public purse. If State aid were withdrawn in England, the other resources of the schools would still suffice to support them, though in diminished efficiency; if the same thing were done in Ireland, the schools could not exist on their own resources for a week. Therefore the question propounded suggests an entirely false parallel, in that it assumes an identity and ignores a complete diversity of circumstances. To avoid a fallacy, the question should rather be whether it would not be desirable for Ireland to have a system of education spontaneously evolved from itself as we have in England; and in this form the demand is one which a deplorable but irreversible past has rendered it impossible to grant. The fact must now be accepted that the Irish as a people apart from the Government have not what the English people have, and what, inasmuch as it can only be the growth of generations, it is impossible for a Legislature to give. In default of a popular system, they have received a State system, which is an utterly different thing; and to suppose that the principles of Government applied to the one are equally suitable or even capable of adaptation to the other, is an assumption wholly gratuitous. The only schools in Ireland which are of a character at all analogous to the aided schools in England, are the non-National schools. Such of the convent schools, Christian Brothers' schools, and Church schools, as have not been established merely out of rivalry to the National system, may be allowed to be the genuine product of the national Argument of the Roman Catholic hierarchy deduced from practice in England. Its fallaciousness when applied to State schools. Extent to which the analogy holds good.

Conclusions.

life in Ireland. The analogy, therefore, of England is good to this extent only, namely as a ground for extending aid to the extent of about one-third of the cost to denominational schools, mainly supported from other sources; furthermore the analogy requires that such aid should take the form of a payment by results. This I think, suggest a very fair subject for inquiry, and the onus may reasonably be thrown upon the supporters of the present state of things in Ireland, to show why to the extent of the analogy the principles adopted in England should not be admitted there. But the claim put forth by the Irish Roman Catholic hierarchy is to the effect that the State should directly, and at its own sole or nearly sole cost, support exclusively denominational schools; and for this claim the practice in England affords not the slightest support.

Two distinct questions, touching National and non-National schools, respectively.

542. The matter, then, resolves itself into two distinct inquiries, the one touching National schools, whether, in spite of the absence of analogy in the practice in England, it is yet desirable on grounds of public utility that the State should support almost at its sole cost an exclusive system of education in Ireland; the other touching non-National schools, whether State aid should be accorded to denominational schools in Ireland, on conditions analogous to those allowed in England.

National schools.

543. With respect to National schools—whether vested or non-vested, for in either case the State bears the brunt of the expense—the question appears to me to turn entirely upon the view taken of the functions which the National system is intended to discharge. This is a consideration which in England, where the State does not take the initiative, does not arise; a private individual who establishes a school to be supported mainly at the expense of the locality may be free to entertain sectarian or proselytizing objects in what he does; the originating motive is with him, and not with the State. But in Ireland, the scheme of National education originated with the State, and it is incumbent on the State to have a regard for its own motives in taking that step. The proper ends of a system of State education are simply the education of the people; no collateral objects have been avowed in the case of the Irish system, but on the contrary Parliament recognised the extent of its duties by taking precautions for the equitable distribution of the State funds among people of all religious creeds promiscuously, and by defining for the National Commissioners a position of complete neutrality in matters of religion. From the first, then, the sole and proper object of the Irish system has been an educational one, and to a misconception or perversion of the object aimed at is to be ascribed the present attitude of the Roman Catholic hierarchy. In all my conversations with the priests there was always this fundamental difference between our respective points of view: I regarded the object of the system to be to afford the best possible education to the largest number of the people at the least cost to the State; all other objects I regarded as secondary and parasitic; they on the other hand plainly regard the educational objects as of secondary moment, and interpret the primary end to be the promotion of fidelity in matters of religion. Hence their violent animosity towards the model schools; the priest is not paramount there as he is in his non-vested school; the child there learns to recognise other authority besides that of the priest, and in this way, it is alleged, the sense of submission to spiritual advisers is weakened. As one of the Belfast priests expressed it to me, children learn at the model school to think for themselves, "and" said he "we don't want our people to think for themselves." No comment is needed on the depth of the meaning which these words convey. They contain the pith of the whole controversy.

The interests of popular education require that the schools should not be denominationalized.

544. Are the schools, then, for the clergy or for the people? If for the clergy, then the more exclusive the authority of the clergy within them, the more completely will the objects of the system be reached. But if they are for the people, then it behoves us to inquire whether the people's interests are compatible with the demands which the hierarchy are putting forward. I shall endeavour to show that the efficiency of the National system for its own proper purposes of education requires not only that the schools should not be denominationalized, but that steps should be taken to render them more thoroughly National than they ever have been, and that in the interests of the people the demands of the Roman Catholic hierarchy should be once for all firmly denied.

Summary of defects to be remedied.

545. In the foregoing pages I have pointed out from time to time the weak points as they appeared to me in the condition of the National schools. They may be summed up thus:—

(*a*) Many of the school buildings are totally unfit for their purpose.
(*b*) The school buildings are often badly distributed.
(*c*) There are far too many small schools subdividing the work which a few large schools could do more effectively.
(*d*) The position of the teachers and their emoluments are depressed, and consequently many schools are under inferior teachers.
(*e*) There is great irregularity of attendance on the part of the children.

Tendency of remedial measures.

546. To meet these defects the aim should be to replace numerous weak schools by a few powerful ones under high-class teachers. The effect would be (*a*) that unsuitable buildings could be disposed of entirely; (*b*) that a choice of sites would be gained for central schools on the most convenient and accessible spots; (*c*) that a great waste of power would be stopped, and more even competition among the children be promoted; (*d*) that there would be fewer principal teachers, the position of a principal teacher would be one of greater emolument and dignity, and low-class principal teachers might be dispensed with altogether, and (*e*) the capricious irregularity of the children would be corrected, as there would be less bewilderment of choice among conflicting schools. That this is the true policy to follow in the interests of education I am perfectly convinced. Let us see how it might be carried out.

Required to replace principle of semi-denominationalism and subdivision by that of combination.

547. The present multiplicity of small schools has been brought about by a system of covert denominationalism. Every minister of religion wants to have a school of his own, with religious instruction for his own creed only, and the Board of National Education have been in the habit of acceding to applications on every hand. The remedy lies in the reversal of this policy, and the replacing of the principle of separation and subdivision by the principle of union and co-operation. This requires that there should be perfect equality in all respects among all denominations in each school, and that religious instruction should be afforded either to all or to none. The typical form to which the schools would be assimilated wherever the clergy of all denominations could agree in the management would be that which enables children of each creed to receive separate religious instruction in the school, as is already done in some non-vested schools. It would be necessary to insist in these schools upon the principle of combination being carried out at every point, that is to say, all denominations should be equally represented in the management, so that an exclusion such as that which I have described at Holywood would be impossible; the teachers should be of all denominations, as is already the case at Whitehouse and Holywood, and equal facilities should be allowed to the clergy of each creed to attend for the purpose of giving religious instruction, as they now give it at the Whitehouse school. In country districts I should hope that many schools might be modelled on this form, and all the vested schools would naturally fall into the same category. The alternative form would be one in which no religious instruction at all would be permitted. Though this would be a less satisfactory type, it would avoid all the difficulties which arise about the regulations for the protection of minorities against religious teaching from which they dissent, and would remove all sense of inequality from the minds of parents and children. The mode of procedure, therefore,

Religious instruction in each school for all or for none.

would be first to invite all the clergy and managers of National schools of all denominations in any district to co-operate in the management of a central school of the first type. One or two superfluous buildings would probably be utilized for separate girls' and infants' departments. If the managers and clergy would not combine, then their schools, remaining still under exclusive management, would become schools of the second type, and be devoted solely to secular instruction, as are the schools at Blackwatertown, Blundell's Grange, and others to which I have referred. Conclusions

548. It would be difficult, no doubt, to deal with the numerous small schools which now do so much injury to the education of the country if managers refused to combine. In the last resort, it might perhaps be necessary for the Board to have power to buy up a non-vested building if the patron remained obdurate. If he refused to be compensated so, his school would then be cast adrift entirely. In all cases the rule should be clearly laid down and rigidly enforced, that the State supports no more schools than are necessary to secure the highest attainable efficiency in education. Difficulty of dealing with managers who refuse to combine.

549. I may be told that this plan would not be practicable or popular in the present state of feeling in Ireland. My reply is, that I have faith in the ultimate efficacy of principles of absolute fairness and equality, and that so far as I have had experience of schools of the types which I have been describing, I find therein grounds of encouragement and hope. Importance of complete equality.

550. I have strong grounds for believing, too, that many of the most influential clergy of the Established Church, who now hold aloof, would on these terms give in their adhesion to the National system. With the more uncompromising of them, who, in a country mainly Roman Catholic, pledge themselves to resolutions like the following, which was passed at the annual meeting of the Down and Connor and Dromore Church Education Society in 1868, negotiation must, I fear, be fruitless. The italics are mine. Possible adhesion of the Established Church clergy.

"Resolved,—That, recognizing the Holy Scriptures as the only rule of faith, and essential to the maintenance of true Christian morality, the Members of this Society retain their unalterable conviction that any system of education *in which the Word of God is not made a part of the daily instruction of every child in attendance, and in which reference thereto is not permitted at all times*, is not only defective in its fundamental principles, but dishonouring to the revealed will of God to man."

But I can positively affirm, from many conversations which I held with them, that a large proportion of the clergy would be not unwilling to accept as a compromise a plan of complete secularization. To a restricted use of the Bible they feel a strong repugnance; to acknowledge the National teacher as a purely secular personage is not an impossible concession for them to make.

551. Incidentally the amalgamation of small schools would go far to improve the prospects of the teachers, by increasing the number of prizes in the profession. But more than this is required if the teachers are to be raised in character, tone, and ability. They must be no longer the slaves of their managers, but a position of comparative independence must be secured to them. In the National teachers the State possesses an instrument for good or evil whose power can scarcely be overrated. It is a suicidal policy which keeps them in a state of chronic discontent, when they might form a very bulwark in the interests of loyalty and order. If small schools were amalgamated the emoluments of the teachers might be largely increased without additional expenditure; if the social position were made more inviting by increased security, a higher class of men would be tempted to enlist in the service, and less would be heard about desertions on the part of the most promising recruits at the first offer of employment elsewhere. It is idle to expect a man of enterprise and ambition to bind himself over for life to the caprice of an irresponsible manager, and the National system is sorely in need of more men of such character. Improvement in the emoluments and status of the teacher.

552. With the National schools thus consolidated and strengthened in their position of neutrality amid conflicting religious denominations, the second branch of the subject comes up for consideration. Is anything to be done for non-National schools? In what I have said concerning National schools it will be observed that I have taken no account of Convent schools under the National Board. The reason is, that, as may have appeared from my remarks under the head of Convent schools, I find it impossible to regard them as other than denominational institutions. The Convent schools which I saw are indeed all in receipt of State aid, and subject to the regulations and restrictions of the National system; but as I have endeavoured to show, their position in the system is altogether anomalous and unnatural. They writhe under the fetters which the National Board imposes upon them, because in their case these fetters answer no practical purpose. Within the walls of a Convent regulations for the protection of Protestant consciences are useless, and therefore vexatious. Moreover, as I have already implied, the Convent schools do not belong in their origin to the State system. They have an independent existence of their own, analogous to that of English denominational schools, and the State is to them, not a parent, but only a friend. If it is demanded that English principles in education be applied to Ireland, the Convent schools, but not the ordinary National schools, afford material on which to operate. It would therefore be reasonable and consistent, and conducive to the contentment of the managers of Convent schools, if it were no longer attempted to assimilate them to ordinary National schools—if, in fact, the difference which exists in their origin and nature were allowed also in their treatment. Convent schools would then assume a position outside and auxiliary to the National system, and, as denominational schools, would be treated as nearly as possible according to the precedent of the Privy Council in England. Their grants would take the form of a capitation payment and a payment by results. I have shown that on the whole the Convent schools that I saw are inferior in their results to ordinary National schools; payment by results would stimulate them to reach an equal standard. Whether the Nuns should be required to pass an examination for certificates of competency to teach is a point which I postponed when speaking of the special rules which relate to Convent National schools. The results of my examinations alone would lead me to think that some form of test might be desirable, for in the present condition of affairs there is little or no guarantee of efficiency in the schools, and a bad Convent school is paid at the same rate as a good one, while the difference in point of merit between, for instance, the Crumlin-road Convent school in Belfast and the Armagh Convent school is exceedingly great. But the Nuns would resent a change after the long exemption they have enjoyed, and the system of payment by results would probably answer the end sufficiently well. *Non-National and Convent schools.* Convent schools really denominational, and should be treated as such, and aided by grants on payment by results. This would render examination of Nuns for competency unnecessary.

553. As payment by results has been mentioned, a question may arise concerning the advisability of extending that principle to ordinary National schools; but it must be remembered that the principle is already acted upon in the assignment of class and salary to the teachers, which are determined by regard to personal attainments as tested in examination, and to practical success in school-keeping, combined. The teachers themselves deprecate any further extension of this method of payment. Their incomes, though tolerably stable, are small enough; payment by results would add uncertainty to penury. Should payment by results be extended to National teachers?

554. The recognition of convent schools as denominational schools extra to the National system would set a precedent, the extent of whose application it would be necessary carefully to define. Rights granted to convents would be claimed equally by such bodies as the Christian Brothers and the Church Education Society. Other denominational schools.

Conclusions.

555. In this matter, as throughout the whole subject of this inquiry, the paramount consideration should be, the advancement and improvement of popular education at the least possible cost. The primary duty of the State would be towards the State or National schools, which already thickly cover the face of the country. By the measures which I have suggested they should be vastly strengthened and improved. A denominational school would only be recognised where there was a void in the National system to be filled. Nothing should be done to foster that baneful competition of primary schools which is already only too frequent. In country places the National school would remain with no other competition than that which it now has to meet, for there is scarcely a village in my district where the National system does not already occupy the ground; any claim for aid to denominational schools in them would be at once refused on the ground of superfluity.

When should they be aided?

556. In such a town as Belfast, any application for aid to a denominational school would only be granted after inquiry into the local circumstances. If the National schools were already sufficient for the needs of the locality, aid would be refused, nor should any step be taken which would seriously endanger the position of the National teacher.

The National system would not be endangered,

557. I do not for a moment believe that the recognition of denominational schools to this extent, and on these terms, would at all endanger the National system. It would only be in populous places that these schools would receive any encouragement, and then the aid they would be entitled to would be very small in comparison with the amounts allowed to National schools. About one-third of the expense of maintenance might be earned from the State on a system of payment by results; the managers would have to provide the remaining two-thirds; and even this would only be possible in default of adequate accommodation under the National system. On the other hand the benefits of the plan would be (1) that convent schools would have to earn their money, and would be greatly improved by the process; (2) that an unsound part of the National system would be cut off from it, and the system would be left homogeneous and equally balanced; (3) that any school really useful would be submitted to inspection and rendered efficient; but the profusion of National schools is so great that very few denominational schools could make out a shadow of a case for themselves. The convent schools being already in receipt of State aid would, of course, be credited with the right to continued assistance, without the necessity of proving their case.

while an educational advantage would be secured.

558. The same inspectors would visit both kinds of schools, and an equal standard of proficiency would be adopted.

559. The general result of such action as that which I have just attempted to sketch out would be, as I believe, the removal of all reasonable ground of complaint that English principles are not adopted in dealing with Irish education, a great advance in the education of the people through the improvement of the teachers and the consolidation of the schools, and the increased stability of a system which, with all its defects of administration, and however warped and distorted from its original type, is still the noblest protest against sectarian animosities and religious feuds which this country has yet ventured to record.

I have the honour to be, my lords and gentlemen, your very obedient servant,

D. C. Richmond.

Appendix A.

Sources of Income of Country Church Schools in County Armagh.

I have said that the Church schools receive far more liberal voluntary contributions than do the National schools. In fact the Church schools, if not separately endowed, as the Drelincourt and Mall schools at Armagh, nor aided by Erasmus Smith's charity, depend almost solely upon this source of income. They also have, in most cases, the advantage of a teacher's residence. The payments they receive from the Church Education Society are very small, and their fees are often *nil.*

The following list comprises all the Church Education Society's country schools in the county Armagh, which accounted to me for their income in 1867 :—

	Fees.	Church Education Society.	Local Aid.
	£ s. d.	£ s. d.	£ s. d.
Aghavilly,	Nil.	Nil.	30 0 0
Aughatarra,	Nil.	1 15 0	35 0 0
Ardress,	4 10 0	1 10 0	20 0 0
Ballintaggart,	5 2 8	Nil.	18 15 0
Ballyloughan,	1 10 0	Nil.	18 15 0
Bluestone,	6 10 0	8 13 0	11 9 5
Bottlehill,	2 10 0	2 5 0	15 0 0
Carrickblacker,	Nil.	4 0 0	12 4 0
Charlemont,	1 14 9	0 15 0	18 0 0
Clonmain,	Nil.	Nil.	11 3 0
Cormeen,	4 16 6	Nil.	25 0 0
Crossdaul,	5 0 0	Nil.	8 0 0
Derryadd,	1 10 0	2 10 0	12 0 0
Derryhale,	1 5 6	1 10 0	16 0 0
Derrylee,	1 10 0	1 0 0	21 0 0
Derryscollop,	3 0 0	1 10 0	12 0 0
Drumgoose,	1 0 0	0 15 0	20 0 0
Drumkillery,	Nil.	Nil.	29 11 0
Eglish,	Nil.	Nil.	14 0 0
Grange,	4 1 6	Nil.	29 0 0
Grange O'Neiland,	6 0 0	1 0 0	55 0 0
Mahon,	1 5 0	Nil.	12 10 0
Segoe,	8 16 3	4 0 0	20 0 0
Tullygally,	4 6 8	8 0 0	Nil.
	64 8 10	39 3 0	464 7 5

Appendix B.

Form of Inquiry addressed to Head Teachers.

Name and description of school, ——— ——— School.
In connexion with ———————

1. Do the poorer classes avail themselves as much as they might of the means of education in your neighbourhood? If not, to what causes do you attribute their neglect to do so?

2. Are there any large industrial or manufacturing works in the neighbourhood of your school? If so, what is their effect upon school attendance?

3. Have you any "half-timers" in your school? If so, how many? Do you experience any difficulty in complying with the requirements of the Factory Acts?

4. What are the several fees payable in your school? Are they regularly paid? Do you think the parents could afford to pay more? If any of your scholars receive a gratuitous education, please state the number.

5. (*In the case of National schools.*) Do you consider the programme of instruction laid down by the National Board in every way suited to your school? If not, be pleased to point out your objections.

6. Be so good as to fill up the following form for the year 1867:—

	£	s.	d.
Amount of school-fees, ...			
Amount received from National Board (or other society), .			
Amount received from local subscriptions or other sources, .			
Total,			

7. Any other statement you would wish to make—*e.g.*, concerning your experience of the practicability of educating children belonging to different denominations in the same school.

(Signed,) _____

Master (or Mistress)

(Add religious denomination.)

Appendix C.

Form of Inquiry addressed to Clergy, Managers of Schools, &c., &c.

N.B.—The following questions are not intended to apply to training, agricultural, or model schools.

1. Are the means for the education of the poorer classes in your neighbourhood sufficient?

2. Do the poorer classes avail themselves as much as they might of the existing means of education? If not, is their neglect to do so due to (*a*) distance from school building, (*b*) amount of school-fees, (*c*) want of confidence in the teacher, (*d*) religious and conscientious scruples, (*e*) inability to forego children's wages, (*f*) or any other cause that you can assign?

3. Can you suggest any plan for inducing a better and more regular attendance by the children at the schools?

4. Is the system of educating children of different denominations together beneficial or not? and what is the popular feeling on the subject in your own neighbourhood?

5. What is the general effect of the several industrial occupations in your neighbourhood on school attendance, and the period of school life?

Have you any views to express concerning the operation of the Factory Regulations as touching the employment of young children, whether boys or girls?

6. Is the instruction given at the schools in your neighbourhood usually gratuitous or not? To what extent do you conceive that school-fees can be advantageously imposed?

7. Have you any information or views to offer on the subject of night schools?

8. Do you consider the system of inspection as carried out by the National Board sufficient for its purpose?

(Signed,) _____

Appendix D.

Replies to Inquiry, "Is the system of educating children of different denominations together beneficial or not? and what is the popular feeling on the subject in your own neighbourhood?"

The extreme importance of ascertaining as nearly as possible what is the predominant feeling in the country concerning the mixed system of education, induces me to present the following analysis and summary of the replies which I received on this head from clergymen and laymen of various religious denominations. In some cases I give the communications *verbatim*; in others I have condensed them for brevity's sake.

I. From Clergy of the Established Church.

1. The Lord Bishop of Down and Connor and Dromore—

"I am a strong advocate for united education, and the feeling in this neighbourhood is also strongly in its favour, with the exception of the Roman Catholic bishop and his clergy, and I have reason to believe they conscientiously object to it, preferring the denominational system, to which I have a strong objection."

His lordship also sent me the following extract from the charge delivered by him to his clergy in 1867.

"Her Majesty's Government having issued a Commission to inquire into the whole system of primary education in Ireland, with a view to future legislation, I do not desire to anticipate the result by any discussion, but I may be permitted to express a hope that by mutual concessions within the limit of principle, we shall be able to arrive at some settlement which will close up the breach in our divided ranks; all that I shall venture to add in the way of an opinion, is an earnest hope that we shall all unite to resist to the utmost of our power every attempt to introduce into Ireland the denominational system, so fraught with impending evils, so calculated to propagate the seed of future, and I may add permanent, discord between sect and sect. Rather than see this pernicious plan adopted, I would prefer a purely secular system, supported by the State, grounded in its teaching on sound elementary books, and tested by systematic and impartial inspection, permitting, though not requiring a religious basis. I can look forward without alarm to such a system being Ireland's educational future, but I look forward with dismay to the introduction of the denominational one, pregnant as it would be with many heart-burnings, and the harbinger, if not the emissary, of future discord.

"I belive it would tend to draw the dark line of demarcation in social life in deeper furrows still between creed and creed from the very cradle to the grave, arrest for years to come our country's progress in the paths of peace and pursuits of learning, and kindle into life, and heat, and action, the now smouldering embers of religious strife."

2. Rev. Archdeacon Saurin, Rector of Segoe, county Armagh—

"Beneficial. I have heard no antagonistic opinion on the subject. I think if political, religious, and trading agitators were to drop the subject there would be no objection to a mixed education on the part of the people."

3. Rev. E. J. Hartrick, Incumbent of Magdalene Church, Belfast, and Honorary Secretary to the Church Education Society—

"I believe it is, indeed I know it is, when it includes instruction of all children in attendance in the Holy Scriptures; the lessons of the Bible, as a revelation from God, being alone calculated to inculcate true Christian love one towards another, loyalty to the Queen, and Christian morals generally. That a different system has failed to be beneficial, the increased acerbity of the Celtic towards the Saxon race in Ireland, and its increasing disloyalty the last thirty years, too truly, and unhappily prove.

"The practically denominational character of the National Board schools in this neighbourhood shows, that the system referred to in this query is not popular here, very few Romanist children being found in National schools under Protestant patronage, and very few Protestant children in schools under Roman Catholic patronage. I would instance Fisherwick-place, Linenhall-street, and Little Charlotte-street National Presbyterian schools, and Donegall-street* and Hamilton-street National Roman Catholic schools."

4. Rev. James Disney, Rector of Killyman, county Armagh—

"In two of the National schools (one male and one female) under me the children attending are almost exclusively Protestant, and in that under the priest they are almost exclusively Roman Catholic. The Protestant children, many of them, pass by the Roman Catholic school to come to mine, and many of the Roman Catholic children pass by mine to go to the chapel school. This is much to be deplored, but I am afraid cannot be avoided. In one school under my management the number of Roman Catholic children attending is about thirty out of ninety on roll; these leave the school when religious instruction is given, as it is daily,

*Now under the Christian Brothers, (D.C.R.)

at a fixed hour. This, too, is to be deplored, but I think it is a decided advantage that, though they won't accept the religious instruction given, they should receive secular instruction along with the Protestant children. I know, too, from experience that they were quite willing to receive the religious instruction which I gave, till prohibited to do so. When I came to this parish the Protestant feeling against the National system was very strong, but it certainly is not so now; the people seem to think it is a fair system, and suited to the circumstances of the country, and the excellent books which the Board sells at a very cheap rate to the poor children are doing a great deal in diffusing useful information among the people."

5. Rev. J. E. Costello, Incumbent of St. John's, Whitehouse, county Antrim.

"It has, of course, this drawback, that a school cannot well, under ordinary circumstances, be opened or closed with prayer, and also that there must be a separation of the children for religious instruction, both of which are, I think, calculated to injure the tone of a school. On the whole, however, I should say it is beneficial, and as far as I know is acceptable to most of the people in this neighbourhood."

6. Rev. James Paton, Curate of Kilmore, county Armagh—

"I do not think the system of National education has worked well for the peace of this country. It has not given satisfaction to either of the two great parties into which the country is divided. A much better system, I consider, would be a purely secular, such as I advocate for intermediate schools. Why should masters and mistresses—drawn, as they are, from every class of the people, sometimes from a class by no means the best—why should they have the responsible charge of teaching religion to the children? Why should not this matter be handed over *entirely* to the clergy? They might gather their children in the churches, the Sunday schools, their own houses, the children's houses—let them do it, I should say, anywhere but in the Government school. At present, I am aware, this is the system *practically* at work under the National Board; but let it be *theoretically* so also. Let priest and minister have nothing whatever to say to the schools in the way of religious teaching, even of their own children, and then we shall have some chance of seeing a mixed education, and some chance of getting rid of the bitterness and strife which arises out of the Educational question."

7. Rev. John Bristow, Rector of Knockbreda, county Down—

"The object of the Government in the establishment of the National system of education was twofold:

"1st. To provide for the lower classes a sound and efficient education.

"2nd. To remove from the rising generation the bitter party feelings which exist between the members of different religious creeds. This end, it was hoped, would be attained by association in mixed schools, where a united education in secular things might be given without any danger of proselytism.

"In both these objects I believe the National system to have failed—in the first *partially*, in the second, for all practical purposes, *wholly*.

"A large proportion of the children of Ireland are prevented from reaping the benefits of the education afforded by the National Board by the conscientious convictions of their clergy—both Protestant and Roman Catholic.

"While the schools which are receiving aid from the Board are not truly mixed schools, but are virtually denominational, being either Protestant or Roman Catholic, according to the religion of the patron or master.

"I believe it to be impossible to devise a system which would effectually associate in the same school Romanist and Protestant, or by such association would in any degree soften the feelings of party which exist between the members of the two creeds (as a rule).

"This secondary object, therefore, of the Government in the establishment of National Education system ought, I think, to be abandoned as impracticable, and that scheme adopted which would to the fullest extent further the education of the young throughout the country.

"Neither the advocates of the Church Education Society nor the Roman Catholic priesthood will consent to any scheme which does not leave them unfettered in the religious teaching given by them to the children of their respective creeds. If, therefore, their adhesion is to be gained (and without it the benefit conferred upon the country will be much curtailed) no restraint must be laid upon the religious teaching given in the school, provided that an efficient education in matters secular is imparted. If Government would be willing to give aid to every [school] which it was satisfied was giving a sound efficient education to a sufficient number of children, leaving religious instruction entirely in the hands of the patron of the school, I believe that education would receive a wonderful stimulus, and that thousands of children who are receiving a scanty education in schools meagerly supplied with requisites, taught by under-paid and inefficient teachers, would receive a superior education in efficient schools.

"In such places in Ireland as the Protestant population was too small to warrant a grant to a Protestant school, the present Church Education would supply the funds, being relieved from the support of other schools. I do not believe that the same difficulty would be felt with respect to Roman Catholics; in few, if any, parts of Ireland, are they so small in number as not to be entitled to a separate school within the reach of all. In such places a similar provision would be available from funds released from other schools."

8. Rev. Charles Alexander, Rector of Drumcree, county Armagh,
„ J. H. Davidson, of Greyabbey, county Down,
„ J. B. Godfrey, Vicar of Duneane, county Antrim,
„ F. T. Hankin, Incumbent of Clare, county Armagh,
„ L. R. Heron, Incumbent of Charlemont, county Armagh,
„ M. Mulgan, Incumbent of Lisnadill, county Armagh,
„ J. G. Pooler, Incumbent of Newtownards, county Down,
„ W. Reeves, Rector of Tynan, county Armagh,
„ G. Robinson, Rector of Tartaraghan, county Armagh,
„ G. C. Smythe, Vicar of Carmoney, county Antrim,
„ W. Spedding, Vicar of Ballyhalbert, county Down,
„ Ch. Waring, Incumbent of Eglish, county Armagh,

} Concur in describing the mixed system as both beneficial and popular.

9. Rev. E. A. Lyle, Incumbent of Kircubbin, county Down,
„ W. K. Lynar, Rector of Islandmagee, county Antrim,
„ A. Molony, Rector of Ballymore, county Armagh,
„ J. Whiteside, Muckamore, county Antrim,

} Consider the mixed system beneficial, but describe no popular feeling on the subject.

10. Rev. H. C. Groves, D.D., Incumbent of Mullavilly—

"Beneficial, but impracticable, if school is connected with any religious denomination."

11. Rev. J. F. Flavell, Rector of Mullabrack, county Armagh—

"No bad effects among Church and Dissenting children."

12. Rev. C. Falloon, Rector of Ballynure, county Antrim—

"Beneficial among Protestant denominations; popular feeling in favour of National Board; parish Presbyterian."

13. Rev. William Greene, Vicar of Antrim,
„ J. Wrixon, Incumbent of Malone, county Down,

} Beneficial, as exemplified in Church Education Society's schools; scriptural education popular.

14. Rev. R. C. Oulton, Curate of Clonfeacle, county Armagh—

"No reason to believe it not beneficial, but popular feeling against it."

15. Rev. Robert Hannay, Belfast—

"Hostility between religious denominations not in any degree softened by it."

16. Rev. J. Crossley, Incumbent of St. Matthew's, Belfast—

"Not beneficial, and, so far as ascertained, denominational system would be preferred."

17. Rev. R. Oulton, Garrison Chaplain, Belfast—

"Practically, in general, very much against it."

18. Rev. C. Beauclerk, Incumbent of St. Mary's, Belfast,
„ G. A. Chadwick, senior Curate of Belfast,
„ J. Chomley, Rector of Loughgall, county Armagh,
„ A. G. Gilmore, Incumbent of Carrowdore, county Down,
„ J. Marshall, Incumbent of St. Mark's, Ligoniel, county Antrim,
„ J. W. Stokes, Archdeacon of Armagh,
„ A. Wrixon, Curate of Shankhill, county Armagh,

Concur in saying that in effect there is little or no mixed education, or that the denominational system is really at work. The last-named adds his opinion that the popular feeling is rather in favour of denominational schools.

19. Rev. J. H. Deacon, Incumbent of Trinity Church, Belfast—

"No Roman Catholic in my National schools; always some in a Church Education school under my superintendence."

20. Rev. C. Seaver, Belfast—

"Hopeless to expect Protestants and Roman Catholics to attend same school; all other creeds unite."

21. Rev. C. Allen, Incumbent of St. Paul's, Belfast,
„ R. Binney, Incumbent of Bangor, county Down,

"Protestants unite."

22. Rev. A. H. M'Causland, Incumbent of Groomsport, county Down—

"Beneficial to an unscrupulous majority."

23. Two other clergymen of the Established Church who favoured me with written communications expressed no opinion on this subject.

II. From Roman Catholic Clergymen.

1. Rev. J. Canavan, C.C., Belfast—

"I believe it is not beneficial. Instead of causing children and teachers to be tolerant it only trains them to be constantly on the alert to discover each other's shortcomings. I have known teachers in the model school keeping a written register of the misdemeanours of their fellow-teachers. No district in Belfast has been so subject to religious strife as the immediate neighbourhood of the model schools. So far as other schools are concerned, there is here, practically, no mixed system. The greatest advocates of the mixed system do not permit a child to be sent to any school except one in which the patron is of its own denomination.

"As to the popular feeling, Catholics are unanimously, or almost unanimously, against it in theory and in practice; Protestants approve of it in theory, but do not reduce their theory to practice."

2. Rev. P. Kelly, P.P., Keady, county Armagh—

"It is not. Decidedly against it."

3. Rev. Thomas Loyl, P.P., Ballymacnab, county Armagh—

"It is not beneficial, and that's the popular feeling in this neighbourhood."

4. Rev. —— M'Auley, P.P., Kircubbin, county Down—

"I consider the denominational system preferable to the mixed system, and I think Catholics generally entertain the same opinion and consider it a grievance that Ireland is not provided for, in the matter of education, on the same principle as England and her colonies."

5. Rev. W. Martin, Adm., Belfast—

"The system of educating children of different denominations together is not beneficial, unless you would consider the insults and jeers offered to Catholic clergymen by the children attending the model school, Belfast, when going to and returning therefrom, the *results* of a *beneficial education*.

III. From Presbyterian and Protestant Dissenting Clergymen.

(For a communication from the Non-Subscribing Presbytery of Antrim, see Appendix E.)

1. The following forty-six clergymen concur in the opinion, usually expressed with much emphasis, that the mixed system is both beneficial and popular; some of them, however, making an exception with respect to the statements of the Roman Catholics on the subject, viz.:—Revs. Geo. Alley (Wesleyan), Belfast; John Bell (Pres.), Clare; L. E. Berkeley (Pres.), Lurgan; W. Campbell (Pres.), Islandmagee; W. Cather (Wes.), Belfast; J. G. Clarke (Pres.), Lurgan; D. Coote (Pres.), Killylea; W. Craig (Pres.), Conlig; J. Donnelly (Wes.), Portadown; J. Douglas (Baptist), Portadown; M. Getty (Pres.), Ballycarry; W. Graham (Independent), Carrickfergus; Thos. Hamilton (Pres.), Belfast; W. Henry (Pres.), Loughgall; Wm. Johnston (Pres.), Belfast; R. G. Jones (Wes.), Belfast; J. W. M. Kay (Wes.), Belfast (now Dublin); J. M. Killen (Pres.), Comber; J. Y. Killen (Pres.), Duncairn; J. M'Aulay (Pres.), Donaghadee; W. Macaulay (Pres.), Newtownards; J. S. M. Macintosh (Pres.), Belfast; J. Mackenzie (Pres.), Malone; J. Macnaughten (Pres.), Belfast; C. J. M'Alester (Pres.) Holywood; J. M'Alister (Pres.), Armagh; J. Mecredy (Pres.), Belfast; W. Mitchell (Pres.), Ballyblack; H. Moore (Pres.), Newtownards; J. Moran (Pres.), Belmont; W. Orr (Pres.), Kilbride; H. Osborne (Pres.), Holywood; J. Porter (Pres.), Belfast; J. Leslie Porter (Pres.), Assembly's College, Belfast; J. Scott Porter (Pres.), Belfast; H. Price (Wes.), Holywood; H. Stewart (Pres.), Randalstown; H. Stewart (Ref. Pres.), Newtownards; J. Stuart (Pres.); D. Thompson (Prim. Wes.), Belfast; T. Toye (Pres.), Belfast; G. Vance (Wes.), Belfast; T. Watters (Pres.), Newtownards; T. West (Pres.), Antrim; J. M. White (Indep.), Belfast; J. Whiteford (Pres.), Raloo. I select from the communications made to me by the above-named gentlemen the following samples:—

(*a.*) Rev. L. E. Berkeley (Pres.), Lurgan—

"It is highly beneficial—removes prejudices, tends to the cultivation of kindly sentiments and feelings, and is, I believe, liked by the *people* of all denominations. I would regard the introduction of the denominational system as deeply injurious to the best interests of the country, and calculated to mar, perhaps for ages, the peace, prosperity, and enlightenment of Ireland. The Parliament of Great Britain never, in my opinion, conferred so great a boon on this country as the present system of united education. To supersede it even partially by any denominational system would be to reverse the liberal and enlightened policy of the last forty years, to separate the people into hostile camps, and to throw back the country for at least a century. National education is free only when a parent can send his child to any school supported by the State, with the full assurance that in that school there shall be no interference with the religious convictions of that child. The rights of minorities should be carefully guarded by the State, and there are Roman Catholic minorities in the north and Protestant minorities in the south and west which the introduction of denominationalism would oppress. So far as I know the mind of the people here, it is going in the direction of purely secular education rather than have denominationalism."

(*b.*) Rev. William Johnston (Pres.), Belfast—

"The system of educating the children of different denominations together I regard as most beneficial. Party spirit and religious rancour have been the curse of Ireland and the disgrace of Belfast. When the children of different denominations are educated together they are thus led to know and love one another, and personal friendships are thus formed which soften down sectarian animosities and form the bond of brotherhood for after life. In this aspect, I regard the present system of National education in Ireland as the most important boon which the British Government has conferred on Ireland, and to break it up for a denominational system

I would regard as a national calamity. The present system of National education is specially adapted to our divided community, and equitable in its principles and details. It brings the children of various denominations together, it protects the rights of conscience, it secures secular instruction and religious protection for the smallest minorities in any school or district, and, with a first-class education for the child, it gives to the parents and to the clergy all that they can legitimately claim.

"The popular feeling on this subject in Belfast, and I believe throughout the north of Ireland, is strongly in favour of sustaining the present system of National education. The great mass of the working classes gratefully appreciate the education given, and the only obstacles to its complete success are the blind and bigoted sectarian zeal of those Episcopalian clergy and the Roman Catholic priests, who put forth their powers to withdraw those children they can influence by personal visitation, misstatements, bribes, and intimidation from the National schools."

(*c.*) Rev. J. W. M. Kay (Wes.)—

"It is beneficial, and the popular feeling is in its favour. Indeed, in any cases where I have known objections, they have arisen from suggestions of the clergy rather than from the feeling of the people. Looked at in this light, denominational patronage has worked injuriously, multiplying small schools, occasioning very frequently an unhealthy rivalry, inducing scholars to stay or go by remitting or lowering fees in one school and another, and thus having a large class of almost pauper teachers, with an encouraged tendency towards pauper education. I am persuaded that if there were fewer schools, affording better accommodation, constituted strictly after the model schools, the Government taking the responsibility of *prescribing* and *giving*, through teachers of its own selection, secular education, affording at the same time freedom and facility for religious instruction, it would be of inestimable advantage to this country, and the work of education would not only be much more thoroughly, but in the end more cheaply done."

(*d.*) Rev. J. M. White (Indep.), Belfast—

"Very beneficial; as it is calculated to soften down religious asperities and make the young think more kindly of each other. As far as I know, the popular feeling is in favour of the system. I am confident the Government can never adopt a denominational system of education without vastly increasing the expenditure and destroying the utility of the schools. Any system of education which will be under the control of the clergy of any denomination must be comparatively useless in Ireland."

2. The following ten clergymen describe the mixed system as beneficial, but make no statement concerning the popular feeling on the subject, viz. :—Revs. J. Bole (Ref. Pres.), Belfast; H. W. Carson (Pres.), Keady; W. Denham (Pres.), Duneane; T. Elliott (Wes.), Armagh; J. Forsythe (Pres.), Portadown; L. Hünges (Pres.), Carrickfergus; J. Mack (Pres.), Groomsport; D. Park (Pres.), Carrowdore; G. Steen (Pres.), Keady; J. Young (Pres.), Newtownards. Of these, the Rev. L. Hünges, who has "lived in many countries, and been examiner of lower and superior schools for the Chilian Government, and is well acquainted with the Prussian school system," says—

"Only a rank bigot will deny that, under the necessity of grown-up people to live peaceably together though professing various creeds, it should not be desirable for children to begin in the same social unity. There is not too much bigotry shown here in this respect, probably because many are completely indifferent."

3. Rev. H. M. Hamilton (Pres.), Templepatrick,
„ W. Patteson (Pres.), Bangor,
„ H. Stewart (Pres.), Toome Bridge,
„ W. Young (Pres.), Ballyeaston,
} Describe the mixed system as popular, expressing no opinion of their own as advantages.

4. Rev. J. Hughes (Wes.), Newtownards—

"National system is nearly denominationalized."

5. Rev. W. Bruce (Pres.), Belfast—

"System marred for want of fair play and by virulence of party feeling."

6. Rev. H. Hanna (Pres.), Belfast—

"Mixed system the best. Opinion, however, divided on the subject."

7. Rev. J. Gilchrist (Wes.), Carrickfergus—

"Beneficial, but if its practical working be an index of the popular feeling, that feeling is against it. This is a good deal owing to schools representing different denominations being established here."

8. Rev. J. Hutchinson (Pres.), Lurgan—

"Beneficial so far as it is purely secular; not in a religious point of view. Popular feeling against it."

9. Rev. J. Martin (Pres.), Belfast—

"Most beneficial. Popular feeling against it."

IV. From Laymen of Various Denominations (Established Church, Roman Catholic, and Presbyterian).

1. Lord Lurgan,
Mr. Theobald Bushell, J.P., Belfast,
„ J. Hancock, J.P., Lurgan,
} Describe the mixed system as beneficial and popular, except amongst the clergy.

2. The following thirteen gentlemen concur in describing the mixed system as both beneficial and popular, viz. :—Joseph B. Black, Randalstown; Samuel Broadbent, Cogrey Mills, near Doagh; John Campbell, Mossley, Carmoney; Sir Edward Coey, Bart., D.L., Belfast; Daniel Delacherois, J.P., Donaghadee; James Hamilton, Belfast; James Kennedy, Rosetta, Belfast; John Lowry, Director of Whiteabbey Flax Spinning Company; Thomas M'Clure, M.P. for Belfast; James Montgomery, Manager of Wolfhill Mill, near Belfast; Robert Patterson, Belfast; William Ross, Flaxspinner, Belfast; John Savage and Company, Flaxspinners, Belfast. From the above I select the following communications :—

(*a.*) Mr. J. B. Black, Randalstown, adds :—

"Taylorstown South National School, No. 54, and for which I am patron, is conducted on the non-sectarian principle. No religious instruction is given in the school of any kind. The pupils are mixed—Roman Catholics, Presbyterians, Methodists, Episcopalians, &c. The teachers (three in number) are Roman Catholic. I am a Presbyterian. The attendance at this school (which is the only one in the neighbourhood conducted as above stated) is nearly double that of any other of the surrounding schools, clearly proving the superiority of our system. In my opinion pupils should go to school to get a good sound mercantile education, and that their *parents and clergy are the proper parties to teach them religion.*"

(*b.*) Mr. John Campbell adds—

"Purely secular education is in my mind what the National education should be."

(*c.*) Mr. Kennedy says—

"If the clergy and laymen, that ought to know better, did not interfere, parents would send their children to the schools most efficiently conducted. Denominational education would make Ireland a still greater battle field for party, and prevent that social intercourse that ought to prevail among all professing Christians. I believe the direct teaching of religion ought not to have formed a part of our National system. The functions of a representative government are purely secular, to protect life, property, and industry, and in accordance with the public wish to enact laws for the improvement of our social and political condition. Our rulers are not famous theologians, and the discipline of a school-room is not calculated to impress the young mind with a love for the sublime truths of the Gospel. A knowledge of Christ is the most excellent of sciences, but the implanting that knowledge devolves upon the parent primarily, and next upon the Church. The more education prevails our people will be the better fitted to comprehend the truths of the Gospel, for education is, and should be, the handmaiden of religion."

(*d.*) Mr. Lowry adds—

"What is called denominational [education] would not suit a *manufacturing* district, where proprietors would have to see that a school was convenient to their works for each denomination, say Episcopal, Presbyterian, and Roman Catholics—three schools where one is now, or should be, sufficient. The only change I would suggest in the present system would be to make the instruction entirely *secular* (excepting what is contained in present excellent school-books)."

3. The following six gentlemen describe the mixed system as beneficial, without saying whether it be popular or not. Three of them add that it is not generally practised in consequence of clerical interference. Michael Andrews, Ardoyne Damask Factory, near Belfast; John Barbour, Flaxspinner, Ballymacarrett; T. M. Birnie, J.P., Carrickfergus; Robert Carson, Belfast; James Keegan, Belfast; J. Moore, J.P., Belfast.

(*a.*) Mr. Carson adds—

"The Government should provide secular education alone, leaving the religious education to be given *on the Saturdays and Sundays* by the parents and clergymen of the different persuasions to the children, but for which they should receive no Government payment."

(*b.*) Mr. J. Keegan adds—

"If any plan could be put into execution which would prevent the interference of all clergymen in secular education, a vast benefit would be conferred upon the community thereby."

4. Messrs. J. Faren and Company, Flaxspinners, Belfast,
Mr. H. L. Prentice, D.L., Armagh,
Mr. W. Shepherd, Belfast,
} Concur in describing the mixed system as popular, expressing no opinion as to its advantages.

5. Mr. S. D. Crommelin, J.P., D.L., Carrowdore—

"All Protestants here."

6. Mr. John Emerson, Ballysillan Mills, Ligoniel—

"No mixed education here—parents would not have it."

7. Mr. Peter Keegan, Belfast—

"I believe not beneficial. If I am to judge by facts I must say the denominational system is the popular system here. Nearly all the schools in and about town are under clerical patronage and management, and are attended by children of the same denomination, with few exceptions."

V. I received communications on this subject from three District Inspectors of National schools (two Protestants and one Roman Catholic):—

Two of these gentlemen described the mixed system emphatically as being, in their experience, both beneficial and popular. The third described it as beneficial "where the different creeds approve of it, and where the managers refrain from offensive polemical controversy."

APPENDIX E.

The following communication was made to me from the Non-Subscribing Presbytery of Antrim, representing the following twelve clergymen of that body in the counties of Antrim and Down, viz.:—

Rev. Samuel C. Nelson, Downpatrick, county Down.
" Hugh Moore, Newtownards, county Down.
" John Porter, 2nd Belfast, county Antrim.
" David Watson, Minister,
" William Napier, Assistant,
} Clough, county Down.
" John Hall, Ballyclare, county Antrim.
" R. A. Armstrong, 2nd Banbridge, county Down.
" William Hall, Greyabbey, county Down.
" John Jellie, Belfast, county Antrim.
" W. Orr Macgowan, Ravara, county Down.
" Leonard Hünges, Carrickfergus, county Antrim.
" David Thompson, Moneyrea, county Down.

To D. C. RICHMOND, esq., Assistant Commissioner, Primary Education Commission.

SIR,—In the letter accompanying the queries addressed to us, you state, that "While regarding an answer to one or all of these a favour, you will also be obliged if we will favour you with an opinion on any other point connected with the subject of primary education, which may not be specifically referred to in these queries." Availing ourselves of this liberty, and feeling that instead of answering in order the questions asked, we can best serve the Commission by following the course suggested by our own minds, we proceed to give you our views on some matters connected with the system of National education, which have frequently engaged our serious consideration.

In the original draught of the letter of the Right Honorable E. G. Stanley, Chief Secretary to His Excellency the Lord Lieutenant, addressed to His Grace the Duke of Leinster, we have enunciated the object of the system of education to be established, and the rules by which this end was to be realized. He gives us the instruction under which he was acting. "In 1828," it said, "a Committee of the House of Commons to which were referred the various reports of the Commissioners of Education, recommended a system to be adopted which should afford, if possible, a combined literary and a separate religious education."

We come now to the rules contained in the original draft of his letter bearing on this design of National education, and which were regarded by the founders of the system as calculated to promote the end in view already quoted—united literary and separate religious instruction:—

1. When noticing the subject of aid to schools, the intention is evident to secure, if possible, that in a mixed communtity the application for assistance should proceed not from one, but all the different religious denominations. The regulation is as follows:—"Applications for aid will be admissible from Christians of all denominations, but as one of the main objects must be to unite in one system children of different creeds, and as much must depend upon the co-operation of the resident clergy, the Board will probably look with peculiar favour upon applications proceeding either from—

"1st. The Protestant and Roman Catholic clergy of the parish; or,

"2nd. One of the clergymen and a certain number of parishioners professing the opposite creed; or,

"3rd. Parishioners of both denominations.

"Where the application proceeds exclusively from Protestants, or exclusively from Roman Catholics, it will be proper for the Board to make inquiry as to the circumstances which lead to the absence of any names of the persuasion which does not appear."

We request particular attention to this regulation and others to be noticed, so that persons may be enabled to judge for themselves how far the present regulations of the Board are in harmony with its original principles.

2. Mr. Stanley's letter proposes an arrangement of days and times for communicating literary and religious instruction, with the idea of keeping these matters within fixed limits, so as to prevent if possible the occurrence of any circumstance that might excite sectarian animosity, and prevent different denominations from mingling harmoniously in the same school.

3. All parties were placed upon a footing of equality, so far as opportunities were concerned for imparting religious instruction. This right was extended in an equal degree to every denomination.

4. Clergymen of all kinds were originally recognised in the different schools as ex-officio visitors.

5. When religious instruction is spoken of it seems to us plain that the Commissioners looked upon the clergymen of the different scholars, as the persons who should discharge the duty.

The various points now put forward seem to us all either implied or distinctly stated in the paragraphs which we quote from Mr. Stanley's letter. "They will require that the schools be kept open for a certain number of hours on four or five days of the week, at the discretion of the Commissioners, for moral and literary education only, and that the remaining one or two days in the week be set apart for giving separately such religious education to the children, as may be approved of by the clergy of their respective persuasions. They will

also permit and encourage the clergy to give religious instruction to the children of their respective persuasions, either before or after the ordinary school hours on the other days of the week."

6. A claim of power with regard to the books to be used in schools is put forward in the following clear and distinct language. Stanley's letter:—"They will exercise the most entire control over all books to be used in the schools, whether in the combined literary or separate religious instruction, none to be employed in the first except under the sanction of the Board; nor in the latter but with the approbation of the members of the Board of the persuasion of those for whom they are intended."

7. The authority to be exercised in reference to teachers is expressed thus:—"They will allow to the individuals or bodies applying for aid the appointment of their own teacher, subject to the following restrictions and regulations—

"1st. He (or she) shall be liable to be fined, suspended, or removed altogether by the authority of the Commissioners, who shall, however, record their reasons.

"2nd. He shall have received previous instruction in a model school to be established in Dublin. N.B.—It is not intended that this regulation should apply to prevent the admission of masters or mistresses of schools already established, who may be approved of by the Commissioners, nor of such as the Board may think fit to appoint, before the proposed model school may come into full operation.

"3rd. He shall have received testimonials of good conduct, and of general fitness for the situation from the Board, or the persons employed by them to conduct the model school."

8. The extent of the power given to the Board in legislation or framing new rules is expressed in the following way. Stanley's letter:—"A full power will of course be given to the Board to make such regulations upon matters of detail, not inconsistent with the spirit of these instructions, as they may judge best qualified to carry into effect the intentions of the Government, and of the legislature."

These rules seem to us just in their nature, calculated to promote co-operation among different sects, while the central authority provided for seems necessary in order to restrain those various agencies which if left free might interfere with the object of the system—united literary and separate religious instruction.

When the letter of Mr. Stanley was submitted to the original Commissioners some changes were suggested by individual members, and agreed to by others. It was then published in its revised form by the Board, as an explanation of the principles by which the system of education was to be regulated. To one alteration as the most important we shall refer. We admit that the change may have been prompted by laudable motives; but we believe that it was not wise in itself, that it was dangerous, especially as a precedent, and that it violated the suggestion of the Committee of the House of Commons, upon which the Board professed to act. The Committee finding by past experience the difficulty of uniting different parties in a combined literary and religious instruction, recommend that the object of the new system should be united literary and separate religious instruction. Warned by past failures, the original design seems to have been in every way to keep these two things as distinct and separate as possible. We shall quote the paragraph added at the suggestion of the Commissioners, in which the intention of blending to a certain degree literary and religious education is stated:—"Although it is not designed to exclude from the list of books for the combined instruction such portions of Sacred History or of religious or moral teaching as may be approved by the Board, it is to be understood that this is by no means intended to convey a perfect and sufficient religious education, or to supersede the necessity of separate religious instruction on the day set apart for that purpose." The history of this affair we take from Archbishop Whately, who was one of the original Commissioners. "When the Education Board was originally established," says Archbishop Whately, "it was at first a matter of doubt whether anything more could be accomplished than simply to provide a joint education purely secular, leaving all instruction in any way connected with religion to the care of the pastors of the several denominations. But some of the Commissioners suggested, and the suggestion was agreed to by the rest and adopted by Government, that it would be possible to introduce into the (common) education such portions of Sacred History and of Christian instruction as might involve no matter of controversy among Christians. Complete religious instruction, indeed, it was plain, could not be imparted in common to those of different persuasions. But it was suggested that, as there are some points on which all Christians are agreed, it would be desirable that in these the children should be instructed together, leaving a fuller religious instruction to be supplied to them separately, in conformity with the will of their parents. Accordingly, a brief summary was introduced into the reading books provided by the Board, and in addition to this the Scripture Lessons, comprising a large portion of the Old Testament and of the New Testament, were drawn up." Subsequently there were issued by the Board a Book of Sacred Poetry and Lessons on the Truth of Christianity. At first Whately was assisted in these matters by the Roman Catholic Archbishop Murray, as well as the Rev. James Carlile and the other Commissioners. Dissatisfaction, however, after a time arose in some schools with regard to the use of the Scripture Lesson, Book of Sacred Poetry, and Lessons on the Truth of Christianity, during the hours devoted to combined instruction. Diversity of opinion sprung up among the members of the Board upon the same matter. The Commissioners eventually passed such resolutions with regard to the use of these books, imposing certain limitations as to times of use, and confining them in a great measure to hours of separate religious instruction, so that the attempt made to realize in a certain degree combined religious instruction may be regarded as a failure. Archbishop Whately and two other Commissioners, dissatisfied with the rules adopted in these matters, withdrew from the Board. The history of this affair may be seen at length in the reports of the Commissioners for the time. Any person who ponders over the affair will, we think, feel that it would have been well had the Commissioners acted in accordance with the original draft of Mr. Stanley's letter, founded upon the recommendation of the Committee of the House of Commons, 1828, and confined themselves simply to a united literary and separate religious instruction. This course, although liable to be branded as irreligious by the advocates of denominationalism, would have promoted peace and goodwill, which all must admit to be one great object of Christianity, while the other has only produced strife and contention, feelings opposed to the spirit of true religion.

The Commissioners, in their nineteenth report on National education, publish a document explaining the sense of some passages in Mr. Stanley's letter, which, it is stated, had been misunderstood by different parties. The rule as to books already referred to, beginning, "They," the Commissioners, "will exercise the most entire control over all books to be used in schools, &c.," is referred to at length, and the sense given in which they always understood the language. It concludes thus:—"The Board wish to remark that they have never conceived it would be expedient to render the use of any book or books imperative." We cannot assent to the correctness of the interpretation of Mr. Stanley's language. We think also that in a matter of so great importance they should not have surrendered their right to local parties and the clergymen of various denominations. Supervision is necessary upon their part to secure uniformity of system and to prevent different sects from pursuing courses that might conflict with general interests, rights, and privileges. This is delivering the weak into the hands of the strong, instead of using their authority to restrain cases of local tyranny and injustice. If they are not to decide anything as to books who are? According to the explanation of the Commissioners the minority in every school is simply handed over to the rule of the majority.

We now come to consider the arrangements made by the Board in 1840 with the Synod of Ulster, and the conditions on which they extended aid to their schools. The nature of this agreement will be understood in the first place from the four propositions agreed to at the Synod in Cookstown, 1833, as the basis of application for aid to the Board, and in conformity with which they received support in the year 1840. The propositions are as follows:—"1. That the ministers and people of this Church, without the necessary concurrence of the ministers or members of any other Church, shall enjoy the right of applying to the Board of Education for aid to schools, by a statement of the constitution and regulation of the schools, accompanied with an engagement to adhere to them; but in this proposition we recognise the right of the Board to consider the regulations, and decide accordingly. 2. That it shall be the right of all parents to require of patrons and managers of schools to set apart for reading the Holy Scriptures a convenient and sufficient portion of the stated school hours, and to direct the master, or some other whom the parents may appoint and provide, to superintend the reading. 3. That all children whose parents and guardians so direct shall daily read the Scriptures during the period appointed, but that no compulsion whatever be employed to induce others either to read or to remain during the reading. 4. That every use of school-rooms be vested in the local patrons or committees, subject, in case of abuse, to the cognizance of the Board." There was also at the same time a form of application presented, the petition of which was accepted by the Board, and which is now known by the name of the Model Form, as having received the sanction of the Commissioners of Education. From this document we make one or two extracts:—"The times for reading the Holy Scripture and for catechetical instruction are so arranged as not to interfere with or impede the scientific or secular business of the school, and no child whose parents or guardians object is required to be present or take part in those exercises; and no obstruction shall be offered to the children of such parents receiving such instruction elsewhere, as they may think proper. . . . The school is open upon all days of the week to the public of all denominations, who have liberty to inspect the registry, witness the mode of teaching, and see that the regulations of the school are faithfully observed; but no persons except members of Committee and officers of the Board are permitted to interfere in the business or management of the school. The books used in addition to the Scriptures and the Westminster Catechisms are those sanctioned by the Kildare-place Society."

In these documents there is, we believe, a violation of the provisions which we have quoted from the original draft of Mr. Stanley's letter bearing upon religious instruction, and having for their object the promotion of united literary and separate religious instruction. That this was the feeling also of the deputation who conducted the negociations with the Commissioners will, we think, appear from their report to the Synod of Ulster at a special meeting at Belfast, 1840. We quote from the minutes of that year, page 9:—"Your deputation have thus the satisfaction of submitting to their brethren that aid has been obtained for their schools, not only without any compromise of principle, but in perfect harmony with the principles on which the schools of the Synod have hitherto been conducted. 1. Protestants can apply for aid to their schools without any reference to or union with any other denomination. This was not the case in the former rules of the Board, for though Protestants might have applied by themselves, the query sheet afterwards required the reason why reference to others had been omitted. 2. The query sheet, of which several of the questions and regulations were excedingly offensive to Protestants, has been totally withdrawn, and aid for our schools is granted simply on our own statement of their constitution and regulations. 3. The schools, as Protestant schools have ever been, are open to the public, but none except the applicants are recognised as *ex officio* visitors. This is a valuable improvement upon the former regulations of the Board, which empowered others to be *ex officio* visitors in every Protestant school, to which every Protestant applicant was required to submit. 4. The Bible is free during school hours, and the extent of its use subject to no control but the will of the parents, expressed through committees of their own free choice, and the greatest

convenience of the attending scholars. 5. The Westminster Catechisms are also free during school hours, a privilege not enjoyed even under the Kildare-place Society. 6. There is no concession of any day in the week for separate religious instruction as the former regulations of the Board in every case required. 7. No one has a right to demand admission to teach in our school-houses, as the former regulations of the Board required and enforced. 8. In return for aid to our schools we were neither required to make, nor have we made, to the Board, any concession of any Protestant principle or practice. In relation to other denominations we neither recognise, promise, nor guarantee instruction in their peculiar creeds, we barely stipulate that when parents object, we, acting upon the Protestant principles of liberty of conscience, and following the immemorial practice of our schools, will neither require nor compel their children to read our Bibles or commit our Catechisms, and that if the parents so direct we will not obstruct their seeking instruction elsewhere." The deputation seem to think that the arrangement involved a concession upon the part of the Commissioners—not only so but that the alterations were antagonistic to the purpose of the Board, united literary and separate religious instruction, and were calculated to promote a system which was directly its opposite. In proof of this point we quote the concluding remark in the report:—"9. We have secured for our schools and the children of the Protestant communion the great principle which our Synod, learning from the Scriptures, so early adopted, and has so faithfully maintained—viz., that religious and secular learning should form the united and inseparable parts of a Christian education." The precedent established by the Synod of Ulster has been followed by other denominations, so that the great majority of the ordinary non-vested National schools are in connexion with some one or other of the leading sects, and the cases of joint management are rather the exception. The nature of the arrangement referred to, and the employment of the teacher as the instructor in religion for a particular party, must in the nature of things counteract the original intention of the Board—united literary and separate religious instruction.

As so much is said with regard to the perfection of the system by which the National system affords protection to the faith of the minority in a school, and the complete manner in which the object of National education has been realized by the mixed attendance that prevails in so many National schools, we think it necessary to make a few remarks.

Where one religious denomination has the ascendancy, and the patron exercises the privilege granted by the Board, which he generally does, there is one form of religion which may be regarded as established, while all others are prohibited. The sole privilege which the others have during the period of religious instruction is to leave the place and obtain instruction as best they can elsewhere. We sometimes hear of the blessing of slavery, but we may be certain it is the master, not the slave, who utters its praises. So when we hear the changes rung upon this subject we can guess the position of the parties who indulge in these glowing encomiums. The majority have their pride flattered by the fact that their form of religion, and theirs only, is sanctioned by the law of the Board, the minority are galled by the thought that their peculiar mode of faith is under the ban of exclusion. In the nature of things can parents, without a painful feeling, send their children to a school where the brand of inferiority is stamped upon the religious opinions which they may conscientiously entertain. The case of the minority, it may be said, is a sentimental grievance. These, however, are the wrongs which of all others are the most severely felt. But it is a real wrong. The minority contribute their share of the money which supports the school. The master, the clergyman, the school-room, are at the service of others for the inculcation of their particular dogmas, but these are privileges which are denied wholly to them. It is idle to say that the rules of the Board afford a protection to individuals which is not secured by the conscience clause in England. Upon this matter we have not time to enter. Be this as it may, the question still recurs, Is the present rule of the Board in ordinary non-vested National schools fair? is it just? is it equal? is it in accordance with the golden rule of doing unto others as you would wish that they should do unto you, which has been pronounced by the founder of our religion as the law and the prophets? If children are to mingle in harmony in National schools, one thing, we believe, of all others, is necessary, that they should meet upon terms of perfect religious equality. Union upon any other terms we would say is neither devisable nor advantageous.

This arrangement of the Board has tended greatly to multiply and encourage schools of a denominational character. In certain localities where the numbers were few, they have been under the necessity of attending schools where the form of religion sanctioned was different from their own. This dislike of inferiority and desire of supremacy has, however, led each sect, where practicable, to establish a school where they may possess the privilege of regulating the faith to be taught in the place, and enjoy the satisfaction of belonging to the dominant party. This system of things has been gradually increasing the difficulty of holding different denominations in union, and prepared the mind for the demand that unsectarian education must be abandoned as impracticable, and that the denominational system must be established in its place.

Passing from this subject, we come to the consideration of another class of schools. We are informed that convent schools were among the earliest to obtain aid from the Board. In the rules of the Commissioners for 1866 we are told that "convent schools receive aid under the conditions applicable to non-vested schools, and that they are subject to the same rules and regulations." This is a statement which we cannot comprehend. In ordinary National schools a grant of money is made for the teacher and assistants. Here these parties receive no salary, but the aid is extended in the form of a subsidy to the religious establishment. In other schools the amount paid is determined by the qualifications of the teacher, but here it is regulated solely by the average number of children in daily attendance, according to a scale laid down by the Commissioners specially for this purpose. It is said in their rules for the same year:—"No clergyman of any denomination or member of any religious order can be recognised as the teacher of a National school. This does not apply to the teachers of convent schools, nor to those of any monastry schools which have been at any time previously in connexion with the Board." Looking at the concessions made to different parties, we cannot well see how the Board can consistently refuse any further changes unless they retrace their steps and return to the principles enunciated in the letter of Mr. Stanley.

In the vested schools the rules regarding religious instruction are formed upon the principle of extending equal privileges to all. The model schools it is said exhibit the system of National education in its purest state, and most in accordance with the intentions of its early founders. There is one point on which we are inclined to offer a remark. From Mr. Stanley's letter we think it is evident that clergymen were the parties to give religious instruction. There is certainly no intimation that teachers were the persons expected to discharge this duty. In model schools as well as others they, however, are the persons who as a general rule act in this capacity. A clergyman may not, according to the rules of the Board, act as a teacher, but then the person who is a teacher is expected for a portion of each day to discharge the duties of a minister. If the prohibition in the former case be necessary, lest it might connect the school in the eyes of the public with a particular denomination, we think the reason is equally cogent, that the teacher should be confined to his own special department.

The model schools and the ordinary National schools being conducted upon different principles, the one sanctioning a monopoly of power in religious instruction by one party, the other extending equal rights to all, they have in different places presented the appearance of rival or antagonistic institutions. This state of things exists in almost all the leading towns of Ireland where there are model schools. Alexander Macdonnell, esq., Resident Commssioner, states that, "The Commissioners have never refused to endow in the immediate neighbourhood of a model school a well conducted rival school." This mode of procedure so far from satisfying the opponents of united education, has only fostered the spirit which now demands the abolition of the model schools, and the remodelling of the whole education of the country, so as to render it universally denominational in its character. Considering the nature of Mr. Chichester Fortescue's proposals regarding model schools to the Commissioners, and the expression of their assent, most of us considered that the ruin of the system would soon be completed. Owing however to a change of Government, the negotiations were brought to a sudden close, and the question still remains to be decided. The times we believe are auspicious. In days past different religious parties have been treated in a different manner, some receiving no aid from the State, others a greater or less amount. If it be said that the convent schools are sectarian in their nature, and should not receive assistance, the Catholics may fairly reply, this is but a trifling set off against the endowments given to others for religious purposes. There is an inequality in one way which seems in treating with different parties to justify inequality in another. The refusal of demands made by others may be justified on the ground that, they already enjoy exceptional privileges. The spirit of the age seems to be that in religious matters, all parties must now be put on the religious footing of a perfect equality. If so then the same spirit must require that equality should be the law in education.

If the Parliament still believe that united literary and separate religious instruction should be the object of the system, we think that in this matter model schools, vested schools, non-vested schools, and all others must be regulated by one plan. We think that the explanations of Stanley's letter by the Commissioners, and that the complications arising from their negotiations and arrangements with different parties must be set aside, and Mr. Stanley's letter, if not the standard will, we think, be the best guide, in enabling them to fix upon some intelligible uniform and just principle of action in their rules regarding religious education. If united literary and separate religious instruction be not practicable upon the system of equal rights and privileges, the Presbytery are of opinion that instead of sanctioning the present unjust arrangement, the Parliament should confine the education in our National schools to subjects of a secular or literary nature, and that if all sects but one be compelled to seek religious instruction elsewhere than in the school, then that that one also should be under the necessity of acting upon the same plan. The State when it acts impartially gives itself the highest exemplification of practical Christianity, and fosters in the people a sense of equality which harmonizes with the essence and spirit of true religion.

We object to the denominational system of education, as a solution of the question. The carrying out of a scheme of this kind, so as to meet the wants of all sects, must be attended with an expenditure which must impress the mind of every thinking person with the idea, that the thing is an utter impossibility. In Munster there are 546 schools taught exclusively by Roman Catholics, in which 2,038 Protestants are in attendance; or an average of a fraction above three to each school. Is the proposal to erect a separate school-house for each one of those minorities, one that can be entertained by any reasonable mind. Professor Nesbitt in his paper at the Social Science Congress, Belfast, says, "What are you to do with the 25,000 Catholics attending 1,000 schools in Ulster, an average of twenty-five for each school, who are taught exclusively by Protestant teachers? Or, again, what are you to do with 24,000 Protestants attending some 2,400, an average of ten for each school, who are exclusively under Roman Catholic teachers. To provide separate schools for such minorities is out of the question. The starveling schools which in a few cases it might be possible to set up would be wholly worthless. It is evident then that these children must either go without education, or be brought up in the religion of the majority." The statement here we maintain is not exaggerated, it is on the contrary far within the truth. The Protestants are not a united body, some of us in schools belonging to our localities have Roman Catholics, and Protestants embracing the various classes of Episcopalians, orthodox

Presbyterians, Independents, Covenanters, two kinds of Wesleyans, two kinds of non-subscribing Presbyterians, and occasionally, perhaps, some other varities. If the spirit of sectarianism be fostered in the establishment of denominational schools, Government will have to provide school-houses, not merely for Catholics and Protestants, but also for each variety of Protestants.

In reply to statements of this kind, it is alleged that where minorities are very small, and Government assistance could not be reasonably expected, they (the minorities) could easily provide school-houses and education for themselves. Sects that are small could never in this way expect to obtain assistance. The fewer the numbers the greater the difficulty of establishing private schools. They must, however, according to this system, be first taxed to assist the majority in establishing a school, who less require assistance, and afterwards provide, out of their own resources, a place of education for their children as best they can. The alternatives alluded to in Professor Nesbitt's statement would, however, be in the majority of cases the only ones possible.

We are now come to our last argument in this case. Parliament is now seeking to secure religious equality by withdrawing endowments from different religious parties, and as a presbytery we have expressed our approval of the scheme. It is proposed by some to apply part of the money obtained in this way to purposes of education. If so, it must in consistency be appropriated to unsectarian schools. Should it be given to teachers who are engaged under others in the work of inculcating particular religious opinions, the State will only be giving, in another form, its sanction to a system of things which it is now attempting to abolish.

In the Commission of Inquiry, a subject proposed for consideration is, "Whether any improvement can be effected in the constitution of the Board, with the view to a more satisfactory administration of its affairs."

We are of opinion that, instead of the present Board, one Minister of Instruction should be appointed, as in France and some other countries. We believe that the plan of Commissioners, uniting in themselves the double power of administrating a system and also of framing new laws with the sanction of the Lord Lieutenant, is a bad one. We think that the Minister of Instruction should simply administer the affairs of his department, in accordance with an Act of Parliament passed for his guidance, and be responsible to Government. The power of altering, modifying, or framing new laws on the subject should, in our mind, rest entirely with Parliament. This provision is absolutely necessary to prevent the administrator from being constantly besieged by the importunity of different religious parties, seeking changes to suit their own particular purposes, but which, at the same time, clash with the rights and privileges of others. The rules of the Board, in order to become law, required merely the sanction of the Lord Lieutenant. This privilege encouraged a continual negotiation with the Commissioners, and facilitated the introduction of changes that have destroyed the benign tendency of a system which many of us, at its commencement, looked upon as an omen of good, and the inauguration of a new and better era for Ireland.

Having given the matter our best consideration, we think that Government should not adopt the scheme which is by some suggested of two, three, or more paid Commissioners. This system would naturally lead to the appointment of individuals connected with a few of the leading religious denominations. The first objection to such an arrangement is that the minor sects would have no representatives. The second rests upon the conviction that if a number of persons be appointed they will naturally look upon themselves, and be looked upon by others, as the represensatives of certain parties, and that they will carry something of this idea into their deliberations. If opposing sects be equally matched there is a dead lock, if unequally, one influence or another will probably prevail and turn the balance of justice on one side or another. We believe that by selecting one person eminent for his attainments in education, and as free as possible from sectarian bias as minister of instruction, the Government will adopt the course most likely to secure the impartial and satisfactory administration of affairs in this department. A judge upon the bench of every particular religion, as a general rule, administers the law fairly between man and man, and seldom is justice perverted by any feelings of a political or religious nature. A person of a similar stamp of mind placed in the other situation would, we think, act in an equal spirit of fairness.

We come now to offer a few remarks on the subject suggested to our minds by the question in your circular; "Do you consider the system of inspection as carried out by the National Board sufficient for its purpose?"

In our remarks we do not wish to cast any reflection upon the Inspectors, who are, we believe, in general a class of men well qualified for the office, and exemplary for the faithfulness with which they discharge their duties. The policy of the arrangements under this head is the only subject on which we express an opinion. Originally under the Board there was only one class of Inspectors, subsequently a change was introduced, and we have now in addition six Head Inspectors, and what is called two Chiefs of Inspection. The country is divided into sixty districts, and over them there are sixty District Inspectors. Each Head Inspector is appointed over ten districts which is his proportion, and the area of his operations will be something like the one-sixth of Ireland.

This extent is, we believe, too large for any useful purpose as regards the oversight of schools. A Head Inspector is a large portion of a lifetime before he can visit the different places of education under his superintendence. From the report of the Commissioners for 1866, we learn that John E. Sheridan, esquire, Head Inspector, was appointed to his circuit in 1858 which contains 1,013 National schools. There is, therefore, a space of eight years between the two dates. During that period in his report he says, "Visited 764. Of this number fully inspected and visited 698." There is therefore still a large number which will require some years to overtake. The visits, owing to the amount of travelling, are very expensive and fatiguing, and they are too few to answer any useful end. But then it is also to be remarked that the Head Inspector is engaged in doing the work which seems also assigned to the District Inspector. The latter visits each school in his district three times in the year. Even supposing that he is inferior to the former in ability, which may or may not be the case, will not the District Inspector from his superior opportunities of judging, be a better opinion on all matters relating to the school than the Head Inspector. The sufficiency of the District Inspectors for the inspection of schools, is an opinion which seems sanctioned by the statement of some of the Head Inspectors themselves. In the report to the Commissioners for 1866, Timothy Sheahan, esquire, Head Inspector, referring to his own return says, "The results thus furnished in a few schools in a district present no reliable data on which to form an opinion of the schools generally throughout it. The reports of the District Inspectors give full and accurate information on the points above stated in every district." There is another point which we would notice in this matter. The instructions of the Head Inspectors are occasionally at variance with those of the District Inspectors, and the teachers placed in the position of a man who cannot obey two masters.

The preceding observations will prepare the mind for the suggestion, that there should be a return so soon, as practicable to the original plan of one class of Inspectors. So far from additional reports being necessary from Head Inspectors, we believe that the written reports from the District Inspectors are too numerous, and that a diminution in the number would be an advantage.

We would now call your attention to another matter in reply to your query. There is, we believe, in the existing state of things much labour expended by Inspectors of both classes on monitors, pupil-teachers, and teachers, which, so far as the object in view is concerned, may be regarded as lost. It is a fact which may be taken for granted that a great number of these persons turn their attention to other matters, and give up the profession of teacher.

The remedy for want of well qualified teachers is thought by many to be additional training schools. In the Commissioners' report for 1866, Mr. Wilson, District Inspector, says that the "average income of a teacher is about ten shillings a week. A large proportion of the best of the pupil-teachers of our model schools, and of the monitors of our ordinary National schools, betake themselves to other occupations where better wages can be earned, and the more of these that are trained, and the higher their training, the more of them will go off, because the value of their services will be correspondingly enhanced." The qualification of the teachers at present is, we believe, equal to their remuneration. If we want a higher class the principal means must be an increase of salary. In order to a successful treatment of a disease medical men inform us we must look to the cause. Is there a want in the community of men equal in intelligence and character to fill situations where the average weekly pay is ten shillings? We believe that the very statement will show the absurdity of such a supposition. Take the case of examinations for the Civil Service, where the attainments necessary in many cases are of the highest order. We are told that on an average there are four candidates for every vacant post. The defeated in many cases are persons of respectable acquirements as well as the successful. If there be no want of persons to fill a higher office, should there be any scarcity to discharge the duties of a situation where the standard of attainment is so much less.

It must be admitted that in the present arrangement for training teachers there is a great waste of money and of power which contributes nothing to the object in view. Some, however, say—Increase the pay of the teacher, and then the present machinery will work well. In answer to this we reply—After expending money in the training of teachers you must still adopt the same arrangement to secure their services and hold them in their office, as if this previous outlay had never been incurred. Some of us think that the true plan of securing well qualified teachers would be to adopt the principle of the London University, which grants degrees to all persons wherever educated who possess a certain amount of knowledge. Acting upon this idea, a certain standard of qualification should be adopted, and a suitable or corresponding salary offered. The teacher exhibiting the necessary attainments could receive his appointment irrespective of the place in which he may have been educated.

There may be in our body some not prepared to go this length. We are all, however, of opinion that if we are to secure and retain a number of highly educated men as teachers we must rely more on an advance of salary and less upon expenditure in extending and perfecting our training machinery.

There is one more point which strikes upon the subject of the query. We believe that, according to the present rules of the Board, the Inspector is under the necessity of spending too much time on matters of a statistical nature. There is too great a multiplicity of forms, and many things contained in them unimportant in their nature. There is a repetition of reports of a similar kind, which cannot in the nature of things add much to the understanding of the subject. The length of time which elapses before the report is published deprives also of interest some things which might originally have possessed this quality. We are approaching the end of the year 1868, yet the latest report is for the year 1866. Is not its value greatly diminished as a source of information or ground of action for present purposes? This complication begins with the duties assigned to the teacher. Besides writing down the name of a child when it enters school, or erasing its name when it leaves, there are additions and conditions to be complied with which waste the time of the teacher and are not attended with any corresponding advantage. We have read of an experiment of throwing two shadows of the sun upon the wall in a particular way Instead of an increase of light there is total darkness. The Commissioners in a similar way by attempting to render their reports too full and minute, produce something of the same effect. The thing is so tedious that scarcely anyone buys the report, or would think of reading it, as when it is printed it is a matter of history, rather than of knowledge bearing upon the present time.

We have not had time to look over the matter so attentively as we could wish, but we think that with a little attention to the matter we could suggest a number of changes which would greatly simplify the transaction of business under the Board, without omitting anything really essential. If this could be done, and we believe it perfectly practicable, the time of the Inspector might be employed in a way more agreeable to himself, and more advantageous to teachers and scholars. There is but one point on which we would at present make a remark. The process of what is called checking the books occupies a considerable time, but then it is alleged this cannot be dispensed with, because a rigid scrutiny is necessary to prevent fraud upon the part of the teacher. We affirm however that this great temptation to dishonesty arises from a rule of the Board regarding numbers, which we do not believe to be politic or just. There is a change called for, which would lessen the motive for deception upon the part of the master, and which would lighten in a great degree the labour of the Inspector, in exercising the supervision necessary in this matter. This point we shall notice in treating of the subject which is next to claim our consideration.

We now come to the question of salaries, and mode of payment of teachers as employed in National schools.

The following quotations from the rules of the Board will give a general idea of the place given to numbers as affecting the remuneration of this class of officers. Rules for 1866, page 16—"As a general rule a school to be entitled to be taken into connexion, or to remain in connexion, must exhibit an average daily attendance of at least thirty pupils. Teachers cannot be admitted to the enjoyment of first class salary, nor allowed to continue in its enjoyment unless their schools command an average daily attendance of thirty-five pupils. Should schools of the ordinary class be retained in connexion after the attendance shall have fallen below thirty pupils, as in certain circumstances they may be retained, their teachers will be paid according to the provisions of the modified scale below." For our purpose it is merely necessary to say that the grant becomes less with the decrease of numbers, and when the attendance descends below fifteen all salary is withdrawn, and the aid is limited to inspection, books, and apparatus.

As an introductory remark to prepare the mind for a more generous treatment of teachers in poor and thinly scattered districts, we refer to the different system pursued with regard to model schools. From the last report 1866 we select the case of Athy Model school. Reckoning principals, assistants, and pupil teachers all as teachers, there are as we calculate fifteen scholars and a fraction opposite each teacher. If we count the six monitors in addition as we may do, the average number is nine. If it be said that liberality in this and other respects be necessary in reference to model schools in large towns, we say that liberality is at least equally necessary in places where want and wretchedness prevail. In the former places there are generally schools of other kinds where education is accessible, in the latter no opportunities of this kind exist. Changes are we believe necessary in the rules quoted. In case of islands off the Donegal coast, such as Tory, Inisboffin, Gola, and others, the average attendance must in the nature of things be very small. These are extreme cases, but there are other localities where the present arrangement presses hard upon the teacher. In our opinion, where as a matter of convenience a school is absolutely required, the smallness of the numbers is rather a reason for augmentation of salary, not diminution. The present arrangement at least is not the right one. In the cases referred to by the Commissioners of small attendance, we should consider attentively whether a school is necessary or not necessary. If necessary we must at least act towards the teacher with as great liberality as we do to persons placed otherwise in more fortunate circumstances. The grant is his sole support. In order to teach a man must have an income sufficient to provide a little clothing, and food of the coarsest kind which will support human life. Where the poverty of the teacher is at the extreme, according to the present rules, when he asks for a fish we give him a serpent, and when for bread we give him a stone. In cases where a school is adjudged not to be required, we would recommend that there should not be any interference with the existing teacher for his time, but that the vacancy should not be filled up after his resignation.

We object to the system of payment of teachers according to quarterly averages, as at present practised under the Board. In any new arrangement where the necessity for a school is to be considered, we believe that the plan of a yearly average would form a much better standard by which to judge. In country districts field operations affect the attendance for certain quarters, in towns the cold of winter exercises a similar influence. A year embraces those various causes of inequality, and is therefore the natural period of time to be adopted as a basis of calculation in these matters.

Disease, epidemics, changes in trade are also matters to be taken into account. Children are occasionally withdrawn from school on account of the former causes. In our own localities mills have been stopped for a time, owing to these temporary causes a diminution of attendance is the natural result, and this circumstance has led to a reduction in the salary of the teacher. In all the instances to which we have referred the teacher is punished for want of attendance whether he may be innocent or guilty.

We believe that efficiency and faithful discharge of duty are the things to be rewarded, but these are not to be determined solely by the questions of number and proficiency. There are some localities where a large number is an impossibility, but in others it is the reverse. In certain districts there is, owing to the position of parties, a regularity of attendance favourable to progress, while in others the case is exactly the opposite. In courts of law men are not condemned without an opportunity afforded of establishing their innocence, and if guilty of stating every circumstance which should palliate the offence or mitigate the penalty. We believe that if the teacher either by himself or through the patron, can show that the want of attendance does not arise from his own fault, but is attributable to circumstances, over which he has no control, he should not be fined. A few pounds are a trifling matter to persons in opulent circumstances, but the case is different with teachers whose incomes are small. A penalty should not be inflicted unless negligence be clearly established. Under existing circumstances certain numbers practicable or impracticable being necessary for the payment of certain salaries, the teacher is frequently tempted to practise fraud in the making up of his books. A change in the law is a pressing necessity.

In reply it may be said that if we dispense with the present rules, schools will multiply to an unreasonable extent. There is we admit a danger of this kind, but it arises from a different cause. We advocate the extension of aid to a school where that school is absolutely necessary, but we object to the increase of schools not needed which has arisen from the encouragement given under the Board to a denominational system of education, and we anticipate a great addition of a similar nature from a further advance in this direction. Professor Nesbitt in his paper at the meeting in Belfast of the National Association for the promotion of Social Science, speaks of the incalculable mischief attendant upon denominationalism, in setting up two or three comparatively worthless sectarian schools, where under a National school a single school might be maintained in efficiency." It appears from his statement that three years before the time in which he speaks, in 1,000 of the schools belonging to the Church Education Society in Ireland (two-thirds of the entire number), there were only 18,000 scholars, an average of eighteen for each school. We are approximating rapidly to a system which manufactures of necessity small schools, and no regulations of the Board can counteract the evil inherent in the nature of things. If, however, we return to the unsectarian plan, we can as a general rule have schools containing a sufficient number of scholars, and this state of things will enable us to act with a little more liberality to those exceptional cases, where in the nature of things the attendance of scholars must be small. As a general rule we may expect large schools under the latter system, whereas, if we adopt the denominational plan we will as a general rule have small schools.

Speaking of teachers in ordinary National schools, we as a presbytery are of opinion that in case of males the lowest salary should be £46, instead of £18, as at present; and that in case of females, the lowest should be £40 instead of £18, as at present. The literary qualification required for an officer of excise is inferior to that necessary for even a third class National teacher, yet the minimum salary of the former is £60 per annum besides two shillings per day for every working day, making in all about £90 per annum; and subsequently by promotion he has a fair prospect of increase to the amount of £250 or £300 per annum. We are all in favour of the increase specified. The only difference of opinion is as to whether those amounts should be given in the form of a grant entirely from the Government, or secured in part by local taxation. We have not been able to fix the highest sum that should be paid to a teacher, nor to determine the intermediate degrees. These matters and the salaries of teachers in other schools, we must for the present leave to the consideration of other parties.

We are all agreed that the present arrangement as to retiring gratuities requires change. The rule is as follows:—"In particular cases the Commissioners have the privilege of granting gratuities of reasonable amount to deserving teachers of long standing in their service, when from old age and infirmity they are obliged to retire." A sum equivalent to one, two, or even three years salary does not meet the case of persons who occasionally at a comparatively early period of life are worn out in the service. There are instances of this kind where life may nevertheless be prolonged for a great length of time. In all cases where a person has devoted his life to the office of a teacher, we would recommend that when unfit from age or infirmities for discharging their duties, a yearly pension should be granted equal to half their salary.

In our remarks we have dwelt upon the things of which we disapprove, and the changes of a beneficial kind that might be introduced. Our duty was best discharged by pointing out the evil rather than in passing encomiums upon what merited praise. Lest it might be supposed that we are actuated by hostility, we take the liberty of stating that we are not insensible to the good. The books under the Board are excellent. We like the variety which is introduced into the system of instruction. The teachers are men of a character deserving of respect, and from our conversation with them, we have formed a favourable opinion of their intelligence. The Inspectors are diligent in the discharge of their duty, and well qualified for the work. In many of the schools education of a very high order is imparted.

The Commissioners in the alterations we regard as unfortunate, were not actuated, we believe, by bad motives. These were made principally by a desire to please the clergymen of various denominations, but these concessions contrary to their expectations have only prompted the demand for changes, which would subvert the whole order of things. We are not actuated by any feeling of unkindness nor do we write in a spirit of bitterness. We are conscious, however, that a crisis has arrived in education in this country, and that one or other of two schemes must be adopted. Believing that the denominational system is expensive inefficient in its nature, and above all calculated to strengthen the feelings of political and religious hatred among the different classes in the community, we would regard a change in this direction as a great misfortune. In neighbourhoods where the system of united education has been carried out for any considerable time, many of us have had opportunities of witnessing its beneficial effects in cherishing a harmonious spirit among the rising generation, and again where that system has been subverted by the multiplication of denominational schools, we have seen an unhappy jealousy and bad feeling prevailing. We have every reason to believe that an overwhelming majority of the parents of all denominations in our neighbourhood, would prefer sending their children to non-sectarian schools, if not controlled by the interference of their religious

teachers. Convinced that the beautiful theory of united literary and separate religious instruction if carried out in the spirit of Mr. Stanley's letter, would be economical as well as favourable to intellectual improvement, and calculated to promote peace upon earth, and good will among men, a consummation so devoutly to be wished for, we are anxious to see such changes adopted as will perpetuate and extend the system in accordance with the intentions and designs of its wise, benevolent and patriotic founders.

We have the honour to remain, sir, your obedient servants,

JOHN HALL, Minister of the Old Congregation of Ballyclare, Moderator.

S. C. NELSON, A.M., Minister of 1st Downpatrick.

November 26, 1868.

By order of the Presbytery of Antrim.

APPENDIX F.

After my report was drawn I received from Mr. Vere Foster a copy of a pamphlet, which he has printed, containing the replies he collected with great labour from a large number of teachers and associations of teachers in different parts of Ireland, to whom he addressed a series of questions, including those which I had myself addressed to him as to other gentlemen interested in the subject. This pamphlet will, no doubt, be accessible to the Commissioners; and the views it contains, especially as expressed in Mr. Foster's introductory summary, will be found, I venture to think, of much interest.

I append that portion of the summary which relates to the subject of this Appendix, namely, the mixed system.

"Query No. 4.—Beneficial, and the success of the system is sufficient evidence of its popularity. The efforts of Parliament to provide for the education of children of different denominations in the same schools have been *remarkably* successful, as is proved by the fact that out of 175,478 Protestant children, attending National schools in 1867, 155,343, or 88·5 per cent., were in attendance in mixed schools, there being 3,821 such schools.

"I have appended in full all the replies which I have received from associations and from teachers of schools having a largely mixed attendance of Roman Catholic and Protestant pupils, being especially careful to publish all remarks contrary to as well as those in favour of my own views, so as not to be liable to a charge of partiality. A very few associations and teachers have expressed themselves in favour of the denominational system; the greater number strongly approve of the mixed system; while the remainder have courteously declined to answer this question, even though I promised that the replies should be published anonymously. The popular feeling, where not totally indifferent on the subject, which is generally the case—the people taking no part in the controversy on this vexed question—appears as a general rule to be in favour of the present mixed system, which is generally acknowledged to have been administered by the Board with the utmost impartiality. Active opposition to it is confined to clergymen, members of Parliament, landlords, and others who have no occasion to use the common schools. The feeling of the clergy of every denomination is in favour of gathering the children of their own flocks into separate schools, and this is fairly practicable in towns: for instance, in Belfast—where I reside, and which contains 150,000 inhabitants, of whom more than one-third are Roman Catholics, another third Presbyterians, and one-fourth members of the Established Church, containing, therefore, a more largely mixed religious population than that of any other town of its size in the United Kingdom—there are upwards of one hundred National schools, nearly all of which are and always have been denominational, in the sense of being attended by Roman Catholic pupils only or Protestant pupils only. Some members of Parliament and others have attributed the frequency of riots in Belfast in part to the mixed system, but I think it may rather in fairness be partly traced to the prevalent system of educating the children of different denominations in separate schools. It is not so practicable to maintain separate schools for each denomination in rural districts, and accordingly it is found that, in the county Tyrone, which is one of the most purely agricultural counties in Ireland, and whose population is more mixed in regard to religious denominations than that of any other county, more than two-thirds of the schools are mixed. In that county, and in the rest of the province of Ulster, there were, according to the last enumeration taken in 1859 (see Parliamentary Return, No. 105, 1861, Mr. Butt's), 914 schools, out of a total of 1,894, in which the pupils of the denomination, which was in the minority, amounted to from 10 to 49 per cent. of the whole attendance. There were at that time 2,898 mixed schools in all Ireland, which have since been increased to 3,821, or three-fifths of the total number, thus proving the increasing popularity of the system, notwithstanding the violent opposition of the advocates of denominationalism from opposite quarters.

"The Commissioners of National Education have, in deference to the wishes of clergymen, already allowed too great a multiplication of schools throughout these counties, and by the establishment of so many very small schools have greatly injured the cause of education. If the denominational system should be substituted by Act of Parliament for the present mixed system, small inefficient schools will be still further multiplied and party spirit encouraged, or the children of the minority in numerous cases will be without the means of education, or will be permitted to partake of secular instruction only on condition of taking part in religious exercises, and receiving religious instruction of which their parents totally disapprove, as is the case with the Roman Catholics and other Dissenters in England, and in a less degree in the United States of America.

"I trust that the foundation principle of the Irish National system of education, *combined secular and separate religious* instruction, will be maintained in its integrity, as laid down by the Earl of Derby, when Chief Secretary for Ireland, in the following words:—

"'They (the Board) will require that the schools be kept open for a certain number of hours on four or five days of the week, at the discretion of the Commissioners, for moral and literary education only, and that the remaining one or two days in the week be set apart for giving separately such religious instruction to the children as may be approved of by the clergy of their respective persuasions.'

"*The present rule permitting the interpolation of religious instruction in the midst of the ordinary hours of secular instruction should be abolished as soon as possible, or it may act as a wedge to split the National system.*"

APPENDIX G.

The following communication was made to me by a gentleman who has largely interested himself in the subject of—

NATURAL HISTORY IN SCHOOLS.

For nearly thirty years I have advocated the general introduction of such studies, as a regular branch of education in both schools and colleges. In 1867 I met in different publications, the expression of an opposite opinion. It was asserted that "natural history does the pupils no good." "The majority of the children must work for their bread; why trouble them with lessons about plants and animals? Teach them to read, to write, to do a simple sum in arithmetic, and all they need is accomplished." According to this restricted view of the functions of the teacher, the three "R's" of the old joke embrace all the subjects required.

Education to my mind was very different from this; and I could not get over the conviction that the thing taught though good in itself, might be less valuable than the healthy exercise of mental powers, which might otherwise exhibit but a feeble and intermittent action.

Being desirous of testing the truth of these opinions, I addressed myself to those who could speak from their own experience, as to whether natural history was an aid or a hindrance towards acquiring other branches of knowledge. My inquiries were directed to the model schools of Belfast, Newtownards, and Carrickfergus, and were responded to from each by the head teacher of the boys' school, the girls' school, and the infant school. A copy of the same set of questions was sent to each, and the answers when arranged and tabulated, gave the following results.

The natural history teaching had reference both to plants and animals. It was illustrated by books, diagrams, and by specimens when procurable. The number of weekly lessons, in the boys' school, one or two, occupying thirty to forty minutes; in the girls' schools, one or two, except at Belfast, where there are five and a lecture. In the infant school, Belfast, one lesson to each division; at Newtownards, five lessons weekly; at Carrickfergus, four. Total number of pupils, 1,457. Average age of boys, eleven or a little more; of girls, eleven to thirteen; of infants, six. The children take great interest in such lessons, especially in zoology—no other subject is so popular. Their interest is evinced by their great attention, by the diligent preparation of their lessons, and by the questions they ask. The success of the pupils of the Newtownards model school at the examination under the Department of Science and Art, is attributed by the master in a great degree to their previous knowledge of plants and animals. All regard such teaching as an aid to the acquisition of other knowledge. Pupils in geography remember the different countries in connexion with the animals and plants found in them. One master says, I believe the powers of observation of the boys have been much quickened by the lessons they have received on these subjects. They are constantly bringing me plants, shells, &c., to get me to name them. Even in an infant school, the teacher does not hesitate to say of her pupils, "the great interest taken in this branch, has the effect of brightening their general intelligence."

Such being the evidence of nine experienced teachers, having the charge of nearly 1,500 children, no doubt can exist, as to the beneficial effects of such studies in schools. Why then should not the teachers be trained under competent professors for the effectual discharge of this part of their duty?

ROBERT PATTERSON, F.R.S.

Author of "Zoology for Schools."

Belfast 31st October, 1868,
6, College-square, North.

ROYAL COMMISSION OF INQUIRY INTO PRIMARY EDUCATION (IRELAND).

REPORTS OF ASSISTANT COMMISSIONERS.

G.

REPORT

UPON THE STATE OF

PRIMARY EDUCATION

IN THE

LONDONDERRY DISTRICT:

BY

THOMAS SIDGREAVES, ESQ.,

ASSISTANT COMMISSIONER.

CLASSIFIED ABSTRACT OF ALL THE SCHOOLS

IN THE

LONDONDERRY DISTRICT,

COMPILED FROM THE CONSTABULARY RETURNS.

Whole Number of Schools, 298.

Constabulary Districts.	Total Number of Schools in District.	National.	Church Education.	Wesleyan.	Monks.	Nuns.	Ragged.	E. Smith's.	Endowed.	Private.
Londonderry, . .	56	32	13	1	1	1	1	2	3	2
Coleraine, . . .	65	49	5	2	–	–	1	–	1	7
Maghera, . . .	55	48	4	–	–	–	–	–	3	–
Raphoe, . . .	80	60	11	1	–	–	–	1	5	2
Letterkenny, . .	42	28	9	–	–	1	–	–	4	–
Total, . .	298	217	42	4	1	2	2	3	16	11

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Appendix A.—Summary of answers by several persons to queries addressed to them by Mr. Sidgreaves, . 27

Report of Thomas Sidgreaves, Esq., Barrister-at-Law, B.A., Lond., Assistant-Commissioner.

1. My Lords and Gentlemen,—I have the honour to lay before you my Report upon the state of Primary Education in those districts of Ireland, wherein you commissioned me to make inquiries, viz. :—Londonderry, Coleraine, Maghera, Raphoe, and Letterkenny.

2. My inquiry occupied eleven weeks, and during that period I visited and examined—

78 National schools.
13 Church Education Society schools.
5 Endowed schools—of which four, however, are included in the first two categories.
5 Infant schools—three being included under the first heading.
3 Private schools.
2 Ragged schools.
2 Erasmus Smith's schools.
1 Night school.

General view of the subject.

3. It is satisfactory to be able to state that in those districts the people are, at all events, alive to the importance of securing for their children, if possible, the benefits of education. A palpable effort is made to take advantage of the opportunities for it that are afforded them ; and in not a few instances that came under my notice, great sacrifices had been made by parents to enable their children to become what they proudly term "scholars." Recent events have quickened this perception and appreciation of the advantages of education. The vast exodus to America, which is still going on, though fortunately with diminished force, placing as it has, the Atlantic between different members of numerous families—has left them no means of communication except the post. Bitterly now do the parents who receive a letter from a son or daughter in America, deplore their inability either to read or answer it without assistance ; and a child from the nearest National school who has learned to read writing, and to overcome the difficulties of penmanship, becomes suddenly invested with an overweening degree of importance.

4. And, assuredly, if the people at large are desirous that their children should be educated, they have no reason to complain of the lack of opportunity. Schools abound in every direction. Not merely in towns and their immediate neighbourhood where they cluster thickly, nor in villages where at least there will be one, but in thinly-populated districts, where for miles around scarce a human being or a human habitation is visible, the National school is sure to be met with ere long. At times, after driving for miles along silent highways, through a country that seemed—for any sign of life there was—to be uninhabited, it was a positive relief to come upon one of these schools, on the slope of a mountain or the hollow of a glen, and to find oneself once more in the midst of life and activity.

Schools too numerous.

5. In some districts, especially in the neighbourhood of Coleraine, they are far too numerous, and the teachers complain that they are simply starving each other out. At one school that I was engaged at, about three miles from that town, I was assured by the teacher that I could not go a mile in any direction, except back to Coleraine, without coming across a National school. This, however, is very far from being the case in all districts ; but on a general bird's-eye view of the whole of my district, I am satisfied that the school accommodation is ahead of the requirements of the people.

Attendance of children at school.

6. And yet, despite the appreciation of education on the part of the people, and despite the peculiar advantages in that way that are afforded them, the attendance of the children at school is very far indeed from being what one would wish it to be. When I come to deal with this particular point, I shall have to go more fully into the various local causes that affect the attendance of the children at different schools, in different districts ; at present I will merely allude to the one great paramount obstacle which meets one alike in all districts, and that is—the Poverty of the people. This is really the one great difficulty, before which all others fade away in comparison. People talk glibly of compulsory education ; they are indignant at the shameful neglect of parents in not sending their children to school, and say that if they will not do their duty of their own accord, they should be compelled to do so by law. It would be a cruel injustice, however, to pass too hasty a judgment upon these poor people. During my run through the different districts assigned to me—districts by no means ranking among the poorest in Ireland—I have passed hundreds of wretched wayside hovels, inhabited by half-starved, half-clad wretches, who in all material requirements at least, seemed scarcely to have risen above the level of the savage. We who are accustomed to regard the primary essentials of life—food, clothing, and warmth—as matters of course, coming to us as naturally as the air we breathe, forget that where we begin these people often end. Life is with them one long and frequently an unsuccessful struggle for food, for clothing, and for warmth ; and when they do attain them, the food is of the coarsest, the clothing is of the poorest, and the warmth is obtained in an atmosphere of smoke.

Poverty of parents.

Children's small earnings of importance.

7. To people so situated, a few pence more or less daily are of the last importance—often, indeed, constituting the difference between starvation and sufficiency. These few pence their children are generally able to earn, even when very young, in the towns by the various employments which are there carried on, and in the country by the herding of cattle and other field work. Every occupation which admits of the employment of children is eagerly seized upon, and I invariably found the same causes operating in similar localities upon the attendance of children. In villages and country districts the schools are invariably thinned at harvest time, again in November, when the potatoes are dug up, and again in spring, when the sowing of the crops begins. Large numbers of children are employed in herding cattle the whole summer round. Farmers hire them usually for six months at a time, giving them from 30*s.* to £2 for the job, and finding them food and lodging during its continuance. The payment is not on a large scale, but it seems a large sum to a peasant struggling to maintain a wife and family on eight shillings a week. If he sent his child to school he would have to forego that sum, and support the child himself for the six months into the bargain. No doubt it is a sad thing that opportunities for education, which may never occur again, should thus be lost; but so long as the parents are in their present state of abject poverty, and the child's labour can do anything to relieve it, so long I fear will the state of things I have described continue. If the attendance of children at school were made compulsory, it might become a matter for consideration whether the parents were not entitled to compensation for their services ; and in any case I fear that it would have the effect of adding one more to a list of grievances of which, rationally or irrationally, they have so long and so loudly complained.

Non-attend-

8. Whilst, however, the children are too young to work, there is no reason whatever why they should not be

ance of young children.

sent to school, and the parents are responsible for much negligence on this score; but still the bulk of the school is always composed of very young children. The first class is generally larger than all the other classes put together, and is composed mostly of mere infants of five or six, learning the alphabet and words of one syllable. In the winter, however, when the more advanced children, who have been working in the fields all summer, begin to come back to school, the attendance of the younger children falls away almost entirely. The parents cannot find in their hearts to turn out the poor little things in their bare feet and their thin, scanty clothing, to walk—it may be a mile or two—through rain and mud, or frost and snow, to the National school; so they keep them at home till the inclement season is over; and I for one am not prepared to say that they do not exercise a wise discretion. In the Convent infant school at Derry, where there were 116 children present at the time of my visit in July, I was told that in winter the attendance fell away altogether. This is, of course, the same cause, Poverty re-appearing in a different form; and I dwell upon it thus early because I am convinced that it is the one great obstacle in the way of Education, from which almost every other takes its rise.

National Schools.

9. As will be seen from the analysis of the schools examined by me, the great bulk of them were National schools. Being instructed by you to inquire into the practical working of the system of National education in Ireland, and finding it impossible to visit more than a limited number of the schools in my district, I thought I should best attain the object in view by taking the schools haphazard, and avoiding anything like the selection of schools in any particular locality. I believe that by acting upon this principle, I have seen as much of the practical working of the National system as was possible in the time allotted to me for my inquiries.

Closing of schools for vacation.

10. My list of schools would have been larger had I not been met by a difficulty which I have no doubt was common throughout Ireland at the time, viz.:—the closing of schools for vacation. This entailed upon me a considerable loss of time. Often after examining one school I have travelled some distance to the nearest National school only to find it closed for the vacation; the then nearest school would probably be several miles off, and as they all close at three in the afternoon, the chances would be against my arriving there in time for examination.

Difficulty of ascertaining what schools were closed.

11. The District Inspectors, though courteous and obliging to the last degree, were frequently unable to give correct information upon this matter. Any teacher of a National school can take his annual holiday almost when he likes, and they do in effect take it just as it suits their own convenience. It is true that there are certain times specified in the Time-Table, but the teacher is at liberty to take his vacation at any other time that he likes, on giving "some days' notice" previously to the Inspector. Frequently, however, he does not make up his mind until the very day before, and either sends notice then, or considering that there is no particular hurry about it, sends his notice some days after instead of before the commencement of the vacation. Thus it happened to me to visit two schools in one day only to find them closed for vacation, although both of them had been reported to me as open, that very morning, by the District Inspector. Upon another day also I visited two schools, both of which had been reported to me by the Inspector the previous evening as still open, with a similar result. It would have been difficult, however, for the Inspector to have thought otherwise, and my visit to those two schools illustrates rather curiously the occasional looseness of the system, and the minor difficulties with which the Inspectors have to contend.

12. The master of the first school resided close by, and on finding his school closed I sent for him to inquire the reason. His answer was simple enough. He had re-opened his school on the previous day after a fortnight's vacation, but had only been honoured by the attendance of a single pupil. Fearing that this would have the effect of seriously diminishing his yearly average, he had determined upon closing his school for another week. This he had a right to do, being entitled to three weeks' vacation in the year, but it was incumbent on him to give notice of his intention to the Inspector. This also he had partially but ineffectually done; he had written a letter to the Inspector giving the requisite notice, but had forgotten to send it, and at the time of my visit had it in his pocket. Proceeding with all possible haste to the nearest school, some two or three miles distant, I was considerably perplexed to find that this was closed also. The master, a most respectable man, was sent for, and his explanation, whilst relieving himself and the Inspector from all blame, was, if possible, more ludicrous still. He had made up his mind on the previous Saturday—it was on Tuesday that I visited the school—to begin his vacation on the Monday following, and had sent a messenger some seven miles with a note for the Inspector to that effect. The Inspector was away, having got leave of absence till the following Monday, so the messenger having no specific instructions how to act in an emergency of that sort, instead of leaving the note where it could have been received by the Inspector on his return, brought it back to the master, who had it in his possession when I visited the school, and opened it to convince me that he really had done his best to give the notice that was required. It would be attaching undue importance to these matters, however, to lay any blame at the door of the National system on their account: their origin may be traced, I think, rather in the national character, which, as its own writers love to depict it, is at times distinguished by a charming dislike to punctuality and disregard of detail.

13. During the latter part of my visit in the districts of Raphoe and Letterkenny, there was a general closing of schools for the vacation. The splendid summer having caused an unusually early harvest, the teachers finding their schools diminishing, took their vacation at the period when the pupils were the least likely to attend, and it was no easy matter to find schools to examine. Those that were not closed had, as a general rule, a very thin attendance, and the more advanced pupils, being the ones also the most useful in the field, were almost invariably absent.

Attendance, &c.

14. From the last report of the National Board it appears that in Ulster one in six of the Protestant population, and one in 5·8 of the Roman Catholic population are pupils of National schools. This of course means the number of children on the rolls of the different schools, and not the actual number in attendance upon any one particular day—two widely different things. Taking it so, however, it shows a palpable increase since 1861, in the number of children attending school. In that year, according to the census returns, there was in Londonderry a population of 184,206, and on the 17th May of that year 13,092 children attended primary schools in that county. This gives about one in fourteen of the entire population attending primary schools in that county upon that day. In Donegal with a population of 237,390, there were upon the same day 14,237 children attending primary schools, or about one in 16·6 of the population. It must be remembered, however, that the average attendance of the children is little more than one-half of the actual number on the rolls, so that these figures do not by any means represent the actual number of children in the habit of attending school. As nearly as I can compute, the children attend the schools, especially in the country districts, for little more than six months in the year, so that these figures really represent an attendance at primary schools of about one in seven in Londonderry, and one in eight in Donegal.

15. The figures of the National Board, however, refer only to the schools under their own control, and not, as the census returns do, to the whole of the primary schools in the district, of which, in addition to others, there are in the diocese of Derry fifty-two, and in the diocese of Raphoe thirty-six belonging to the Church Education Society alone. It would seem, therefore, that if the rest of the province corresponds to these two counties, there is a satisfactory increase in the number of children, who are actually attending school, but I have strong doubts whether there is a corresponding improvement in the manner of their attendance.

Number of children attending school mere infants.

16. Another doubt will also force itself upon the mind of the visitor to these schools, and that is as to whether the number of children attending the schools represents anything like the actual number who are receiving instruction. A very large proportion of the children are mere infants, sent to school less I apprehend for the purpose of education than for the purpose of being taken care of, and being kept out of the way. However young they are the master is only too glad to receive them; everything depends on his keeping up his average, and as infants count just as much as lads of fourteen, he welcomes them accordingly. The first class, generally by far the largest class in the school—at times, indeed, outnumbering all the other classes put together—is composed of children whose average age is about six. They learn the alphabet, and to spell "cat," "dog," and such words from printed cards, but the school is to them a nursery more than anything else, and as a general rule the teacher was chiefly occupied, during my examination of the more advanced children, in constant, but fruitless efforts to keep the little ones quiet.

Want of control by teachers over their pupils. Its causes.

17. The fear, indeed, of diminishing his average is a great check upon that wholesome restraint which a master ought to be able to exercise over his pupils. The children are free to go from one National school to another, just as it suits the whim or the caprice of their parents, and in districts where the schools are thickly planted, they do in effect avail themselves largely of this privilege. I have been assured by teachers that a single word of reproof will sometimes deprive them of a pupil altogether. The child goes home in a pet, exaggerates the reproof administered, and the following morning is sent by its parents to another National school in the neighbourhood, where the teacher, with the laudable ambition of increasing his average, is only too glad to receive it unquestioned. An allusion likewise by the teacher to school-fees long unpaid, will frequently, also, I am told, end in a similar transfer of the child to some rival establishment. The children are quite sharp enough to see the advantage which this gives them over the master, and I can only attribute to this a laxity of discipline in the general management of the schools, which made the task of examination in a large school anything but a pleasant one. Generally, the children not actually under examination paid little heed to the master's repeated exhortations to be quiet, but talked and laughed together in a manner that convinced me they had long been accustomed to do so without much interference on his part. I use the term "master," because my remarks do not apply to the female schools. They were invariably well-conducted and orderly.

Proposed remedy.

18. The evils of this system are so great and the remedy apparently is so simple, that it seems a matter of surprise it should so long have been allowed to continue. There is no reason why the children should be allowed to leave one National school for another, just as it suits the humour or the whim of the parents. Even in cases where school-fees are paid, they are so small that the education may be considered as almost gratuitous, and surely something might be exacted from the parents in return. It seems to me only fair, that once they have sent their children to a particular National school, they should be precluded from sending them to any other, without assigning some reason for the change, and of the sufficiency of that reason the Inspector, or their own clergyman, might be the judge. I cannot help thinking that some such measure as this, would have the effect of ensuring a more steady attendance on the part of the children, whilst at the same time, it would relieve the teachers from a deal of little rivalries and jealousies which the present system inevitably engenders.

Causes which keep children from school.

19. To enumerate the different causes which keep the children of the poor away from school would be in effect to draw out a list of every employment in town or country which affords children the opportunity of earning a few pence per day. In the city of Derry, the shirt factories, which of late years have become very extensive, operate strongly against the educational chances of the children, especially the girls, in the city and neighbourhood. At thirteen years of age, the children mostly leave school to be absorbed in these factories, and it is obvious that the amount of education which can be instilled into them before that age, can neither be great nor lasting. To obviate this in some measure, at one of the largest establishments in the city—that of Messrs. Tillie and Henderson—a night school has been established in connexion with the National Board. This school unfortunately was closed for vacation at the time of my visit, which I regretted the more, as I was curious to ascertain, by personal inspection, what amount of proficiency and what amount of attention could be secured from children in school at night, who had been hard at work in the factory all day.

Night-school at Derry kept by Sisters of Mercy.

20. I was more successful in a visit which I paid to the night-school kept by the Sisters of Mercy, outside the walls of Derry. The night-school, unlike the day school, is not connected with the National Board, and is maintained by the Sisters, for the benefit of those who are engaged in the factories in the day-time, and of others who have been debarred from various causes, from attending school before. A great proportion indeed of those in attendance, and there were about a hundred present,—the average attendance being 150—were not children at all, but young women, who, from being sent to service or to work whilst mere children, had never learned, or forgotten how to read and write, and had only awakened to a sense of their loss when riper years had shown them its importance. There they were, however, on a lovely July evening, when to be indoors at all was a positive penance, working with a will at the first lesson-book, and at pot-hooks and ladles, under the superintendence of the never-wearying ever-patient Sisters, whose only compensation for this self-imposed trouble and labour lies in the consciousness of the good that they are doing. The programme is short—reading, writing, and religious instruction—but for those who attend it it is a complete one.

21. In Coleraine, the spinning and weaving mills operate in the same manner upon the attendance of the children at school, as the shirt factories of Derry. I have already alluded to the causes which militate against the attendance of the children in the country districts, but they are not so inimical to education as the town employments which continuing all the year round, winter and summer alike, cut off the children in great measure from education altogether.

22. The subjoined table will show at a glance, the mode of attendance at these schools, and the amount of accommodation that there is for children attending them. It contains the numbers on the rolls, the numbers present at the time of my visit, the average attendance, and the capacity of seventy-one National schools in my district examined by myself. The last item I have obtained by allowing eighty cubic feet for each child, being the minimum amount of space allowed in English schools. In a few instances where, from the fact of the roof being arched, I was unable to get the height correctly, I have taken the National Board's allowance of eight square feet per child.

Ages of

23. As I have already stated, the children begin to attend school at a very early age. It is not at all unusual to

children in the different classes.

find children of four years of age at school, and the number of children of five years of age or thereabouts must be considerable. At each school that I visited, I endeavoured to ascertain, with as much accuracy as possible, the average ages of the children belonging to the different classes, and I consider that, taking all the schools together, the average age of the first class is about six, or a little over; of the second class, about nine; of the third, about eleven, and of the fourth, of ages varying from eleven to fifteen. I only found four scholars in attendance, whose ages exceeded fifteen; but I have no doubt that in the winter a very much larger attendance of pupils over that age might be found.

24. TABLE showing the number of Children on the Rolls, the number present at Visit, the average attendance, and capacity of seventy-one National Schools.

—	Number on Rolls.	Number present at Visit.	Average Attendance.	School capable of holding	—	Number on Rolls.	Number present at Visit.	Average Attendance.	School capable of holding
Londonderry, .	97	62	60	170	Maghera—*con.* .	84	36	50	53
	146	76	80	212		92	53	62	36
	105	70	62	167		77	24	39	97
	86	63	49	166		151	62	80	90
	75	44	38	71		65	33	44	85
	*318	258	236	675		121	26	66	50
	48	26	31	130		47	19	28	48
	116	40	49	120		51	14	36	48
	53	34	32	107		87	44	38	74
	95	53	–	81		50	28	22	140
	71	52	36	81					
	90	42	66	76	Raphoe, . .	166	37	91	‡57
						31	7	16	110
Coleraine, . .	52	48	48	171†		56	19	29·7	66
	45	43	43	171†		55	20	32·5	114
	63	37	35	51		87	37	56	50
	100	55	56	86		61	41	39	45
	61	19	30	46		105	55	44	75
	51	28	26	56		78	39	48	82
	52	31	34	75		58	9	30	120
	75	36	39	60		113	97	80	64
	60	41	33	92		33	7	12·7	44
	89	59	50	75		55	11	37	45
	78	63	41	115					
	66	46	48	53					
	40	24	23	60	Letterkenny, .	53	7	32	40
	69	46	49	87		67	16	28	45
	67	35	37	45		100	60	56	90
	90	37	59	34		99	60	64	166
	49	41	33	142		49	–	36	60
	70	40	32	76		71	33	45	100
						157	123	90	§58
Maghera, . .	60	39	37	52		53	23	33	35
	78	59	50	72		49	18	32	102
	54	22	38	78		58	23	37	40
	42	19	25	123		110	19	42	37
	47	16	39	96		53	20	26	42
	137	63	73	75		66	31	41	45

* Convent school, having three separate school-rooms. I have given the aggregate of the three. † Two Workhouse schools.
‡ A second class-room used when school is crowded. § A second small room is used as a class-room.

25. I found a fifth class in operation in only a few schools that I visited, and the numbers present in each were so few, that it is hardly necessary to take them into consideration.

26. The subjoined table gives the number of children present in the different classes, in fifty schools, at the time of my visit.

TABLE showing the actual attendance of Pupils in the different classes in fifty National Schools.

1st Class.	2nd Class.	3rd Class.	4th Class.	1st Class.	2nd Class.	3rd Class.	4th Class.
38	16	11	5	10	15	6	5
38	15	7	3	22	18	13	6
11	9	5	4	11	20	9	1
12	9	5	–	22	13	4	1
16	27	9	10	6	6	6	4
28	29	13	4	8	7	3	1
23	12	4	1	18	21	17	7
12	16	5	–	26	3	5	2
35	10	4	3	18	20	15	4
18	10	11	3	14	5	5	–
11	16	5	5	34	13	8	7
15	19	3	–	12	8	7	6
30	14	10	1	9	12	4	1
11	7	1	–	8	6	5	–
14	12	2	–	6	3	3	2
14	9	5	3	21	17	4	2
26	7	5	3	12	7	7	2
33	17	8	1	14	15	4	4
24	27	9	3	10	6	3	–
22	14	7	3	11	8	1	–
14	12	4	3	18	5	10	4
17	4	3	–	31	6	2	2
18	18	9	1	24	20	10	1
18	13	2	2	24	11	3	–
14	13	7	3	7	1	1	1

27. TABLE showing number of Pupils on Rolls of twenty-five National Schools according to Classes.

1st Class.	2nd Class.	3rd Class.	4th Class.	1st Class.	2nd Class.	3rd Class.	4th Class.
66	19	12	18	47	30	11	1
52	21	8	3	28	24	23	3
23	20	10	–	26	8	5	1
42	36	14	3	25	18	4	4
47	16	4	4	25	29	12	3
49	25	14	2	31	26	5	5
20	25	7	7	35	34	15	6
45	28	26	1	19	23	8	7
20	22	15	4	12	24	11	2
23	19	5	3	34	23	11	2
26	10	16	–	19	13	8	2
43	21	11	–	43	47	27	20
26	13	7	4				

Ventilation, lighting, &c.

28. As regards the Ventilation, Lighting, &c., of the National schools, I was agreeably surprised to find them, in this respect, far better than I had expected. After reading the reports of the Assistant Commissioners, appointed under the Schools' Inquiry Commission in England, upon the state of the Endowed Schools in Lancashire, it was with something like a foreboding of evil that I approached the National schools of Ireland. I was quickly undeceived. One of the very first schools that I entered—the Derry Female National School—was a very model of all that a school should be in the way of cleanliness, neatness, and spaciousness; in fact a private boarding-school for young ladies, conducted on the most fastidious principles, might have equalled it in those respects, but could hardly have surpassed it. It is true that the high standard maintained at that school, was hardly reached in more than two or three other instances, but still it was a pleasure to find that dirt was the exception; cleanliness the rule.

General cleanliness of the children.

29. In most of the schools that I visited, the clean and neat appearance of the children showed that no little pains had been taken with them before leaving home, to make them presentable at school. It is one of the rules of the National Board, that the teachers "should satisfy themselves, by personal inspection every morning, that the children have had their hands and faces washed, their hair combed, and clothes cleaned, and when necessary, mended. The school apartments too, should be swept and dusted every evening, and whitewashed at least once a year." This rule, as far as I could judge, appeared to me, in the great majority of cases, to be fairly carried out, and it is impossible to exaggerate its importance. If a love of cleanliness, neatness, and order, can by this means be instilled into the Irish peasantry, it will be a blessing second only to the education itself.

30. In but few instances did I find the ventilation and light defective. It is true, that my visits being made during a hot summer, I saw the schools, as far as the ventilation was concerned, under the most favourable circumstances; for as the windows and doors were generally open, there was no lack of fresh air. But, as will be seen by reference to the foregoing tabular statement, the number that might be accommodated is considerably in excess of the average attendance.

Occasional carelessness in this respect.

31. In some instances mere carelessness on the part of those whose duty it should be to look after those matters, prevents the requisite steps being taken to make the school what it should be. The teacher can do little, and the Inspector cannot do much more; but it is generally in the power of the Manager to get things set right if he will only give himself a little trouble. In some schools, large enough, if properly ventilated, to hold double the number of their usual occupants, and furnished with half a dozen good-sized windows, perhaps only a single pane in one or two of the windows will open, and in a few others the windows are not made to open at all. In the district of Maghera, I visited two schools in succession—Greenlough, and Brackadysart—the first one had nine windows, of which only one would open, and the second had six, none of which would open at all. The atmosphere of this latter school, crowded as it was with children on a hot day in August, was positively poisonous. The master, however, after some difficulty, managed to remove two of the windows bodily, fortunately without doing any damage, and a reasonable supply of fresh air was for the time secured. I was informed that the windows were shortly to be reconstructed, and I hope, for the children's sake, that by this time the intention has been carried into effect.

Schools in Londonderry district.

32. In the Londonderry district, the schools that I visited were, with three exceptions, clean, light, well-ventilated, and provided with suitable outbuildings. The exceptions were—

33. *Faughan-Bridge*, a gloomy little cottage, ill-ventilated, and unprovided with outbuildings. There seemed to be an expectation, however, that this school would shortly be struck off, and possibly by this time it may be.

34. *Greerstown*, where, with ample space and light, five large windows had been constructed, so that only a single pane in each would open.

35. *Waterside*, No. 2, a flourishing and well-conducted school, but dark and dingy to a degree, being built under a church, and partaking much of the nature of a vault. It is lighted by means of four of the old-fashioned diamond-paned windows, which appear to have been designed for the purpose of admitting as little light and air as possible.

In the Coleraine district.

36. In COLERAINE and neighbourhood, I found two schools unprovided with outbuildings, and two others that would have been better without those that they had. The roof of one of these latter schools—Collins—was in a dangerous condition, the windows were small and low, and the outbuildings were in a ruinous state. It was built on the grounds of a public company, and the master seemed to expect that during the vacation the company would put it to rights.

In the Maghera district.

37. In the MAGHERA district there were the two schools to whose defective ventilation I have already alluded; and with these exceptions, I found the lighting and ventilation well attended to. There were two schools in Magherafelt, however, the male and female school, which, although well-built, lighted, and ventilated, had each a serious defect, and that consisted in the unpleasant proximity of the outbuildings to the schools.

In the Raphoe district.

38. In the RAPHOE district I found six schools without outbuildings, and one that would have been better without those that it had. All the schools were well lighted and ventilated, one of them indeed, the school of Ballybofey, too much so; for in addition to four windows and two doors, there was a crack in the roof, through which the sky was distinctly visible. It was, indeed, a depressing place to visit—a wretched cottage with bare walls and rafters; one of the walls, indeed, being in a dangerous state, and an uneven mud floor upon which it was difficult to get a chair to stand upright. The crack in the roof lets in the water of course, in wet weather; and I was not surprised to hear that the last master died of consumption, and attributed his death to the school, and that the present master had a pain in his side last winter which laid him up for eight weeks. When I state that for this miserable hovel he has to pay 1*s.* 9*d.* a week, that his school fees amount to about 4*d.* a week, and that his whole salary is £24 a year, and that moreover the poor fellow is a cripple, I think it must be admitted that his lines have not fallen in pleasant places.

State of repair.

39. Out of sixty-six non-vested schools, forty-six were in good repair, fifteen others in tolerable repair, and five

were in bad repair. To three of these last I have already alluded; the other two were Ballyagan female school in the Maghera district, and Leighter in the Letterkenny district.

40. Out of ten non-vested schools all were in good repair except three, viz. :—Maghera (No. 1) mixed school, Greenlough, and Cloghan—the two former in the Maghera and the latter in the Raphoe district.

41. This last school appears to be peculiarly awkwardly situated. It was vested many years ago in local trustees, all of whom have been long dead, with the exception of an officer in the army, who has been a good deal in India during the last twenty years, and has never, I was informed, been near the school during that period. The probability is that he has not the least idea that he is the sole surviving trustee, or has long since forgotten that he is a trustee at all. The consequence, however, has been, that the school having no one to look after it, has been left very much to itself, and now, for the want of a little outlay, threatens shortly to be in ruins. The slates have been blown off the roof in some places;—the rain comes through, and one of the walls is in a damp and ruinous condition. The teacher, whose whole salary, including school-fees and a subscription of £4 a year from the landlord, comes to £29 per annum, told me that he had expended since 1851, when he first came to it, between £40 and £50 upon the school.

Teacher sometimes has to pay for repairs.

42. It seems hard that the teachers should ever be called upon to pay for the repairing, or even for the white-washing and cleaning of the school, out of their own pockets, yet in six instances that came under my notice the teachers had to do so. It may not come to very much—a few shillings now and again perhaps for white-washing or for repairing broken windows, but even the payment of a few shillings is often a serious matter to a teacher with a wife and family struggling from week to week to make all ends meet.

School-furniture, school-books, &c.

43. As a general rule the National schools are well supplied with school-furniture and school-books. In only three or four did I notice that the supply of books was scanty and the desks imperfect or insufficient. The want of maps, object-pictures, &c., was more general, and in ten of the schools I noticed a great deficiency in that respect. The being furnished with a good or a scanty supply of these requisites after the first "free-stock" is exhausted, appears to depend in great measure upon the manager. In several schools the teacher informed me that the manager would do nothing, and that if they wanted new maps or pictures they had to purchase them for themselves.

44. In justice to the great body of the managers, however, I must say that with those exceptions the schools were remarkably well supplied.

Examination of Schools.

Method pursued.

45. On visiting a school I had the different classes brought up in succession, beginning with the first, which in National schools is the lowest class. That class was almost invariably composed of mere infants engaged upon the alphabet or on words of two or three letters, and possessed only of a faint glimmering of addition. To spend much time over these was obviously useless, unless, as generally happened, in large schools, there were two or more divisions of the first class, in which case I examined all or most of the children in the higher divisions.

46. I examined, as a general rule, every pupil in all the higher classes in reading, writing, and arithmetic, and such of them as were learning geography and grammar, I examined in those subjects. In the National schools I followed the programme of the National Board, which prescribes the different subjects in which each class is expected to be proficient.

General intelligence of children.

47. I am sorry to be unable to report favourably upon the general intelligence of the children. Making all due allowance for their being examined by a complete stranger, I was yet very much disappointed at their want of smartness and intelligence. There were exceptions certainly, some of them brilliant exceptions, but as a general rule the children fell far short of my expectations in this respect; and I marvelled at this all the more, inasmuch as I found the parents of the children and the teachers fully endowed with their fair share of an intelligence which I had come to regard as a national characteristic.

Their want of politeness.

48. There was another point too, upon which I experienced some surprise, accustomed as I had been to look upon politeness as indigenous in Ireland, and that was the utter lack of it, the boorishness, in fact, of the generality of the children. Of course there were many exceptions to this, and I am speaking now only of general impressions. A gentleman in Coleraine, who has had much to do with primary schools of various kinds, writes to me as follows:—"I think in our National schools in country districts, some little attention should be paid to *politeness*. It has always seemed to me that no hint could ever have been given by the teacher as to how, in ordinary circumstances, a stranger should be answered. As the education given by the Board is to fit the scholar for passing through life creditably, some little attention to the matter I have referred to would smooth the pupil's path through life." I fully concur in these remarks, and I do not think that any stranger could visit the National schools—in my district at all events—without being convinced of their truth. I attribute the evil in great measure to that want of control over the pupils by the teacher to which I have already alluded; a want of control of which the children are perfectly conscious, and of which they take advantage accordingly. It was very seldom indeed that I noticed anything of this sort amongst the girls; on the contrary, in the female schools the children were almost invariably orderly, well-behaved, and mannerly.

Reading.

49. As I give in a compendious form the amount of proficiency displayed in the different schools, on the various subjects taught, it will not be necessary for me to make more than a few remarks upon each subject, and firstly as regards *reading*. On the whole I was very well satisfied with the reading and the spelling at the National schools. Feeling that this was a matter of paramount importance in primary education, I examined in reading and spelling, with few exceptions, the whole of the children in each school who had got beyond the alphabet. The spelling of the third and fourth classes I usually tested by their writing from dictation. In general, the reading of those classes was good, and the spelling still better—in fact the general accuracy of the spelling was remarkable. There were two drawbacks, however, which detracted very much from the otherwise satisfactory nature of the performance. The first was a disinclination to speak up, which generally defied all my efforts, and the teachers to boot, to overcome. It was quite refreshing to come, as I did occasionally, upon a school where all the children spoke out well and boldly; and strange to say, if one class spoke out well, all the others did the same. It hardly needed that to convince me that it lay entirely with the teacher whether the children were trained to speak out well or not. The only case in which I entertained any doubt about this was in the case of one of the best schools that I visited, a female school taught by a mistress, whose abilities had deservedly gained for her the highest classification of which a teacher is capable. The abilities and industry of the teacher were reflected, in a marked manner, in the satisfactory progress of the children; but, unfortunately, instead of making the most, they made the very least of their attainments. Nothing could induce the majority of them to speak up—entreaties were useless—the voice was raised one minute only to be dropped the next, and the work of examination instead of being, as it ought to have been with such well-instructed children a pleasing duty, was turned into a disagreeable task. The mistress assured me that she had tried every means in her power to induce them to get over the habit, but in vain.

50. The second drawback was an indistinctness of utterance, which made it frequently difficult to understand what they were reading without following with the book; this fault, however, was by no means universal, and again I noticed that if it prevailed in one class of a school it was almost sure to prevail in all the others. I think there can be very little doubt but that the teacher alone must be looked to for the cure of both these defects.

Writing.

51. The *writing* receives a very fair share of attention, and generally the children in the higher classes write very well, the girls, in this respect, being much superior to the boys. In nearly every school that I examined I found that the fourth class, and generally the third, or some portion of it, wrote from dictation. This I invariably called upon them to do, and the result showed that they were well practised in this most useful exercise. With many exceptions, the writing and spelling were on the whole very creditable, indeed I was much struck with the correctness of the spelling, especially as I accidentally discovered that some of the teachers themselves were not by any means proficient at it. The art of letter-writing however, and indeed of composition generally, appears to be almost entirely neglected; in only a very few instances did I find that any attempts were made to teach the children how to express their thoughts upon paper, and yet, one would suppose that if the writing was to be of any practical use hereafter, this is a matter of very great importance. The parents, too, look to some substantial results from their children's schooling, and if at the end of four or five years spent at a National school a child is unable to write a letter without considerable difficulty, the parents naturally begin to think that the being a "scholar" is not such a very great advantage after all. The mere mechanical formation of letters and words is one thing, but the art of putting them together so as to express the thoughts in a clear and natural way, is another and a very different thing. I suspect, however, that in many instances the teachers will have to acquire the art of letter-writing themselves before they can manage to impart it to their pupils. Some of their letters, which have accidentally come under my notice, betray at once a hand that has been more accustomed to the heading of copy-books than to correspondence. It would seem as though the writer, as soon as he saw a sheet of note-paper before him, lost all confidence in his own powers of expression and betook himself in despair to the "Perfect Letter-writer." He cannot allude to the simplest matter without adopting a stilted style totally foreign to that which he would employ were he in conversation with the same person, and it would seem as though the fear of not adopting the exact expression suitable to the occasion almost deprived him of the power of expressing himself at all. Still I think it would be wise to make the attempt, and to exercise the children in the higher classes in composition as well as dictation.

Neglect of composition.

Arithmetic.

52. It would be difficult to give any general opinion as to the amount of proficiency attained by the different classes of the National schools in arithmetic. The degree of proficiency varied very much in different schools; in some, arithmetic was the chief staple of instruction, in others it was comparatively neglected, and if there were a certain number in a class who had made some considerable progress therein, there were sure to be a number of others whose ignorance materially reduced the average proficiency of the class.

53. And here particularly the effects of irregularity of attendance make themselves felt. A boy who has got into the third or fourth class returns to school after a five or six month's absence, his mind being more or less a *tabula rasa* as far as a knowledge of arithmetic goes. He objects, however, to descending into a lower class, and the master is unwilling to force him, so he remains along with a number of others a perpetual dead weight upon the class he belongs to. I attribute to this circumstance the fact that I so frequently found pupils in the higher classes supposed to be working at practice, interest, profit and loss, &c., and yet utterly unable to do correctly a sum in the compound rules or long division, and sometimes even deficient in numeration. In one school I found a boy in the fourth class supposed to be in commission and insurance, but when I asked him to write down a million in figures, he was utterly unable to do it. I then made him write down 1,000, and asked him to make that into a million: he added one more cipher, and explained that his idea of a million was ten thousand.

Habit of copying from one another.

54. It was no easy task, however, to discover the proficiency of the different pupils examined together in classes, for the habit of copying from one another seemed all but universal. In but very few schools, indeed, did I find any real attempt made to check it on the part of the teacher: generally the children did it openly and without disguise, and even where it was done more furtively, I constantly found that if a trifling error in the working out of a long sum had been made by the quickest boy in the class, it was pretty sure to be reproduced upon all the slates in the neighbourhood. In one instance, indeed, I was very much amused by the vagaries of the teacher himself in his efforts to prompt the boys without attracting my attention. He got behind the class that I was examining, cane in hand, as though to control the rest of the school, and close to the boy actually under examination. When the boy hesitated for an answer, the master gave it him in a very audible whisper, and then turning rapidly round made a sudden and violent whack, either at a desk or at some unfortunate urchin inconveniently near, as though to enforce silence, apparently under the impression that the noise he created would drown his voice before it reached me, or that it might pass unnoticed in the bustle.

Grammar.

55. Grammar is not much attended to, as a general rule, although in the higher classes the parts of speech are fairly known. I am not sure, however, that a very accurate knowledge of grammar is indispensable for the class of children who attend the National schools. It has, however, been very much simplified for them, for in the grammar published by the authority of the Board two tenses only are allowed to English verbs, the "present" and the "past," the "future" being ignored altogether, except by construction. As history, that great battle-ground of opposing sects, is banished from the National schools altogether, the rising generation stand a fair chance of having the "past" eliminated from their minds as well as the "future."

Geography.

56. Great facilities appear to be given in the National schools for the proper instruction of the pupils in geography. Nearly all the schools have large maps of the world, the continents, and the principal countries of Europe hung round the walls, and are mostly supplied with globes split in two and connected by a hinge, so as to show the difference between the hemispheres as they actually are and as they appear upon the map. The geographical knowledge of the pupils, however, varies very much in different schools: in some the readiness and the accuracy of the answering was remarkable, and places were pointed out on the maps with a readiness which showed that they were constantly in use. In others, however, the pupils know next to nothing about geography, and in not a few an apparent knowledge turned out upon investigation to be of the most superficial description. Thus in one school in which there were twenty-six children present, not one could tell me what country was to the north of England or what river London was on; a second school, composed of twenty-one children, failed bodily to make out the position of Scotland in regard to England; whilst in a third school, composed of thirty-four children, the highest class could neither answer any of the above questions, nor tell me the boundaries of Ireland. An instance occurred in one school of the value of learning off by heart the names of a number of places. The children repeated with great fluency and correctness the names of the bays and rivers of Ireland and the English counties. After a little while I asked where Cumberland was, and not one in the school could tell me, the boy who a few minutes before had repeated it among the other English counties, saying that it was in Ireland. In another school, in which there were forty-one children, the second and third classes were unable to tell me the capital of Italy. There was only one boy in the fourth class, so I appealed to him to settle the difficulty and he replied "Greece." The determining which of the five great continents

Ireland is situated in, was a frequently-recurring difficulty. In one case a girl of thirteen, the oldest in the class, first guessed "Africa" and then "Asia."

Needlework, &c.

57. So far as I could judge, there seemed to be a fair share of attention paid to needlework in female schools and in mixed schools, which had either a principal teacher or an assistant a mistress. From forty minutes to an hour seemed generally to be devoted to it. I think the importance of plain sewing for girls in that class of life, destined, for the most part, to be the wives of labouring men, cannot be over-estimated. I was led to infer, however, more from what I heard than from anything that I saw, that plain sewing is frequently neglected for ornamental work, and I was informed that it was no uncommon thing for girls to go into service from the National schools who were able to do crotchet work and embroidery, but who were of very little use as far as actual plain sewing was concerned. The mistresses whom I questioned upon the subject, however, all assured me that they invariably paid particular attention to the plain sewing of the girls, and generally produced a large bundle of half-made shirts, &c., in proof of their assertion, so that I am in hopes that the practice is, at all events, not a general one.

58. I now proceed to give the results of my examinations of the different National schools, premising that the examinations were based upon the programme of the National Board, and that the remarks upon the proficiency of the pupils in the different schools in the various subjects taught, must be taken as used with reference to that programme.

Results of Examinations of different National Schools.

National Schools.	Teacher.	Reading and Spelling.	Writing.	Arithmetic.	Grammar.	Geography.
LONDONDERRY:						
Derry male (N.V.*), in connexion with Presbyterian Meeting-house.	Master appointed October, 1862. Grade I.[2] A Presbyterian. No residence.† Costs him £12 a year.	Third and fourth classes very good; lower classes not so good.	Very good. The writing from dictation, of the two higher classes, admirable.	Pretty good, . .	Higher classes good in elements of grammar.	Good.
Derry female (N.V.), as above.	Mistress appointed May, 1866. Grade II.[1] A Presbyterian. No residence. Lives with her parents.	Exceedingly good, especially in the higher classes. Children bright and intelligent, and spoke out well and distinctly.	Exceedingly good. Copy-books clean and neat. Fourth and fifth classes taught composition.	Fourth and fifth classes very good; lower ones very fair.	Good, . .	Very good.
St. Columb's (Convent), N.V. (No. 2);‡ 2nd and 3rd schools.	Sisters of Mercy, . .	Mostly very good; some of them indeed remarkably so.	Exceedingly good, great pains being evidently taken with it. The writing from dictation was admirable.	Pretty good, . .	Not much, .	Pretty good.
St. Columb's male (N.V.), built on a part of R. C. Chapel ground.	Master, probationer. A Roman Catholic. No Residence. Costs him £12 a year.	Exceedingly good. The boys spoke out well and distinctly, and showed much intelligence.	Exceedingly good. The copy-books were kept remarkably clean and neat.	The lowest class knew their tables well, and were ahead of the requirements of the N. B. programme. The higher classes also good; the fourth learning a little algebra.	Very little, .	A little.
St. Columb's female (N.V.), (as in male school.)	Mistress appointed ten years ago. Roman Catholic. Grade III.[2] Has a residence, but only a poor one.	Exceedingly good,	Very good, and the writing from dictation of the higher classes admirable.	Very little, . .	Very little, .	Very little.
Glendermott (N.V.)	Master appointed November, 1858. Grade I.[2] Roman Catholic. No residence. Costs him £5 a year.	Third and fourth classes admirable; others very fair.	Second, third, and fourth classes, all exceedingly good; the third pretty well, and the fourth very well from dictation.	Not far advanced; but knew what they had learned.	Higher classes very fair.	Very fair.
Lismacarroll (N.V.)	Master appointed to this school in October, 1866. Under Board since 1859. Grade III.[1] Presbyterian. A very good residence.	The fourth class were all absent; the other classes, with a few exceptions, very good.	Good on the whole; second and third from dictation, and mostly very good.	Good; but not far advanced.	(I find no entry upon this subject.)	Poor.
Faughan Bridge (N.V.); lease under which school held has expired.	Mistress appointed in beginning of 1868. A probationer. Presbyterian. Lives with her husband, who is master of Lismacarroll school.	All very young children, the oldest being eleven; very fair.	Five of them wrote very fairly.	Second class very fair in simple rules.	Only three present, who were learning it, and they had not got far.	Very little.
Gortnessy (N.V.); built on property of the Grocers' Co., and belongs to them.	Master appointed in May, 1867. Under Board since 1859. Grade II.[1] Presbyterian. Has residence.	Very good, . .	Mostly very good; three higher classes, ditto, from dictation.	Each class fully up to the requirements of the N. B., and very accurate in their knowledge.	A little, . .	Fourth class very good; but the lower classes not good.
Greerstown (N.V.).	Master appointed in 1857. Under Board since 1860. Grade II.[2] A Presbyterian. Has a small residence.	Mostly very good; but rather a sing song style of reading.	Good.	A few were good; but the majority not up to the mark.	Poor, . .	Poor.
Waterside male (vested in Local Trustees).	Master appointed twenty-three years ago. Grade III.[1] Roman Catholic. No residence. Costs him £4 10s. a year.	With few exceptions, very good.	Mostly very good; twenty transcribed, and did so very well.	The fourth class very good; the others rather behind.	Fourth class good; others poor.	Good.

* Non-Vested. † By residence is meant a rent-free residence.
‡ There were also an infant school and a night school, of which I shall treat under their respective headings.

RESULTS of EXAMINATIONS of different NATIONAL SCHOOLS—*continued.*

National Schools.	Teacher.	Reading and Spelling.	Writing.	Arithmetic.	Grammar.	Geography.
LONDONDERRY—*continued.*						
Waterside female (vested in Local Trustees).	Mistress appointed twelve years ago. Grade II.[1] Roman Catholic. (Husband teaches Glendermott school.) No residence.	Very good, . .	With the exception of six in the second class, the writing was very good, and from dictation pretty good.	Not far advanced, and only pretty good.	Fourth class good; others knew very little.	Third and fourth classes very good.
Waterside (No. 2), (N.V.)	Master appointed thirteen years ago, and been teaching over thirty years. Grade II.[1] Presbyterian. Has residence.	Mostly very good,	Mostly very good; twenty wrote from dictation; one half very well.	Third and fourth classes very good; second pretty good.	Poor, . .	Poor.
COLERAINE:						
Cranagh Hill (N.V.), belongs to Cloth Working Co.; condemned; a new one being built.	Master appointed in 1840. Grade I.[3] Presbyterian. Residence attached, but has to pay £4 10*s.* a year for it.	Reading of three higher classes mostly very good; but the spelling of the second class was bad.	Very fair from dictation. Third class pretty good; fourth very good.	Good, . . .	Fourth class very good; third not so good.	Fourth class very good; second and third pretty good.
Knockantern (N.V.), held by lease.	Mistress recently appointed. Grade II.[1] Presbyterian. No residence. Lives with her father.	Second class pretty good; third class very good.	The third and part of the second class wrote from dictation; third very good. . .	Very good, . .	Good, . .	The children seemed well instructed in this branch.
Coleraine workhouse female (N.V).	Mistress appointed twenty-six years ago. Grade II.[1] Presbyterian. A residence.	Mostly very good; in the third class all being so.	Very fair. Second and third classes from dictation very good.	Very fair, . .	Third class good.	Good.
Coleraine workhouse male (N.V).	Master appointed beginning of 1868. Grade III.[2] A Wesleyan Methodist. A residence.	Third class very good; lower classes fair.	Third class very good. Ten in second good; the rest not. From dictation, third very good; second pretty good.	Pretty good, . .	Third class good.	Very little.
Castleroe (N.V.), set apart by bequest for educational purposes.	Master appointed twenty-one years ago; under Board since 1841. Grade III.[1] Presbyterian. No residence. Costs him £6 a year.	Third and fourth classes very good; second not good.	Three higher classes wrote from dictation. The writing of the two higher classes was good, but the spelling of all three was indifferent.	With the exception of the solitary member present of the fourth class, who was well up to his work, the knowledge of this branch was very limited.	Second and fourth class very good; third poor.	Pretty good.
Killure (N.V.), belongs to the Ironmongers' Company.	Master appointed five years ago. Grade II.[2] A Presbyterian. Pays about £4 10*s.* for residence.	Mostly very good. Very young children.	Mostly very good. Eight wrote from dictation (nineteen present) very well.	Good, . . .	Very fair, .	Good.
Cullyvenny (N.V.)	Master appointed December, 1854 (twelve years at this school). Grade III.[1] Presbyterian. No residence. Costs him about £6 per annum.	Mostly very good,	Very fair, . . .	Good and quick at mental arithmetic.	Good, . .	Very good.
Bohill (N.V.), belongs to the Irish Society.	Master appointed to this school twenty-five years ago. Under Board since 1841. Grade II.[2] Presbyterian. A good residence. . .	Good; but the reading of some was indistinct.	With the exception of three in the third class, the writing was bad. A sequel class and the third class wrote from dictation; both writing and spelling of sequel class bad.	Second class bad; sequel class fair; third class very good.	Good, . .	Good.
Ballyrashane (N.V.), on Presbyterian meeting-house ground.	Master appointed July, 1853. Grade II.[2] Presbyterian. No residence; costs him £6 a year.	Very good, . .	Pretty good. Second class transcribed pretty well. Third, from dictation, ditto.	Poor, . . .	Pretty good,	Very poor.
Macosquin (N.V.), belongs to landlord. No lease at present; but one is about to be given.	Master appointed to this school seven years ago. Under Board since 1855. Grade II.[1] Established Church. A Residence.	Mostly very good,	Pretty good. Third class wrote on slates pieces from memory. The writing was good, but the spelling was bad. Fourth, from dictation, good.	Not far advanced, and mostly poor.	Pretty good, .	Very poor.
Killeague (N.V.), belongs to Ironmongers' Co.	Master appointed in April, 1840. Grade I.[3] Presbyterian. No residence; costs him £5 2*s.* per annum.	Good, with the exception of the spelling of the second class, which was indifferent.	Second transcribed pretty well. Third and fourth, from dictation, very good.	Poor, . . .	Pretty good,	Very little.
Collins (N.V.), belongs to Ironmongers' Co.	Master appointed seven years ago. Under Board since 1849. Grade II.[2] Presbyterian. No residence; costs him £5 a year.	Mostly good; but some very indistinct.	Second wrote on slates from a book—one-half well, and the rest indifferently. Third and fourth, from dictation, pretty good; but the spelling of all three classes was bad.	Third and fourth class pretty good; second class not at all good.	Very poor, .	Second and fourth classes pretty good: third bad.

RESULTS of EXAMINATIONS of different NATIONAL SCHOOLS—*continued.*

National Schools.	Teacher.	Reading and Spelling.	Writing.	Arithmetic.	Grammar.	Geography.†
COLERAINE—*continued.*						
*Aghadowey female (N.V).	Mistress appointed in January, 1865. Grade II.[2] Presbyterian. No residence. Lives with her parents.	Very good, . .	Mostly very good. The third and fourth from dictation very good.	Second and third classes fair; fourth very good.	Pretty good, .	Good.
Killowen-st. male (vested in trustees). Held by lease.	Master appointed April, 1866. Grade III.[1] Roman Catholic. No residence. Costs him £8 a year.	The senior division of the first class were pretty good; the second and third classes very indifferent both in reading and spelling.	Only two in the second class seemed to have copy-books, the rest writing on slates, pretty good; the third from dictation, but neither the writing nor the spelling were good.	Poor, . . .	A little, . .	Only a superficial knowledge. Names of places learned by heart.
Killowen-st. female (vested in trustees). Held by lease.	Mistress appointed in 1862. Grade II.[1] Roman Catholic. No residence. Costs her £6 a year.	Fourth very good; the other classes very good.	Fourth very good in writing, and also from dictation; second transcribed pretty well; third pretty good from dictation	First and second classes pretty good; third and fourth very good.	Very poor, .	Poor.
Coleraine male (N.V.), on Roman Catholic chapel ground.	Master appointed to this school in April, 1866. Under Board since 1853. Grade I.[2] Roman Catholic. No residence. Costs him £10 a year.	Very good, especially the third and fourth classes.	Pretty good on the whole. Third and fourth classes from dictation, good.	The second class did not know the pence tables. The third were mostly in the simple rules. The fourth were not up to the mark.	Poor, . .	Poor.
Coleraine female (N.V.), on Roman Catholic chapel ground.	Mistress under Board since 1846. Grade II.[2] Roman Catholic. No residence. Costs £7 a year.	Good, . . .	Third and fourth good; second poor.	Not far advanced, but good as far as they had gone.	Second class not much, but third and fourth very good.	Pretty good.
‡Honourable Irish Society's male (Coleraine) (N.V.), sole property of the above society.	Master§ appointed to this school thirty-three years ago. Been engaged in teaching forty years. A Methodist.	There being 129 pupils present, I was only able to examine a portion of each class. The result, on the whole, was satisfactory.	Judging from the copy-books, the writing, on the whole, was not particularly good. The fourth and fifth classes, however, who transcribe and write from dictation on alternate days, were very good.	The first and second classes rather behind; the higher classes good.	All poor, except the higher drafts of the second class, who were very good.	Pretty good.
‡Ditto female as above.	Mistress. One principal teacher, Presbyterian. Two assistant teachers, one Presbyterian and one Roman Catholic. Two monitresses, both Presbyterians.	Good. The third class recited pieces from memory very well. The fourth were particularly clear and intelligent in their reading.	Exceedingly good, the writing of the third and fourth classes from dictation being admirable, and the spelling perfect.	Very good, .	Fourth class pretty good; others not far advanced.	Ditto.
Dam-Head (N.V.), built by people, landlord giving site; no lease.	Mistress appointed February, 1853. Grade II.[2] Presbyterian. No residence. Lives with parents.	Second pretty good; third and fourth good.	Second class mostly beginning in copy-book. The third and fourth very good in dictation; they changed slates and corrected each other's errors in spelling.	Fourth very good; the other classes rather behind.	Third and fourth classes very good.	Good.
MAGHERA:						
Garvagh female (N.V.), held from year to year; property of Lady Garvagh.	Mistress appointed to this school in June, 1866. Under Board since 1855. Presbyterian. No residence. Costs her £8 a year.	The fifth class very good, the other classes, on the whole, being pretty good.	Fourth and fifth nearly all very good; the other classes not so good. *From Dictation*—third poor; fourth and fifth very good.	Rather behind, .	Third class good; others behind.	Bad.
Garvagh mixed (N.V.), held by lease.	Master appointed to this school in November, 1866. Under Board since January, 1863. Grade II.[2] Presbyterian. No residence. Costs him £7 16*s.* a year.	Pretty good, on the whole.	Second not good, on the whole; third and fourth, from dictation, all very good, except six (out of eighteen) in the third.	Fair, . . .	Pretty good, .	Third and fourth classes very fair.
Milltown male (N.V.) belongs to the Ironmongers' Co.	Master appointed in 1854. Grade I.[2] A Presbyterian. No residence. Costs him £5 a year.	Good, . . .	The second class wrote from memory; the writing was pretty good, but the spelling was not. Third and fourth, from dictation, very good.	Fair, . . .	Not much, .	Second class pretty good; third and fourth poor.
Milltown female (N.V.) belongs to the Ironmongers' Co.	Mistress appointed in April, 1865. Under Board since 1863. Grade II.[2] A Presbyterian. No residence. Lives with her parents.	Second class good; third and fourth very good.	From dictation—second class, writing pretty good, spelling very good; third and fourth, very good in both.	Good, . . .	Third class fair; fourth very good.	Second not good; third and fourth pretty good.

* The Male school was closed on account of the illness of the teacher.

† Drawing is also taught, and the specimens shown to me were exceedingly creditable.

‡ These schools were founded by the Society in 1705, and though large and commodious, are shortly to come down, new and handsome schools having been built close by, which were opened in August last. There is also an Infant school, of which I shall treat under the heading "Infant School." These schools were placed by the Society under the National Education Board four years ago, in order to have the advantage of the Board's Inspectors.

§ There were also two assistant teachers and three monitors.

RESULTS of EXAMINATIONS of different NATIONAL SCHOOLS—*continued.*

National Schools.	Teacher.	Reading and Spelling.	Writing.	Arithmetic.	Grammar.	Geography.
MAGHERA—*continued.*						
Ballyagan male (N.V.) belongs to Ironmongers' Co.	Master appointed February, 1855. Under Board since 1840. Grade I.[2] A Baptist. Pays £2 a year rent for residence to Ironmongers' Co.*	Very fair, . .	Pretty good, with the exception of the third class, which was not.	Second class mostly beginning; third all very ignorant except one; fourth good.	Fourth good, .	Third class: only one knew anything about it. Fourth good.
†Ballyagan female (N.V.) belongs to the Ironmongers' Co.	Mistress appointed two years ago. Grade III.[1] A Presbyterian. No residence. Lives a mile off with her mother.	Fourth class very good; rest fair.	Fourth class very good; second and third pretty good. The third and fourth, from dictation, with same result.	Very much behind, .	Poor, . .	Ditto.
Maghera female (N.V.) leased by landlord to trustees.	Mistress appointed one and a half year ago. Grade II.[2] A Presbyterian. No residence. Costs her £12 a year.	Third and fourth classes very good; rest fair.	Third, fourth, and half of second class, very good; same in writing from dictation.	Pretty good, . .	Third and fourth classes good.	Pretty good.
Maghera (No. 1), vested in Trustees.	Master appointed in October, 1863. Under Board since 1845. Roman Catholic. No residence. Costs him £10 a year.	Third and fourth class very good; rest fair.	Second class mostly beginning. Third and fourth from dictation, with five exceptions, very good.	Fair, with the exception of the last ten in the third class, who were particularly stupid.	Pretty good, with the exception of the third class.	Fourth class pretty good; rest not much.
Tobermore (N.V.), leased by landlord.	Mistress appointed January, 1867. Grade III.[1] Presbyterian. No residence. Lives with her parents.	Good, . . .	Second class pretty good. Third and fourth, from dictation, very good.	Very much behind, .	Poor, . .	Ditto.
Brackadysart (N.V.); landlord gave site, but no lease.	Master appointed in June, 1844. Grade II.[2] Roman Catholic. No residence. Said he could get a cottage for £2 a year.	Third and fourth class good; second not good.	Pretty good, . . .	Pretty good, . .	Poor, . .	Not much.
Greenlough, vested in Local Trustees; leased.	Master appointed in 1840. Grade III.[2] Roman Catholic. No residence. Could make no estimate of cost. Lives with mother and family.	Third class, and part of first, very good. Second class indifferent; only one reading well and distinctly.	A great scarcity of copy-books, and the few that were produced were not good specimens; the third class, however, were very good from dictation, but the second not.	Third very good; second poor.	Quite unknown,	Only one pupil (a girl) seemed to have any idea of it.
Tamlaght O'Crilly (N.V.); private property of R. H. Dolling, esq.	Master appointed in May, 1864. Under Board since 1859. Grade II.[2] Established Church. A residence.	Fair, . . .	A few in the fourth class very good, but the rest mostly indifferent; third and fourth class from memory, not very good.	Second class poor; third and fourth fair.	Second class pretty good; third and fourth poor.	Pretty good.
‡Ampertaine male (N.V.); belongs to the Mercers' Co.	Master appointed August, 1863. Grade II.[2] Established Church; a very good residence.	Pretty good, .	Pretty good, from dictation; third pretty good; fourth good.	Very good, . .	Fourth class pretty good; rest poor.	Third and fourth pretty good; second poor.
Drumagarner, vested in local trustees; leased.	Master appointed twenty years ago, been twenty-five under Board. Roman Catholic. Grade II.[1] No residence; costs him £6 a year.	Fourth class and about one-half of second and third classes very good, rest indifferent.	Fourth pretty good; second and third not good.	Very much behind, .	Very little, .	Ditto.
§Magherafelt female (N.V.); belongs to the Salters' Co.	Mistress appointed eight years ago. Grade II.[1] Roman Catholic. No residence; costs her £6 a year.	Pretty good, .	Second class pretty good; third, from dictation: the writing was fair, but the spelling was indifferent.	Not far advanced, .	Ditto, . .	Ditto.
Magherafelt male (N.V.); belongs to the Salters' Co.	Master appointed in 1864, under Board since 1857. Grade I.[3] Roman Catholic. No residence; costs him £8 a year.	Very good; the reading of the third and fourth classes being particularly good, clear, and distinct.	Second pretty good; third and fourth from dictation, pretty good.	Third and fourth very good; second behind.	Poor, . .	Third and fourth good; second poor.
Castle Dawson (N.V.) Teacher rents it as yearly tenant.	Mistress appointed to the school in January, 1863. Grade III.[1] Presbyterian. No residence; costs her £4 a year.	Fair, . . .	Pretty good, . . .	Fourth class good; rest behind.	Very little, .	Ditto.
Moyola Park (N.V.) property of the Honorable Mrs. Dawson.	‖Master appointed 6th July, 1868, probationer. Established Church. No residence; costs him £10 a year.	Fourth class very good; rest fair.	Second, only a few had copy-books and were just beginning; third and fourth from dictation, very indifferent both in writing and spelling.	Fourth fair, rest behind.	Very little, .	Ditto.

* They allow him, however, £12 a year.

† The children who attended this school were mostly wretchedly poor, and the mistress not only got no school-fees from many of them, but paid for their school-books, &c., herself. For want of a little timely repair this school was in a damp unwholesome state, the maps on the walls being spoiled by the damp.

‡ The Female school, taught by the sister of the teacher of the Male school, was closed for the holidays. Both schools are handsome and commodious, and there is a separate residence with a plot of ground for each teacher.

§ This was the first day after the vacation, and most of the pupils belonging to the higher classes were away.

‖ The master of this school had gone to Dublin to be trained, and his father, who had formerly been a teacher under the Board, was supplying his place.

RESULTS of EXAMINATIONS of different NATIONAL SCHOOLS—*continued.*

National Schools.	Teacher.	Reading and Spelling.	Writing.	Arithmetic.	Grammar.	Geography.
RAPHOE:						
Castlefin (No. 1), (N.V.), on chapel ground. Lease for 999 years.	*Master appointed ten years ago. Grade I.[2] Roman Catholic. No residence; costs him £15 per annum.	Very good, many of them being remarkably clear and distinct.	Second pretty good; third and fourth from dictation, one in each class very good, the rest not.	Third class very good, rest behind.	Third class good, rest not.	Second and third good, fourth not.
Castlefin (No. 2) (N.V.) Held by Wesleyan Society in perpetuity.	Master (17 years of age at date of my visit) appointed October, 1867, probationer. Established Church; is leaving shortly to join the Constabulary.	There were only seven very young children present, all learning the alphabet or to read from cards.	—	—	—	—
Ballybogan, vested in Local Trustees. Leased to Board in perpetuity.	Master appointed May, 1860. Grade III.[1] Roman Catholic. No residence; costs him £10 a year.	Good, . . .	Second class, books not clean, and writing slovenly; third, from dictation, pretty good.	Fair, . . .	Good, . .	Pretty good.
Stranorlar Male (N.V.); permanent lease.	Master appointed, September, 1852. Grade I.[2] Roman Catholic. No residence; costs him £6 a year.	Exceedingly good.	Mostly very good.	Third class good; second pretty good.	Very good, .	Very good.
Stranorlar Female (N.V.); permanent lease.	Mistress appointed October, 1865; under Board since 1856. Roman Catholic; a residence.	Fourth class very good, rest pretty fair.	Second and third class, indifferent from dictation; third poor; fourth very good.	Third and fourth class good.	Fourth class good, rest very little.	Ditto.
Ballybofey (N.V.); master holds it on a weekly tenancy.	Master appointed November, 1865. Grade III.[1] Roman Catholic. No residence; costs him 9*d.* per week.	Very fair on the whole.	Second class mostly beginners; third and fourth from dictation, the spelling particularly good, and the writing of some very good.	Pretty good, . .	Second class pretty good, rest poor.	Third class good, rest pretty good.
Sessigh O'Neill, vested in manager; lease in perpetuity.	Master appointed in 1854. Grade II.[1] Roman Catholic; a residence.	About one-half of the second and third classes very good; the others pretty fair.	Second class fair; third and fourth from dictation, mostly very good.	Good, . . .	Good, . .	Very fair.
Donish, vested in Local Trustees; lease.	Master appointed October, 1847. Grade III.[1] Roman Catholic; a residence.	Pretty good, .	Second class pretty fair from dictation; fourth good; third, better in the writing than the spelling.	Rather behind, .	Fourth class good, rest pretty good.	A little.
†Cloghan, vested in Local Trustees; lease.	Master appointed August, 1851. Grade III.[1] Roman Catholic; a residence.	All beginners except three, who were very good.	Poor, ...	The solitary member of the third class was good, the rest have scarcely begun.	Two were pretty good.	Very little.
Raphoe Town (No. 1) (N.V.), held in fee by parish.	Master appointed January, 1868. Under Board since 1857. Grade I.[3] Roman Catholic. A residence with new school which is being built.	Second and third classes good; fourth very good.	Second class nearly all beginners. From dictation: third and fourth classes very good.	Not far advanced, .	Second and third classes fair; fourth poor.	Poor.
Robertson's Parochial (N.V.); endowed. (Put under Board in 1860).	Master appointed to this school in 1845. Grade III.[1] Established Church. A residence.	On the whole good.	They nearly all wrote too small a hand; otherwise it was very fair. From dictation: third and fourth nearly all very good.	Each class well up to the requirements of programme.	Mostly good, .	Fair.
‡Treanboy (N.V.); land given by landlord, but no lease.	Master just appointed to this school. Under Board since 1841. Grade II.[1] Roman Catholic. No residence. Costs him about £2 10*s.* a year.	Beginning, . .	Ditto, ...	Ditto, . . .	Ditto, . .	Ditto.
§Glennaquin (N.V.); built by landlord, and given by him, but no lease.	Master appointed January, 1866. Grade III.[1] A Presbyterian. No residence. Costs him about £5 a year.	First and second classes pretty fair; third class indifferent.	Pretty fair. Four wrote from dictation. The writing of two was good, but the spelling of all was bad.	Second class pretty good; third knew very little.	A little, . .	Ditto.
LETTERKENNY:						
‖Leighter (N.V.), lease.	Master appointed in 1852. Under Board since 1848. Grade III.[2] Presbyterian. No residence; costs him £3 a year.	Pretty good, .	All on slates except one, who was beginning in a copy-book.	Very little, . .	Only one knew anything about it.	Ditto.
Kilmacrennan, one of the Robertson's endowed schools.	Master only just appointed. A probationer. Established Church. There is a residence attached to the school.	Fair, . . .	Pretty good, . .	Behind, . . .	A little, . .	Ditto.

* There is also a mistress (sister to the master) who has been at this school since 1841. In this, as in many other schools, the best scholars were away at the time of my visit.
† There were only nine pupils present at this school at my visit.
‡ Only seven small children present at my visit.
§ Eleven present.
‖ There were only seven present.

RESULTS of EXAMINATIONS of different NATIONAL SCHOOLS—*continued.*

National Schools.	Teacher.	Reading and Spelling.	Writing.	Arithmetic.	Grammar.	Geography.
LETTERKENNY—*continued.* Ramelton female (N.V.), a fee-farm grant.	Mistress appointed August, 1866. Under Board January, 1862. Grade I.[1] A Presbyterian. A residence.	Second class mostly beginning; third and fourth good.	Second class pretty good; third and fourth very good, especially the senior division of the third class.	Very good, . .	Good, . .	Fair.
Letterkenny, (No. 2), (N.V.), lease.	Master appointed in 1860. Under Board, 1858. Grade III.[1] A Presbyterian. No residence; costs him £9 a year.	Pretty good, .	Second mostly beginning from dictation; third pretty good; fourth very good.	Fourth class very good; rest behind.	A little, . .	Ditto.
Letterkenny female (vested).	Mistress appointed in 1838, and been at this school ever since. Grade II.[2] Roman Catholic. No residence; costs her £9 a year.	Good, . . .	Second fair; third, from dictation, nearly all very good.	Second pretty good; third good.	About one-third of school good in this.	Second class, pretty good, third not.
Ellistrine (N.V.) Lease to tenant of land, who gives it free.	Master appointed February, 1868. Probationer. Established Church. No residence. Costs him £5 a year.	Pretty good, .	Pretty good, . . .	Third class all good, except one. Rest fair.	Not much, .	Ditto.
Ballyare (N.V.) On Glebe-land, the property of the rector.	Master appointed in 1866. Grade III.[1] Established Church. A residence.	Second and third class mostly good; fourth very good.	Second class beginning on copy-books. From dictation, third poor; fourth pretty good.	Pretty good, . .	Very little, .	Ditto.
Bridge-end (Ramelton), (N.V.) Held under a yearly tenancy.	Master appointed in 1861. Under Board since 1849. Roman Catholic. Grade III.[1] No residence. Costs him £4 10*s.* a year.	Second, and a few in first class, pretty good; third and fourth class very good.	Second class fair. Third and fourth, on slate from memory, good.	Not far advanced, .	Fair, but third class weak.	Ditto.
Ednaharnon (N.V.) Lease.	Mistress appointed in 1862. Grade III.[1] Roman Catholic. No residence. Costs her £3 a year.	Third class very good; rest pretty fair.	Second pretty good; third good.	Third very good; rest fair.	Fair, . .	Ditto.
Legnahoorey (N.V.) Held under a yearly tenancy.	Master appointed in 1867. Under Board since 1862. Grade III.[2] A Presbyterian. No residence. Cost him* £12 to £15 a year.	Pretty good, .	Only two had copy-books. Master was expecting them from Dublin. The second and third wrote very fairly on slates.	Very much behind, .	Very little, .	Ditto.
† Treantagh (N.V.); title by prescription; built on common ground.	Master appointed June, 1867. Under Board twenty years. Grade II.[2] A Presbyterian. No residence. Lives with his father.	The reading on the whole was not good, and the spelling was indifferent.	Third class good; second pretty fair.	Not far advanced, .	Only one knew much about it.	Second class good; third very good.

* So the teacher states, but if so, he must be living in a far more sumptuous style than the other teachers in the neighbourhood.
† I have reason to believe that the master of this school was singularly unfortunate in the absence of his best pupils at the time of my visit.

TEACHERS.

Teachers.

59. Fourteen teachers of the National schools that I examined were in the first class, and of those two only—both female teachers—were in the first division of that class. The rest of the teachers, as will be seen from my analysis, are pretty evenly divided between the second and third classes. I think there is no doubt that in point of general efficiency the teachers of the first class are, as a rule, superior to the others, and that the second class are in a perceptible degree superior to the third, but this rule, like most others, must be taken with exceptions. Having already given a table containing the grades of the different teachers, and the degree of efficiency in which I found the different schools—from which inferentially the efficiency of the teachers may be deduced—it will not be necessary for me to dwell at any length upon this point. I may state, however, that the efficiency of the teacher appears to me to depend as much upon the amount of emoluments to be derived from the school, as upon anything else, and that where the teachers are well-paid, they are invariably of a higher type than where they are ill-paid. This applies, of course, in some degree to the different classes, for each step in advance is attended with a corresponding increase in salary, but where, in addition to that salary, a certain sum is thrown in yearly for the teacher, as in many schools in Londonderry, in the region of the great London companies, there the best qualified and most intelligent teachers are certain to be found.

Teachers trained in Dublin.

60. All of the teachers, except nineteen, had been trained in Dublin; five out of the nineteen I considered fully equal to the best of the trained teachers, the rest, however, were inferior.

Previous occupations of teachers.

61. With but few exceptions, they had all been teaching from their youth, indeed the general plan appears to be to select the teachers from the best of the monitors and pupil-teachers at the National schools. Five only that I met with had been at other employments before undertaking the duty of teachers, and not for a very long period at those. Four had been engaged in farming pursuits, and one in the capacity of clerk to a Board of Public Works. A rule of the Board prohibits them from following any other avocation which would be likely to interfere with their usefulness as teachers. Only three admitted that they did follow any other avocation at all; two being parish clerks, and one being engaged at the Post Office, in labours which must have commenced early, as they finished in the morning at seven, though they occupied him also from five to seven in the evening. That a teacher should take to some such avocation as the latter, however, should be considered, I think, rather in his favour than otherwise. It shows him to be a man of energy and determination at all events, and such qualities are invaluable in a teacher. Indeed I have sometimes wondered how the teachers, especially in remote country districts, manage to employ their leisure time. Schools close at three in the afternoon, and the teacher has then nothing further to occupy him, in the way of school business, till half-past nine or ten the following morning.

62. On the whole I found the teachers very fairly qualified for their duties; they appeared as a rule very intelligent, and quite competent for the work they had in hand; indeed, considering the smallness of the pay, and the monotony of the occupation, it surprised me that the Board had managed to get together so efficient a class of teachers as they had.

Teachers' pay inadequate.

63. Great dissatisfaction, however, prevails amongst the teachers in respect of the remuneration which they get for their services, and the consequence is that great numbers of those who would otherwise be turning their attention towards teaching as a means of livelihood, are taking to anything else that they can get in preference, and if they can get nothing else to do in Ireland, they go across to America to see what they can do there. Teachers complain that they cannot keep their monitors for any length of time; just as they are beginning to be tolerably efficient, a place in a shop or a counting-house is offered them, and they are only too glad to give up teaching for an occupation which puts them in possession at once of a larger income than they would obtain as a schoolmaster at the end of twenty years.

64. In order to ascertain what the real receipts of the teachers were, I obtained from the teacher of each school that I visited, the amount of the school fees, and the local subscriptions which they received in addition to their salaries, these I have added together, including of course the Board salary, and the following is the result:—

Teachers.						
4	were receiving	under	.	.	£20	per annum.
14	,,	over	£20	and under	30	,,
21	,,	,,	30	,,	40	,,
12	,,	,,	40	,,	50	,,
6	,,	,,	50	,,	60	,,
5	,,	,,	60	,,	70	,,
5	,,	,,	70	,,	80	,,
1	,,	,,	80	,,	90	,,

65. The Irish Society's schools in Coleraine, and several schools taught by probationers, are not included in this list.

66. I am dependent partly upon the teachers themselves for the accuracy of the above figures, but the amount of school fees I generally saw myself in the book reserved for such entries, the amount of local contribution being entered therein as well, so that I have reason to believe the return to be as nearly correct as possible. It must be admitted that the profession of teaching does not appear to be a very lucrative one, and yet there are some who are in a comparatively comfortable position. Of the 68 teachers in the above list, 31 were in the receipt of sums varying from £20 to £5 a year, from the Irish Society, and the other great London companies, with the addition sometimes of a rent-free residence and a plot of ground. If these extraneous means of assistance were withdrawn, the position of most of these teachers would be poor indeed.

Poverty of teachers in Donegal.

67. The teachers in Donegal have no such assistance to fall back upon; the landlords there being private individuals and not public companies, do not expend their revenues principally upon the soil, and, indeed, it is only in rare instances that they give anything substantial towards the support of the school or the teacher. They do indeed, occasionally give sites for the building of schools upon, but seldom give any active support to them after they have been established. It requires no argument to show that the 4 teachers receiving less than £20 a year, and the 14 receiving less than £30 a year, must be miserably off indeed. I was not surprised to find in four or five of these poverty-stricken schools that the teacher was a cripple, for certainly one would have imagined that no human being who had the use of his limbs, as well as of his senses, would have thought of remaining there so long as manual labour could be resorted to, even if that manual labour consisted in breaking stones.

Want of a retiring pension.

68. In one respect I think the teachers of the National schools are very hardly used, and that is in their being unable to look forward to a retiring pension, when long years spent in the service of the Board, or sickness, shall have broken them down and incapacitated them from work. It is quite true that under certain conditions a retiring allowance for two years is granted, but this is very seldom, I fancy, of much permanent benefit, especially if the teacher's constitution happens to be a tough one. A teacher finding himself disabled by old age and increasing infirmities from further work, makes an application to the Board for his retiring allowance. It is not invariably granted, but if it is, the recipient comes in at once for what is to him a large sum of money, viz., two years' pay. This sum of money, however, especially if the teacher have a wife and family to support, soon melts away, for he has to live upon the principal, and in a very short time the unhappy man, after all his toil and trouble, sees nothing before him in his old age but the workhouse. A retiring pension for life, which would secure the teacher from absolute penury and from the workhouse, would be welcomed, I have been assured by some of them, as a greater boon even than an increase of pay. It would "put a heart" into them, as a teacher remarked to me, and enable them to go through their duties with cheerfulness, knowing that their future was provided for.

69. It would have another advantage also, which I think ought not to be lost sight of, it would give the most experienced teachers under the National Board, those who had been some ten or a dozen years in their service, an inducement to remain. They would have a vested interest in the service which they would not be disposed lightly to give up. At present there is nothing to induce them to forego the temptation to quit the business of teaching for anything better that turns up, except the remote prospect of two years' retiring allowance. Assure them, however, of a retiring pension when age and work shall have superannuated them, and the longer they have been engaged in teaching the less likely will they be to abandon it.

Uncertainty of the present retiring allowance.

70. The two years' retiring allowance is not always a matter of certainty, however long a period the teacher may have spent in the service of the Board. He has first of all to make his application, and then the Board have to consider it. Sometimes they take a long time in considering it, and occasionally the teacher dies before they have finished. In that case the two years' retiring allowance is saved by the Board; the teacher may have left his family utterly destitute, indeed, the probability is that he will, but not one farthing of the money which should have been his goes to them. A gentleman in Raphoe told me that a very short time ago, the widow of a schoolmaster, who had been more than thirty years teaching under the Board, came to beg at his house. Her husband made his application to the Board for a retiring allowance, but died before it was granted, and his widow, whom he had always maintained respectably in his lifetime, was reduced at once to actual beggary. I do not think that retiring pensions would add materially to the present cost of teachers; the probability is that they would work on then as now, as long as they had any life worth speaking of left in them; it becomes, however, an important question to consider how the teachers' position may be improved without calling on the Government to increase their already ample grant.

Proposed means for improving the position of teachers.

71. In the first place it appears to me that something might be done towards this end if the quality of the schools were looked to rather than their quantity. The idea of bringing education almost to every man's door, as would seem to be attempted in some districts, has resulted in a number of little starveling schools being taken into connexion by the National Board, which, while they help to fritter away the resources

of the Board, are rather an impediment than anything else in the way of genuine education. One good school in a neighbourhood, taught by a thoroughly competent teacher, with a fairly remunerative salary, would be of far more use than three of the schools of the kind that we sometimes meet with. It is a great mistake to suppose that education is progressing because a great number of schools are scattered all over the country. The people seem to appreciate more that for which they have to make some little sacrifice than that which they can get for nothing, and parents who now hesitate about sending their children to a school half a mile off where they can be educated for nothing, would have little difficulty in sending them to a school some two or three miles distant, and where school-fees were insisted on, if the teacher or the school had some sort of a reputation.

School-fees.

72. In the second place, I think that a great deal more might be paid towards the support of the teachers in the way of school-fees than is paid at present. Opinion is somewhat divided upon the subject of gratuitous education, but the great majority of gentlemen who have favoured me with their views upon the subject, consider that, except in the case of the very poor, some payment by way of school-fees should be made by the parents of the children. At present the fees are on the very lowest scale, but of those who are quite able to pay them if they choose, not one half pay anything at all. The teacher is afraid of insisting upon payment, for fear, as I have already explained, of losing his scholars, and the parents are quite satisfied to leave the matter alone, and so substantial farmers, small tradesmen, and others, who have no excuse at all for not paying, go on from year to year without paying a farthing, or if they do occasionally give the teacher a trifle, consider that they are making a present rather than discharging a debt. Under a tightened and more rigid system, a very much larger return indeed ought to be made under the heading, "school-fees." And yet I would certainly not cut off the children of the very poor from the benefits of education, merely because they were unable to pay the school-fees. I would take care, however, that it was clearly ascertained who the children of the very poor were; that, however, is merely a matter of detail, and presents no overwhelming difficulty. A gentleman who is the patron and manager of several schools, told me that he himself determined who were entitled in his schools to gratuitous education, and that he always made an arrangement with his teachers that those children whom he selected were not to be called upon for school-fees, the others all having to pay. Some such arrangement as this might be easily made; at present there seems to be a strong tendency on the part of the parents to shirk payment altogether. Such fees as are obtained, and they vary from a penny to twopence or threepence a week, according to the age and class of the child, go towards the support of the teacher, and if they were only paid by all who ought to pay them they would form a very satisfactory addition to his now-limited income.

73. In addition to this solid advantage to the teacher, the attendance of the children at school, now so deplorably irregular, would, I have little doubt, become much better. All whom I have consulted upon the subject consider that the education of the children is more valued by the parents when they have to pay something for it. That which is got for nothing is often valued at the same price. If the small weekly payment were also made in advance, it seems to me that the parents would be still more ready to insist upon their children receiving the benefits of a schooling for which they had already paid.

Landlords.

74. In the third place, I think that something more might be done towards the education of the children of their tenants by the owners of the soil. It is perhaps too much to ask that private landlords should give as much support to education on their estates as the Irish Society and the other great London companies; but at all events I think they might do something a little more approaching it than they do at present.

Appointment and dismissal of teachers.

75. I do not find that any particular change has taken place of late years with regard to the appointment and dismissal of teachers. Out of eleven teachers appointed within the last three years, in my district, seven had been previously engaged as monitors and pupil-teachers. Two only had been trained in Dublin, but most of the others, who are at present getting only a probationary salary, are about to be so trained. So far as I could judge the appointments so made have been satisfactory, and indeed there is little use in the Patron or Manager appointing an incompetent person, for the preliminary examination by the Inspector, or if that be got through, the subsequent one by the Board, would infallibly insure his dismissal.

76. No complaints were made to me with regard to the dismissal of teachers, and I have every reason to suppose that so long as the teacher conducts himself properly, he runs no risk of losing his place. Seven of the above-mentioned teachers had been appointed in the place of others dismissed for various causes—three for incompetency—two for non-attention to their duties, and three for habits of intemperance.

Monitors.

77. With regard to monitors the principal difficulty appears to be in retaining them; they are always the picked scholars of the school and as such come to their duties with an ascertained character, and seldom leave except of their own accord, or for the purpose of becoming principal teachers. So far as I could judge they seemed fairly competent for the work upon which they were employed.

Teacher of mixed schools.

78. In the case of children of both sexes attending one school, the popular feeling appears to be in favour of the head-teacher being a master. If the school be an infant or preparatory school however, then I think the superiority of a female teacher must be admitted. Up to a certain age—ten or thereabouts—women seem to have more power of instilling the elements of learning into both sexes alike, and up to that age boys are more readily amenable to discipline. After that age, however, it becomes difficult for women to exercise proper control over them, and they seem to fall more naturally under the rougher supervision of men.

Religious Instruction.

Time given to it.

79. In all the National schools that I visited, except two, religious instruction was given. In the great majority half-an-hour was set apart for that exercise each day, and from an hour and a-half to two hours on Saturday mornings. In nine schools, an hour each day was set apart for this purpose in addition to the Saturday morning's instruction. In six schools it was given on Saturday mornings only, and in three upon two days in the week.

80. The recommendation of the Commissioners that the religious instruction should be given immediately before the commencement or immediately after the close of the ordinary school-business seems to be attended to, for in every instance that came under my notice the first or the last half-hour of the school-time was devoted to it.

81. The religious instruction is given by the teacher, sometimes with the assistance of the monitors or the elder children. In schools under Protestant or Presbyterian management it generally consists of Scripture-reading and catechism, and in schools under Roman Catholic management either of catechism alone or with Scripture-history, or the reading of books of devotion.

82. I made particular inquiries as to whether the following rule of the National Board was observed or not:—

"No pupil who is registered by its parents or guardians as a Protestant is to be permitted to remain in attendance during the time of religious instruction, in case the teacher giving such instruction is a Roman Catholic; and no pupil who is

registered by its parents or guardians as a Roman Catholic is to be permitted to remain in attendance during the time of religious instruction in case the teacher giving such instruction is not a Roman Catholic. And further, no pupil is to be permitted to remain in attendance during the time of any religious instruction to which its parents or guardians object."

Checks against proselytism.

83. The result of my inquiries convinced me that it was. Although in constant communication with persons of all classes and of different religious beliefs, I never heard even an insinuation against a teacher on the subject of proselytism. In fact they are too well watched to be able to attempt it, even if they were so disposed, with impunity. If any child at school were compelled to remain against the wish of its parents, to hear religious instruction from a teacher belonging to a different creed, or if any attempt were made to undermine the faith in which the child had been brought up, the parents would inevitably hear of it before long, and they have only to communicate with the nearest clergyman or the District Inspector to insure the suspension and ruin of the teacher. If such a tendency exists at all, which I very much doubt, the certainty of detection seems to hold it under complete control.

Doubtful value of the religious instruction.

84. With very great diffidence, however, in my own judgment upon such matters, I have great doubts as to whether the religious instruction given in the National schools is of any material or lasting advantage to the recipients. It must be remembered that it is given exclusively—for the exceptions are so rare that they are not worth taking into consideration—by the teacher. That of itself appears to me to constitute a serious objection to the system, and upon this point, I was very much impressed by what was said to me by a Presbyterian teacher, who had been teaching under the Board for between thirty and forty years. He said that the religious instruction which was given in the schools, could hardly be called religious instruction at all—that for his own part he looked upon it as a very solemn matter, and that after working at secular instruction all day, he did not find himself in a proper frame of mind to inculcate it. He considered that the clergymen and the parents of the children were the proper persons to give religious instruction, and added, that if the clergymen would do more in the way of religious instruction themselves, and talk less about it, it would be very much better for all parties. I cannot help thinking that there is a deal of truth in the former portion of his remarks, at all events—children insensibly, but inevitably, associate the teaching with the teacher; the schoolmaster is a disagreeable necessity to which they are compelled to submit—he is the person authorized to make them spend a certain number of uncomfortable hours each day in a school-room, which they would far rather devote to play. The disagreeable associations connected with tasks, in every way are not discontinued, when the teacher substitutes the catechism, or the Scriptures for the grammar, or the arithmetic book, but all go in the child's mind together as disagreeable subjects to be got rid of as soon as the school-room has been left behind. A Presbyterian minister told me that it took him years in after life to overcome an unpleasant feeling which invariably associated itself in his mind with the Bible, in consequence of his having been made to read it as a task-book whilst at school.

Teacher seldom qualified to give it.

85. It may be fairly questioned too, I think, whether the teacher is, as a rule, a person qualified to give religious instruction as it ought to be given. It is a subject probably upon which he has received just as much, or as little instruction himself, as his pupils will have received when they quit his hands. The children see him every day; they know all his little weaknesses—sure to be brought out in the most unfavourable light by the irksome nature of his duties—and when he comes to enunciate grand religious truths, and tell them of the perfection to which they ought to aspire, they are probably more engaged in thinking how far he himself falls short of the standard he holds up, than of concerning themselves much about endeavouring to attain to it themselves.

The Mixed System of Education.

86. In order to ascertain how far the mixed system prevailed in my district, I made it a rule never to ascertain beforehand whether the schools that I was about to visit were mixed or not, and accordingly I believe that my list presents a fair illustration of the extent to which mixed education prevails in the district. It would seem that when the people congregate together in large numbers, as in towns and large villages, the tendency is towards the denominational system, but that in country districts, where the population is thin and scattered, the mixed system is all but universal.

Londonderry.

87. In the city of Londonderry I visited two schools under Presbyterian management, and situated on the Presbyterian meeting-house ground. There were no Roman Catholic children in either. Similarly, on visiting two schools in the same city under Roman Catholic management, and built on ground attached to the Roman Catholic chapel, I found the children in both exclusively Roman Catholics. In the Convent school, as might be expected, the children were all Roman Catholics. Just across the river Foyle is a populous district, bearing about the same relation to Derry that Birkenhead does to Liverpool, and there I examined the Waterside male and female schools, both under Roman Catholic management. The female school was composed exclusively of Roman Catholic children, and the male school had only three Protestant children and four Presbyterians on the rolls. Within a few hundred yards, however, from these schools was another National school under Presbyterian management, and at the time of my visit there were twenty-two Presbyterian, eleven Roman Catholic, and nine Protestant children present, the numbers on the roll being—Presbyterians, thirty-two; Roman Catholics, thirty-eight; Established Church, twenty; and I mention this more particularly because it formed a very marked exception to the general rule of the denominational system prevailing in town schools.

88. In all the schools that I visited in the country district I found the mixed system prevailing, the number of children belonging to the different religious denominations varying very much according to the prevailing religious denominations of the population in the neighbourhood.

Coleraine.

89. In the town of Coleraine I examined a male and female school, and in Killowen, which is almost a part of Coleraine, another male and female school, all under Roman Catholic management and all attended exclusively by Roman Catholics. The principal schools of the town, however—the splendid schools founded and maintained by the Irish Society—are frequented by children of all denominations, though, in a proportionally small degree, by Roman Catholics.

90. In the country districts about Coleraine the Roman Catholic population seems to be thin and scattered. In five of the schools that I examined there were no Roman Catholic pupils at all, and I was assured by the teacher in each school that there were none in the neighbourhood; five other schools that I examined contained altogether an aggregate of only twelve Roman Catholic pupils; and in four of those schools the teacher informed me that there were no other Roman Catholic families in the neighbourhood, except the families to which those children belonged. In some parts of this district also the Protestants appear to be very scarce. At the two National schools, male and female, at Miltown, with Presbyterians teachers, there were only five Protestants altogether—a fact attributable, solely, I am informed, to their scarcity in the neighbourhood.

Maghera.

91. In the Maghera district I met with three unmixed schools, one in the town of Maghera itself, and the two others in the town of Magherafelt, all under Roman Catholic clerical management.

92. In the Raphoe district, as will be seen from the list, I found five or six schools practically under the denominational system. The Roman Catholic element was very much stronger there, and accordingly, the schools under the control of the Roman Catholic clergy were much more numerous. As a sort of counterpoise to the school under Presbyterian management at the Waterside, Derry, to which I recently alluded, I found a school at Castlefin under Roman Catholic management largely attended by children belonging to different religious denominations. There were thirty Protestant and thirty-eight Presbyterian children on the roll, although there were three other schools taught by Protestant teachers within a very short distance. If left to themselves, the people almost invariably look to the efficiency only of the teacher, quite irrespective of the creed to which he belongs; it is only when they are stimulated thereunto by their clergy that the latter point becomes a question of serious consideration. Raphoe.

93. In the Letterkenny district I met with two unmixed schools only, both in the town of Letterkenny itself. Letterkenny.

94. From the tenor of the replies to my inquiry, as to whether the system of educating children of different religious denominations together is beneficial or not, it will be seen that there is a very great divergence of opinion upon this point. The Presbyterians as a body, lay and clerical, thoroughly approve of the present mixed system of education, and they are very energetic indeed in their efforts to maintain it. I have been favoured with a number of opinions from ministers and gentlemen belonging to their body upon this subject, and they all unite in urging strongly the necessity of maintaining the system as it is. I am indebted to the Rev. F. Petticrew, Presbyterian minister at Eglinton, Derry, for a very elaborate reply to my question upon this subject, which will be found in the appendix;* it appears to me to exhaust all that can be said in favour of the mixed system. I regret that no champion of the denominational system has favoured me with an equally elaborate exposition of his views on the subject, so that the two might be fairly pitted together. I publish however, the gist of the replies which have reached me on the subject. Opinions upon the mixed system.

95. The Roman Catholics, as a body, and more especially the clergy, would be glad to see the mixed system abolished altogether, and the denominational system substituted in its stead; and this is also the feeling of a considerable section of the clergy belonging to the Established Church. When I say a considerable section, I do not mean a majority—for without being able, of course, to speak with accuracy upon the subject, I believe that the majority of the clergy of the Established Church look with favour upon the present mixed system of education. That there is a difference of opinion amongst them will be seen from the two following answers to the same question, each answer being given by a rector of the Established Church:—

96. 1. "No other system, in my opinion, is so well suited to Ireland and is liable to so few objections as the National system. It has never had fair play from the clergy of the Established and the Roman Catholic churches, nor has it been strictly carried out by the Commissioners. Amongst thinking men of every denomination, there is a growing conviction of its value. In my opinion, any departure from it would be the greatest misfortune to Ireland."

2. "I altogether object to children of different persuasions being forced into the same school, as its tendency is infidelity, as is evident by the present National system; its great error being the not distinguishing between sectarian and non-sectarian teaching in religion. The Scriptures are non-sectarian, so there should be no limit to their use. Books written by man may be looked on as sectarian, and may fairly be confined in their exercise. There are several other causes why the present National system, in my opinion, tends to evil."

97. A third Protestant rector writes as follows:—

"I certainly and decidedly approve of educating children of various religious denominations *together*—but God's Word should be the BASIS, and the only sound basis of all school teaching. Why should the Bible be excluded from any school? I wish there was not one National Board school in Ireland. They have been *the ruin* of the education of the youth of our country. I speak from experience."

98. There is a serious difference between them too, upon another subject, and that is as to the alleged exclusion of the Holy Scriptures from the National schools. The Reverend gentleman, whose answer I first quoted, was kind enough to send me a paper upon this subject, which was published some years ago. It is as follows:—

99. DECLARATION BY ESTABLISHED CHURCH PATRONS, &c., RESPECTING SCRIPTURAL INSTRUCTION IN NATIONAL SCHOOLS IN IRELAND.

"We, the undersigned Patrons, Managers, and Catechists of National schools in Ireland, members of the Established Church, having had our attention frequently directed to the misrepresentations which have been made concerning the National system of education, that children frequenting National schools are precluded from receiving religious instruction, and being aware of the misapprehensions which consequently prevail on the subject, come forward to state that in National schools under our charge, careful religious instruction is given to Church children in the Holy Scriptures, and that ample opportunities are afforded by the National Board for the same.

"It is true that we do not use these schools as instruments of proselytism, that we do not force our religious instruction on any children who entertain conscientious objections to receiving it; but we are glad to be able to state that our Church children have availed themselves of the Scriptural instruction which we give, and that with the best results.

"We make this statement because the present appears to be a time of crisis, attempts being made by two opposite and influential parties to overthrow the National system, on the alleged ground of its being deficient in facilities for religious instruction, and to introduce in its stead a system of denominational grants, which, in our opinion, would be attended with the most lamentable consequences to this country."

This is signed by two bishops and forty-one clergymen, including five deans and an archdeacon, in addition to nine peers, and seventy-six magistrates and gentlemen. My informant adds, that "the signatures at the present time to such a document would be much more numerous."

100. On the other hand we have the fact that a number of clergymen and others, members of the Established Church, are so convinced that the children have not proper opportunities for instruction in the Holy Scriptures, in National schools, that they have instituted and supported at a considerable expense, for a number of years, the Church Education Society schools in opposition to the National schools.

101. Whatever decision may be arrived at in regard to the mixed or denominational system of education, it will be sure to cause dissatisfaction to one party or the other. The opinions held are diametrically opposite, and apparently irreconcilable, the matter itself being regarded from totally different points of view. I doubt much whether that middle course we are all advised to steer would hold good in this case, and whether anything like a compromise could be effected.

102. Without entering into the pros and cons of the matter myself, and considering that my mission was to reflect the opinions of others rather than to give my own, I may yet venture to draw attention to one or two points, with regard to my own district, which forced themselves upon my attention.

103. In the first place then it appears to me that in towns and large villages the denominational system is already practically carried out. Whether it is a good system or a bad system, the people have taken to it them-

* Since this was in print I have been informed that Mr. Petticrew has been examined at considerable length before the Commissioners; I have deemed it therefore unnecessary to retain his reply in my report.

selves, and if their decision be ratified by the Government, the change, so far as they are concerned, will be but a slight one. With regard to the country schools, however, the case is very different. The denominational system, if carried out there at present, would result in the exclusion of a large number of children from education altogether. The great drawback to the efficacy of the country schools consists now in their being too numerous and too small. As I have already stated, the teachers complain that they are starving each other out. A school of a certain size, and with a certain attendance is absolutely necessary to enable the teacher to carry on at all. Multiply the present schools indefinitely, as would have to be done, if each child could only go to a school conducted by members of its own faith, and the term "starveling," which I have already heard applied to some schools would be applicable to nearly all. In many districts the members of a particular creed are so few that it would be utterly impossible to think of carrying on a school for their benefit alone, and, of course, under the denominational system, they would have to go, so far as the National system is concerned, without education altogether.

Has the present system a tendency to check religious animosities?

104. There is another question, too, arising out of this matter which certainly ought to be answered before any final solution is arrived at, and that is whether the system of educating together children of different creeds has the effect of toning down and finally checking those religious animosities which at present are the cause of so much mischief in the North of Ireland. The general impression would appear to be that it has, indeed I only heard one opinion to the contrary, an opinion indeed entitled to high respect, for it came to me from a clergyman, a Roman Catholic priest at Coleraine, who paid more attention to the schools under his management than any other clergyman that I met with, and he expresses himself as follows :—

"The system of educating children together of different religious denominations does *not* prevent religious controversy. It gives those educated under it the opportunity of commencing in early life the conflict which under other circumstances would be deferred for years—perhaps, would never take place."

105. On the other hand the Rev. Mr. Petticrew says, and his opinions are corroborated by many others :—

"Trained up together, children learn to respect each others conscientious convictions, and to avoid whatever is calculated to hurt each others feelings. When school days are over, they go forth to exercise in their respective neighbourhoods an influence much needed, in behalf of charity, mutual forbearance, peace, and good-will. It is understating the case to say that those educated in common are, at least, as peace-loving and as free from party bitterness as any other portion of the community. Bad as we may be, the state of Ireland would undoubtedly have been worse in the matter of religious feuds, but for the healing influence of united education. I have made inquiry from teacher after teacher, but no one knew a case of a quarrel among the children at school traceable to diversity of creed; and it is certain that, in many cases, friendships begun at school have lasted through life. If the union of her people be an object aimed at by the State, to educate the young together is eminently conducive to that end; but it would be indefinitely postponed by a return to the system of separation and exclusiveness."

106. TABLE showing the different Religious Denominations of the Teachers and of the Pupils on the Rolls of the National Schools examined.

School.	Teachers.	Established Church.	Roman Catholics.	Presbyterian and other Denominations.
LONDONDERRY.				
Derry Male,	Pres.	28	–	rest.
Do. Female,	Pres.	12	–	rest.
St. Columb's Convent, No. 2.	R.C.	–	all.	–
Do. Male,	R.C.	–	all.	–
Do. Female,	R.C.	–	all.	–
Glendermott,	R.C.	18	43	13
Lismacarroll,*	R.C.	4	12	10
Faughan-bridge,	Pres.	3	8	rest.
Gortnessy,	Pres.	16	19	81
Greerstown,	Pres.	4	12	35
Waterside Male,	R.C.	3	88	4
Do. Female,	R.C.	–	all.	–
Waterside, No. 2,	Pres.	20	38	32
COLERAINE.				
Cranagh-hill,	Pres.	15	16	49
Coleraine Workhouse Male.	W.M.	17	12	16
Do. Female,	Pres.	15	7	rest.
Knockantern,	Pres.	22	–	15
Castleroe,	Pres.	11	16	rest.
Killure,	Pres.	2	3	rest.
Cullyvenny,	Pres.	–	–	all.
Bohill,	Pres.	8	–	rest.
Ballyrashane,	Pres.	3	–	rest.
Macosquin,	E.C.	32	–	28
Killeague,	Pres.	8	2	rest.
Collins,	Pres.	7	3	rest.
Aghadowey Female,	Pres.	3	7	rest.
Killowen St. Male,	R.C.	–	all.	–
Do. Female,	R.C.	–	all.	–
Coleraine Male,	R.C.	–	all.	–
Do. Female,	R.C.	–	all.	–
Irish Society's Schools. Coleraine Male,	Method.†	66	12	100
Irish Society's Schools. Do. Female,	Pres.‡	75	4	102
Irish Society's Schools. Do. Infant,	—	85	5	78
Damhead,	Pres.	14	1	rest.
Miltown Male,	Pres.	2	11	rest.
Do. Female,	Pres.	3	6	61
MAGHERA.				
Garvagh,	Pres.	22	13	rest.
Do. mixed,	Pres.	3	3	rest.
Ballyagan Male,	Baptist,	7	2	45
Do. Female,	Pres.	5	4	rest.
MAGHERA—*continued.*				
Maghera Female,	Pres.	8	10	29
Do. mixed,	R.C.	-	128	9
Tobermore,	Pres.	16	10	rest.
Brackadysart,	R.C.	4	rest.	–
Greenlough,	R.C.	9	47	21
Tamlaght O'Crilly,	E.C.	34	14	93
Ampertaine Male,	E.C.	2	36	27
Do. Female,	E.C.	1	22	10
Drumagarner,	R.C.	2	96	23
Magherafelt Male,	R.C.	–	50	1
Do. Female,	R.C.	–	all.	–
Castle Dawson,	Pres.	17	2	68
Moyola Park,	E.C.	34	6	10
RAPHOE.				
Castlefin, No. 1,	R.C.	30	98	38
Do. No. 2,	E.C.	rest.	9	–
Ballybogan,	R.C.	5	30	21
Stranorlar Male,	R.C.	1	rest.	–
Do. Female,	R.C.	–	all.	–
Ballybofey,	R.C.	3	rest.	–
Sessigh O'Neill,	R.C.	7	rest.	–
Dooish,	R.C.	15	rest.	4
Cloghan,	R.C.	14	rest.	–
Raphoe Town, No. 1,	R.C.	1	rest.	–
Robertson's Parochial, Raphoe.	E.C.	64	15	34
Drinkeen,	R.C.	2	rest.	5
Treanboy,	R.C.	3	rest.	4
Glenmaquin,	Pres.	–	–	all.
LETTERKENNY.				
Leighter,	Pres.	6	14	33
Killmacreenan,§	E.C.	–	–	–
Ramelton Female,	Pres.	6	26	68
Letterkenny, No. 2,	Pres.	23	22	rest.
Errity,	Pres.	3	10	rest.
Letterkenny Female,	R.C.	–	all.	–
Letterkenny Infant,	R.C.	–	rest.	2
Ellestrine,	E.C.	4	16	rest.
Ballyare,	E.C.	13	17	18
Bridge-end, Ramelton,	R.C.	–	rest.	4
Ednaharnon,	R.C.	11	31	58
Leguahoorey,	Pres.	7	17	rest.
Treantagh,	Pres.	20	13	33

* Present at visit. Could not get the number on Roll. † Two assistant-teachers; both E.C. ‡ Two assistant-teachers; one E.C.; one Pres.
§ The master of this school had only just been appointed. I got a return, but subsequently discovered that it was inaccurate; not, however, from any fault of his.

The Irish Society and the London Companies.

107. The county of Londonderry is so peculiarly affected by its relations with the Irish Society, and the great Livery Companies of London, and the assistance which those Companies give to education throughout the county is so great, that no report upon the state of primary education in Londonderry which did not take into account the amount of influence which they bring to bear on it, could be considered a complete one.

108. It will be remembered that early in the seventeenth century occurred the "Plantation of Ulster." Taking advantage of an escheat to the Crown, James I. caused the entire county of Londonderry (then called Coleraine), along with five other counties in Ulster, to be sold to twelve London Companies, on condition that they would plant English and Scotch settlers, to the entire exclusion of the native Irish. An undivided residue was retained by the Irish Society, as trustees. At the end of two-and-a-half centuries—although the primary object of the settlement has not been effected—they still remain lords of a great portion of the soil. In order to get a more precise account of the assistance given by them to education, I put myself in communication with the agents of the Irish Society and the different Companies which still retain their lands, and from one and all received ready and courteous assistance.

109. Through their kindness I am enabled to give a list of the different schools supported and assisted by the great London Companies, beginning with the chief—the Honorable the Irish Society.

110. The schools in the following list are all primary schools, with the exception of the first three :—

Return of the Schools Endowed by the Honorable the Irish Society in the Derry and Coleraine Districts.

	Annual Allowance. £	s.	d.
1. Diocesan School or Lough Foyle College,	425	0	0
2. The Magee College,	500	0	0
3. Coleraine Academical Institution,	200	0	0
4. * Coleraine Schools (the Honorable the Irish Society's),	336	0	0
5. The Derry Model School,	50	0	0
6. * Coleraine Infant Schools,	50	0	0
7. Poor School (Foundation School),	30	0	0
8. First Presbyterian Male School (Derry),	20	0	0
9. Do. Female do. (Derry),	20	0	0
10. Saint Columb's National Schools (Derry),	20	0	0
11. Fountain-street (now Pump-street) Female School,	20	0	0
12. Derry Infant Schools,	20	0	0
13. Industrial Schools or Working Association,	20	0	0
14. * Race Course School,	15	0	0
15. * Ballougry National School,	15	0	0
16. * Culmore Male and Female Schools,	27	0	0
17. Derry Waterside National Schools	15	0	0
18. Rosnagallagh National Schools,	15	0	0
19. Killowen Schools (Coleraine),	17	0	0
20. * Ballyclaber Schools, do.	25	0	0
21. Ballymagroarty Schools,	15	0	0
22. Dean and Curates' Sunday Schools,	10	10	0
23. Shantallow National Schools,	10	0	0
24. Glendermott Churchyard Schools,	10	0	0
25. Erasmus Smith's Sunday Schools,	10	0	0
26. Coolkeeragh Schools,	10	0	0
27. Cabry Schools,	10	0	0
28. Clooney Female Day Schools,	10	0	0
29. Caw Schools,	10	0	0
30. Waterside Reformed Presbyterian Day and Sunday Schools,	15	0	0
31. Derry and Raphoe Diocesan School, for Deaf and Dumb,	10	0	0
32. Strand Road National Schools,	10	0	0
33. Saint Columb's (Derry), National Female School,	10	0	0
34. Glendermott Churchyard Sunday School and Lending Library,	10	0	0
35. Rosnagallagh Wesleyan Sabbath and Day Schools,	15	0	0
36. Derry Reformatory Ragged School for Boys,	10	0	0
37. Clooney Terrace Day and Sabbath Schools (Presbyterian),	15	0	0
38. Coleraine Free Evening and Ragged Schools,	10	10	0
39. Fawney Cross Schools,	5	0	0
40. Wilsborough Schools,	5	0	0
41. Presbyterian First Congregation Sunday Schools,	5	0	0
42. Presbyterian Third Congregation Sunday Schools,	5	0	0
43. Bridge-street (now Great James's street) Sunday Schools,	5	0	0
44. Baltragh Schools,	10	0	0
45. Ennishowen and Shrovehead Schools,	5	0	0
46. Tamlaghtfinlaggan Parish Schools,	5	0	0
47. Do. do. Sunday Schools	5	0	0
48. Ballyratten Schools,	5	0	0
49. Lower Cumber Parochial Schools,	5	0	0
50. Fourth Presbyterian Sunday Schools,	5	0	0
51. Carrigan's Male and Female Schools	9	0	0
52. Tura Schools,	3	0	0
53. Derry Wesleyan Sunday Schools,	5	0	0
54. Fountain (now Clarendon-street) Reformed Presbyterian Sunday Schools,	5	0	0
55. Second Derry Presbyterian Sunday Schools	5	0	0
56. Lisnamuck National Schools,	5	0	0
57. Tierkane do.	5	0	0
58. Corlecky do.	5	0	0
59. Maghera do.	5	0	0
60. Drung do.	5	0	0
61. Carrickmaquigley do.	5	0	0
62. Carrowbeg National School,	5	0	0
63. Race-course Presbyterian Sunday Schools,	5	0	0
64. Cloghore or Greerstown School,	5	0	0
65. Primitive Wesleyan Society Sunday School	5	0	0
65. Muff School (county Donegal),	5	0	0
66. Creevagh Sunday Schools,	5	0	0
67. Cranagh Hill School,	5	0	0
68. Coleraine Parish Church Sunday School,	5	0	0
69. Altikeeragh School,	5	0	0
70. Coleraine National Schools,	5	0	0
71. Fermoyle Sunday Schools,	5	0	0
72. Coleraine Wesleyan Sunday Schools,	5	0	0
73. Killowen National Schools,	5	0	0
74. Ballyrashane do.	5	0	0
75. Tulland's Sabbath School,	5	0	0
76. Camus Macosquin Schools,	5	0	0
77. Desertoghill Parochial Sunday and Day Schools,	6	0	0
78. Castleroe Schools,	5	0	0
79. Aghadowey Schools,	5	0	0
80. First Presbyterian Sunday Schools (Coleraine),	5	0	0
81. Second do. do.	5	0	0
82. Third do. do.	5	0	0
83 Garvagh National Schools,	5	0	0
84. Dam Head Schools,	5	0	0
85. Dunmore Church Educational School,	5	0	0
86. Coleraine Congregational Sabbath School,	5	0	0
87 Articlave School, near Castlerock,	5	0	0

* The Schools marked * are the exclusive property of the Society, and have been placed under the National Board, in order to have the benefit of their Inspectors. The Board's grants are received, but the inspection was the object sought.

Mercers' Company.

111. Return of Cost of Building Schools and Teachers' Residences; keeping said Buildings in Repair; Amount paid to Teachers for Salaries; Donations and other Payments expended by the Worshipful Company of Mercers in connexion with their Irish Estate in the County of Londonderry. These Schools are all in connexion with the National Board. The Teachers receive Salaries varying from £24 to £52 a year, according to merit.

Name of School.	Cost of Building.	Salary from Company to Teachers.	Residences of Teachers, and amount value of same.	Annual Repairs of Buildings.	Other Expenses.	Total Annual Expenditure.	Remarks.
	£ s. d.	£ s. d.	£	£ s. d.	£ s. d.	£ s. d.	
Kilrea, Male, . .	803 12 0	20 0 0	Excellent dwelling-houses, and acre of land each. Value of each £10. Total, 20	5 0 0	3 10 0 Fuel.	38 10 0	These schools are among the largest and best in the Province, and are attended by over 100 pupils each.
„ Female, .	803 12 0	15 0 0		5 0 0	3 10 0 do.	33 10 0	
Ampertaine, Male, .	361 4 0	20 0 0	Good house and garden, each value £7 10s. Total, . . 15	3 10 0	3 0 0 do.	34 0 0	
„ Female,	361 4 0	15 0 0		3 10 0	3 0 0 do.	29 0 0	
Lislea, Male, . .	274 3 0	20 0 0	Good house and field each. Value of each £8. Total, . 16	3 10 0	3 3 0 do.	34 13 0	
„ Female, .	274 3 0	15 0 0		3 10 0	3 3 0 do.	29 13 0	
Mivanagher, Male, .	300 0 0	20 0 0	Good houses, each value for £5. Total, 10	3 10 0	3 4 6 do.	31 14 6	
„ Female,	300 0 0	15 0 0		3 10 0	3 4 6 do.	26 14 6	
Swatragh, Male, .	250 0 0	20 0 0	Good house and garden, each value for £6. Total, . . 12	3 10 0	3 5 0 do.	32 15 0	
„ Female, .	250 0 0	15 0 0		3 10 0	3 5 0 do.	27 15 0	
Lismoyle, Male, .	125 0 0	20 0 0	One good house and garden, value . 7	2 10 0	2 0 0 do.	31 10 0	
„ Female, .	125 0 0	15 0 0		2 10 0	2 0 0 do.	19 10 0	
Carhill, . . .	150 0 0	20 0 0	No residence, . . .	4 0 0	—	24 0 0	This is a mixed school.
Foyle College, . .	—	—	—	—	—	50 0 0	This is a donation to the Principal, who receives and boards two pupils, and reduces the annual payment £25 each. The parents of pupils are connected with the Estate.
Sunday Schools, .	—	—	—	—	—	22 10 0	
Retired Teachers, .	—	—	—	—	—	46 0 0	
Annual deterioration of Buildings, at 5 per cent.	—	—	—	—	—	218 17 10	Including 5 per cent., the amount charged for deterioration of the Buildings, the amount expended on education of this Estate is £732 12s. 10d.; without this deduction, over £500 per annum.
Total, .	4,377 18 0	230 0 0	Total value, £30	47 0 0	36 5 0	730 12 10	

Ironmongers' Company.

112. Schools assisted by the Ironmongers' Company on their Irish Estate.

	£	s.	d.		£	s.	d.
Miltown Male, ...	12	0	0	Killeague, ...	17	0	0
Do. Female, ...	12	0	0	Magheramore, ...	12	0	0
Ballyaggon Male, ...	12	0	0	Lisnascreagh, ...	9	0	0
Do. Female, ...	6	0	0	Ballywilliam, ...	6	0	0
Ballylintagh, ...	12	0	0	Trinaltinagh, ...	6	0	0
Collins, ...	9	0	0	Mullahinch, ...	9	0	0
Killure, ...	9	0	0	Droghead, ...	9	0	0

The Company support and keep in repair the buildings and grounds attached to each school.

Clothworkers' Company.

113. List of National Schools which receive assistance from the Worshipful Company of Clothworkers during the pleasure of the Court.

	£	s.	d.	
*Crannaghill, parish of Killower, ...	10	0	0	per annum.
*Ballinteer, „ Macosquin, ...	10	0	0	„
Articlave (Male), parish of Dunboe, . . .	10	0	0	„
Do. (Female), „ „	8	0	0	„
*Ballyhacket (Male), „ „	10	0	0	„
* Do. (Female), „ „	8	0	0	„
*Ballywildrick, „ „	10	0	0	„
Firmoyle (Male), „ Firmoyle, ...	10	0	0	„
Do. (Female) „ „	8	0	0	„

Note.—The five school-houses marked thus * were built at the expense of the Clothworkers' Company.

The Company also subscribe £10 annually towards the Killowen parochial school, which is under the Church Education Society, and this payment is also made during the pleasure of the Court.

The Company also have given a grant in perpetuity of the ground for the Coleraine model school rent free, and a grant of five acres in perpetuity to the Coleraine Academical Institution at a rent of 1s. 3d. a year, besides contributing £710 towards the building funds. They have also founded two scholarships of £25 a year each, for pupils of the last-named institution entering any of the universities.

Salters' Company.

114. Salters' Company.—Detail of Schools.

In the Town of Magherafelt.

Parochial schools for boys and girls.
Presbyterian mixed school.
Roman Catholic schools for males and females.
Infant school.

Upon the Estate in the Country.

Ballinderry, mixed.
Coolshiney, mixed.
Ballyronan, male and female (two schools).
Wood's Church school, mixed.
Aughrim, mixed.
Ballynenagh, mixed.
Gortasilly, mixed.
Aghagaskin, mixed.
Ballymulderg Beg, mixed.
The Loup, Roman Catholic, mixed.
Killyboggin, mixed.
Drumrainey, mixed.
Ballylifford, Roman Catholic, mixed.

On the books of these twenty schools are 1,329 pupils.

Since the expiration of the lease in 1853 (which had been held up to that time by members of the Bateson and Londonderry families), this Company has expended the following sums, viz.:—from 1853 to 1868 in the erection, repairs, and maintaining of school-houses and residences for masters and mistresses the sum of £3,928 10*s.*

The amount paid in aid of the salaries to the masters and mistresses of the above schools, during the same period, is £3,389 8*s.* 4*d.*

A further amount also of £294 7*s.* 5*d.* has been paid by the Company for books and school materials.

The Company have also rebuilt at a cost of £1,688 0*s.* 3*d.* Rainey's Foundation School in the town of Magherafelt. At this school a sound classical and commercial education is offered to the scholars, thirty of whom are educated and clothed free of cost. The Company have contributed since 1865 upwards of £100 per annum in addition to the endowment, towards the support of this school.

It will be seen by the above statement that for the fourteen years the expenditure by the Company for educational purposes on their estate has amounted to the sum of £9,600 6*s.*

115. Schools maintained by Drapers' Company on their Estates in County Londonderry :— Drapers' Company.

Money, male; Ditto, female; Cranny, male; Iniscarn, female; Blackhill, mixed; Carnamoney, mixed.

The above schools are entirely supported by the Company, being supplied with books and all other requisites, fuel, &c., and residences for the teachers. There are three male teachers at £50, and three female teachers at £35 per annum, besides six assistants at £10 per annum. A yearly sum is distributed in premiums. The teachers and assistant of the Moneymore Infant School receive salaries of £35 and £10 per annum respectively, and a classical school in Moneymore is endowed with £50 per annum.

The Company grants an annual sum of £10 towards the support of the following schools :—

Sixtowns, Derrycrummy, Ballyforlea, Coltrim, Draperstown, Derryloran, Desertmartin, Cloughoy.

116. Grocers' Company of London subscribe to Schools on their Irish Estate :— Grocers Company.

Parish of Faughanvale.

	£	s.	d.
Tullance National Male and Female, in all,	10	0	0
Church Sunday School,	3	0	0
Erasmus Smith's Schools—Eglinton Male and Female,	12	0	0
Carnahelly National Male and Female,	6	0	0

Parish of Glendermott.

Gortnessy National Male and Female,	15	0	0
Coolkeeragh School,	2	0	0

Parish of Lower Cumber.

Ervey National Male and Female,	10	0	0
Church Education—Killaloo Male and Female,	5	0	0
Subscriptions,	63	0	0
Fuel, requisites, and for labourers' children free, at least,	27	0	0
	90	0	0
Clothes to school children more than yearly,	10	0	0
Generally over,	100	0	0

117. Schools supported and assisted by the Fishmongers' Company :— Fishmongers' Company.

Schools on Estate.

Ballykelly boys' school, Ballykelly girls' school, Dunbrock, Gortalea, Mulderg, Firglorson.
These six schools, wholly supported by the Fishmongers' Company, including requisites of every description.
Grested School, under National Board, supplemented by an annual grant of £15 and £20 per annum, together with requisites.

Schools not on Estate but adjoining.

	£	s.	d.
Slaughtmauns Schools, annually to teacher,	5	0	0
Fenny ditto,	5	12	0
Eglinton National School, girls, £5; boys,	5	0	0
These two schools on Grocers' estate.			
Cumber Sunday School,	3	3	0
Derry and Raphoe Diocesan, for Deaf and Dumb,	3	0	0

118. The other Companies have either parted with the lands they held, or are only nominally interested in them.

119. The estate belonging to the *Goldsmiths' Company* was leased in perpetuity, and sold in lots, in the Incumbered Estates Court, in 1850. Goldsmiths' Company.

120. The estate belonging to the *Skinners' Company*, is held under the Company by lease which will expire on the death of Mr. K. L. Ogilby. Skinners' Company.

121. The *Vintners' Company* either leased in perpetuity, or sold their estate about the year 1737, still receiving a nominal rent for it. The present proprietors are the Earl of Strafford, Lady de la Poer Trench, and Sir Thomas Bateson, Bart. Vintners' Company.

122. The estate belonging to the *Merchant Tailors* was leased in perpetuity to the Richardson family. Merchant Tailors' Company.

123. The estate belonging to the *Haberdashers* was sold about the year 1686, and is now the property of the Marquess of Waterford. Haberdashers' Company.

District Inspectors.

124. I cannot conclude my notice of the National schools, without expressing my sense of the great courtesy and the great assistance which I received from the five District Inspectors, whom it was my lot to meet with—Messrs. Dugan, Bole, Irvine, Nesbitt, and Barrett. They rendered me every assistance in their power; they never obtruded advice unasked upon me, and if all the District Inspectors are on an intellectual par with those five gentlemen, the Board may fairly be congratulated on its admirable staff of Inspectors.

Church Education Society's Schools.

Church Education Society's Schools.

125. Next in number and importance to the National schools, though at a long distance in both respects, come the schools belonging to the Church Education Society. There are fifty-two schools of this Society, in connexion with the Derry Diocesan Society, and thirty-seven in connexion with the Diocesan Society of Raphoe. Through the kindness of the Rev. Mr. Battersby, the Secretary of the former, and of the Rev. Mr. Smith, the Secretary of the latter Society, I have been favoured with full particulars respecting both.

Diocese of Derry.

126. From these I gather that in the Diocese of Derry, there were in 1867, 3,361 children on the rolls of the fifty-two Church Education Society schools, and dividing them into the different religious denominations, there were Established Church, 1,426; Dissenters, 1,324; Roman Catholics, 611. The average attendance for the year was 1,386. The amount of local contributions for 1867, was £944 13*s.* 9*d.*, and the amount of aid afforded by the Diocesan Society came to £114 16*s.*

Diocese of Raphoe.

127. The number of children on the rolls of the Church Education Society schools of the Diocese of Raphoe for the year 1868 amounted to 1,533, and their religious denominations were as follows:—Established Church 863; Dissenters, 337; Roman Catholics, 333. The average attendance for the year was 881; the amount of local contributions came to £554 6*s.*, and the aid afforded by the Diocesan Society, £129 9*s.* 8*d.* It will be seen therefore from the above figures, that these schools are mainly supported by local contributions, the actual aid afforded by the Diocesan Society being comparatively small.

128. The objects for which these schools are established, are set forth in the Report of the Derry Diocesan Church Education Society for 1867, as follows:—

Objects of the Society.

The object of this Society shall be to establish and assist schools within the diocese, in which religious instruction shall be imparted out of the Holy Scriptures to all the children in attendance who are capable of receiving it, and to all church children in the catechism and other formularies of the church, under the superintendence of the parochial clergy.

The schools of the Society shall be open to all children whatsoever belonging to the parish in which the school may be situated, and having the parochial minister's approbation for attending it; and no child shall be excluded on account of the inability of its parents to pay for its instruction.

129. The schools indeed are avowedly established and maintained upon the supposition that the National schools do not afford a proper opportunity to the children attending them for instruction in the Holy Scriptures. I have already shown that this idea is not universal, even amongst the clergymen of the Established Church. The National Board requires four hours to be devoted to secular instruction upon five days in the week, leaving the clergymen one hour upon each of those days, at school, and the remainder of the time at home for Scriptural and religious instruction, if they choose to avail themselves of it. This, however, is regarded as a grievance; they want the teacher to be allowed to make free and unrestrained use of the Scriptures during the four hours devoted to secular instruction, and because this is not permitted, the Bible is said to be banished from the National schools. One clergyman, a rector of the Established Church, told me that he himself never entered a National School. "If the Bible is banished from any place," he said, "I consider that I ought to be banished from that place too."

Their condition.

130. The last Report upon the Endowed schools of Ireland, described the Church Education Society schools as being in a state of "miserable inefficiency." That term, however, could not now with justice be applied to the Church Education Society's schools of Derry and Raphoe. It is true that they are mostly behind the National schools in every respect—many of them a long way behind—but still they do manage to impart a certain amount of instruction to those who attend them. I examined thirteen of these schools, besides visiting several others, and with two exceptions, found them very much below the standard attained at the National schools.

131. The first of the exceptions was the Killaloe Church Education Society in Lower Cumber, Londonderry. So far from this school being behind the National schools, it was much superior to the great bulk of them. The fourth and fifth classes were more advanced than the corresponding classes in the National schools, and were well grounded in the matters in which they had been instructed. The fourth class showed great proficiency in arithmetic, and the fifth had got as far as division in algebra, and were working problems in the second book of Euclid; those two classes showed also a more than usual acquaintance with both geography and grammar. The other classes were quite equal in all respects to the average run of the National schools; indeed although there is a National school taught by a Presbyterian teacher within a mile from this school, there were yet present at the latter at the time of my visit, 44 Presbyterian children, in addition to 11 children belonging to the Established, and 8 to the Roman Catholic Church.

132. The other exception was the Willsborough Church Education Society school in Faughanvale, Londonderry, which was conducted in an exceedingly creditable manner, the pupils showing a very fair proficiency in the subjects taught, with the exception perhaps of a little weakness in arithmetic. This school, however, is favourably situated, being under the fostering care of Major Scott and family, who reside close by, and to whose assistance much of the successful management of the school must be attributed.

133. Several of the remaining schools were little more than nurseries, and in scarcely any had the children attained to anything beyond a pretty fair proficiency in reading and writing—arithmetic, geography, and grammar being all at an exceedingly low ebb.

Erasmus Smith's Schools.

134. There are two Erasmus Smith's schools in Derry—male and female, and one in the Raphoe district, all of which I visited. The latter one, which appeared to be a very good school as far as appearances went, and, judging from the books, which were submitted to me by the master, to be well kept up, was closed for the vacation.

135. The male school at Derry, had 105 boys on the rolls, and an average attendance of about sixty, there being seventy-three present at the time of my visit. I had no time, however, for examination. The boys appeared to me to belong to a lower class than I generally met with in the National schools, and were mostly very ragged. They are supposed to pay a penny a week towards their schooling, about ten or twelve, however, being free on the books. Children who absent themselves from school for a month at a time are struck off the rolls. The school-room was large and well lighted, but excessively dingy, and the school apparatus did not seem particularly good.

136. The teachers of these schools, who are all Protestants, are appointed by the Governors of the Foundation, and trained by the Church Education Training Society. The schools are inspected twice a year; they are open to

children of all denominations, but there were only two Roman Catholics on the rolls of the male, and none at all on the rolls of the female school. A portion of Scriptures is read for half an hour every day, and explanation given by the teacher. The Church Catechism is taught, but only I was informed, to Church children.

137. The female school was more numerously attended, there being ninety-one children present, the number on the rolls being 121, and the average attendance eighty-two. I had only time to examine some of the more advanced pupils, but I found that they had evidently been well and carefully instructed. In both schools the children seemed to have the advantage of having able and intelligent teachers over them.

Private schools.

138. Of the private adventure schools, *i. e.*, schools in which the teacher is supported entirely by the fees paid by the pupils, there seems to be scarcely a vestige now remaining. Of course, I am speaking now only of primary schools, not of scholastic and collegiate institutions for the children of the middle and upper classes. It would, indeed, be surprising if the extension of the National schools throughout Ireland had not driven away the schools belonging to the class of the old hedge-school. That people should continue to pay for an inferior education for their children when they can get a far superior one for nothing, or for next to nothing, would indeed be an anomaly. One private school of this class, however—not a hedge-school, but a school supported entirely by school-fees—I did visit and examine. In accommodation it was lamentably behind the National schools, being indeed nothing but a garret, and in the method of instruction and proficiency of the pupils, it could stand no comparison at all with the National schools.

139. In the neighbourhood of Coleraine there are a few poor schools, maintained by the landlords upon their estates—there may be also in other districts, but they did not come to my knowledge—and one of these at Laurel-hill, Coleraine, maintained by Mr. Kyle the landlord, I visited. The education is entirely gratuitous, all the expenses being defrayed by Mr. Kyle. The school-rooms, of which there are two—one for the boys, and another for the girls—were clean, light, and cheerful, and the attendance seemed very good, there being forty-four boys, and about twenty girls present. The education, however, hardly extended beyond reading and writing, for of arithmetic, geography and grammar, they could hardly be said to know anything at all. The reading was almost entirely from Scriptures, a practice of which the Church Education Society does not approve, for in its programme the using of the Scriptures as a text-book in the schools is forbidden.

Christian Brothers' School.

140. The Christian Brothers' school at Derry deserves a more special notice. It is a large and commodious building, situated in such a quiet and peaceful spot, that one is almost startled on coming out of the grounds to find oneself on the very walls of Derry. In addition to the infant school, there are three school-rooms, each under separate superintendence; and although on the day of my visit the attendance was rather below the mark, on account of its being the eve of a general holiday, there were 211 boys present in those three rooms. The education is entirely gratuitous, and beyond an annual collection at the Roman Catholic chapel, the Brothers receive no extraneous assistance. The fourth school is a ragged school in all but name, but the boys in the second and third schools were many of them the sons of shopkeepers and small tradesmen. The schools are well supplied with all the requisite apparatus for teaching, and each room is provided with an abundance of large and good maps. The second school, in which there were 75 boys present, were mostly very young, but they were well-grounded in reading, spelling, and writing, and showed great readiness in answering questions upon the simple rules of arithmetic.

141. The third school, in which there were sixty-seven boys present, were more advanced, both in years and learning. The reading and spelling were exceedingly good, the writing being simply admirable. They are peculiarly favoured in this respect however, for their teacher is a perfect master of the art of penmanship—in fact, I mistook the head-lines which he had written in the boys' copy-books for copperplate. With such a standard of excellence before them, the boys have made very considerable progress, and there are but few amongst them who would not be fitted at once, as far as writing is concerned, for the office or the counting-house. The more advanced boys indeed, with some such object in view, are taught to write mercantile papers, and initiated into the mysteries of book-keeping. In arithmetic I examined them in simple proportion, practice, and interest, and in all three they acquitted themselves creditably. They parsed with ease, sentences which they had read, and answered readily to general questions in grammar. Upon the study of geography great pains is evidently bestowed. Map after map was brought forward at my request, and the boys without hesitation, pointed out the principal towns, rivers, mountains, &c., almost as quickly as they were asked for.

142. The fourth school, from the extreme poverty of the boys, which renders every chance of casual employment an irresistible temptation, has a very irregular attendance. Many of the children were extremely young, but still the reading, writing, and what little knowledge of figures they had, showed that a deal of pains had been taken with them.

143. From twelve to half-past twelve each day is devoted to religious instruction, each teacher giving it to his own class.

Infant schools.

144. In each of the three largest establishments that I visited, the Convent school at Derry, the Christian Brothers' school, and the Irish Society's school in Coleraine, there was an infant school. In addition to those, I visited two others, one in Derry, the other in Letterkenny.

Convent Infant school at Derry.

145. The Convent Infant school at Derry was the first I visited. There I found 116 little ones gathered together, whose average age came to a very little over five. One would think that the difficulty of keeping so many babies quiet would be a sufficient task upon the patience of the sisters, without attempting anything further—but they do manage not only to keep them quiet, but to impart such instruction as their tender years are susceptible of, in a pleasant and amusing manner. They mostly manage to get through the alphabet, and then the more advanced are promoted to the honour of reading very big words of one syllable, prominently displayed on large cards. About twenty had commenced writing upon slates, and the whole school were able to count as far as a hundred, at all events whilst they kept together in doing so. To fix their attention and keep them occupied, they are taught to make use of their hands as well as of their heads, whilst engaged in counting—and all twirl their hands in unison, in a different way for each decade, so as to impress each more forcibly upon their memories.

Christian Brothers' Infant school.

146. In the Infant school of the Christian Brothers, I found eighty-one children, all boys—the average attendance being about 100. This may be called a sort of a preparatory school, for as soon as they get somewhat initiated into reading and writing, and the elements of arithmetic, they are drafted off into the higher school. The more advanced children are taught to read from cards, illustrated with pictures of the different objects referred to in the text, and thus a clearer knowledge is conveyed to them of the subjects about which they are reading.

Irish Society's Infant school.

147. In the Irish Society's Infant school at Coleraine, there were 150 children present, viz.:—seventy-two boys and seventy-eight girls, their ages varying from three and a half to six. They were looked after by one principal teacher, two assistant-teachers, and a mistress. They were divided into two classes, the first learning the alphabet and easy words of one syllable; the second, however, being more advanced, for they not only read from the Second Book remarkably well, but were able to spell the words that occurred in it with great accuracy.

148. All were taught writing—seventeen in the second class being provided with copy-books, and the writing of some of them was very creditable indeed.

149. In arithmetic the second class had got as far as simple division, and answered readily to questions in the pence-tables. Their knowledge of geography, so far as the outlines of the principal maps was concerned, was remarkably good, and indeed such as would have put the higher classes in many other schools to the blush.

Deanery Infant School at Derry.

150. The Deanery Infant School at Derry, is a large and spacious school, supported entirely by the inhabitants of Derry, with the exception of school-fees to the amount of a shilling a quarter each, paid by about two-thirds of the children. There were 125 children present when I visited it, and they were superintended by a very able mistress. The entire school was divided into seven drafts, several of the higher drafts using the books supplied by the National Board. I did not make any prolonged examination of this school, but it seemed remarkably well conducted, and the children were neat, clean, and evidently well cared for.

151. I was accompanied to this school by the Very Reverend the Dean of Derry, who is indeed almost a daily visitor to it; and I take this opportunity of expressing my sense of the assistance which he afforded me, and of the kindness and courtesy which I received from him.

Letterkenny Infant School.

152. The Infant National School at Letterkenny, at which there were seventy-one boys and fifty-two girls present at my visit, was presided over by a mistress who had attained to the highest grade of the National Board. There was a third class in this school, consisting of seven boys of about eleven years of age, whose presence at the infant school was accounted for by the fact that the National male school at Letterkenny was closed for want of a teacher. Seven more intelligent boys in one class I never met with; in fact if they had been a little more advanced in arithmetic, they would have been fully equal, if not superior, to the fourth class of any other school that I examined. Their reading was admirable, their writing from dictation was very creditable, and they were well grounded in arithmetic, up to and inclusive of compound addition. They parsed with ease and accuracy, and in geography the quickness and correctness of their answering were remarkable. The first class, consisting of eighty-three babies, had to be amused in various ways, but they were much too young for any serious attempt at instruction; the second class, however, had made considerable progress, and the reading of the higher division from the Second Book, was admirable, the lower division, indeed, not being very far behind. The whole of this class, too, were provided with copy-books, and their writing was mostly very good. In the first two simple rules of arithmetic, they were well grounded and accurate. To this school also I was accompanied by one of its most constant visitors, the Right Rev. Dr. M'Gettigan, Roman Catholic Bishop of Raphoe, who spared no pains to give me all the assistance, and show me all the kindness in his power.

Ragged Schools.

Londonderry Ragged and Industrial School.

153. There were two Ragged schools in my district—one in Derry, the other in Coleraine, both of which I examined. In the "Londonderry Ragged and Industrial School," as it is called, I found twenty-four pupils present, twelve of each sex; the average attendance however, for the past year, was said to be forty-eight. No doubt in winter, when warmth is appreciated, and work and food are scarce, the attendance is considerable, for in addition to receiving an entirely gratuitous education, each child that attends is provided with two meals a day, consisting either of bread and milk, or bread and broth. The school was divided into three classes, the first-class being mere infants; but the reading and writing of the second and third classes were very good, some of them displaying much intelligence. Both classes were learning to write, the third, and a portion of the second, writing in copy-books, and the rest on slates, in a manner that showed that a good deal of attention was bestowed upon this important branch of their education. They were well grounded also in the simple rules of arithmetic.

154. The Institution is entirely supported by local contributions. No questions are asked as to the religious denomination to which a child belongs; in fact the teacher told me that he himself did not know to what religious denominations the different children belonged. The teacher gives the religious instruction but once a week or so, a Church of England Clergyman attends and reads the Scriptures to them. None, however, I was informed, who do not wish, are required to remain during this instruction.

Coleraine Ragged School.

155. The Coleraine Ragged School is also supported by local subscriptions, and it, too, not merely supplies food for the mind, but also for the body. The children are provided every day with a substantial meal of either rice and milk, bread and milk, or beef—the latter being given twice a week during the winter months. Such schools as these, which not merely instil the principles of education and religion into the outcast street-boy, but save him at times from actual starvation, must surely be classed among the most meritorious of Institutions. The present school-room, though not by any means a bad one, is shortly to be replaced by a better one, built principally at the expense of the Irish Society.

156. There were only nineteen children present when I visited the school, the smallness of the attendance being attributed to the fact of the holidays being just over, and to the fineness of the weather affording the children a chance of out-door employment. The average attendance is from thirty-eight to thirty-nine, and in the winter it mounts up to fifty. The room was well supplied with maps, cards, and other vehicles of instruction. Most of the advanced pupils were absent, and not very many of those present could read, but all were learning writing and the elements of geography. The girls are instructed in needlework, and the elder ones are taught practical lessons of cleanliness, by having to take it in turns to clean the school-room, and certainly from its appearance they had learned their lesson well.

Colonel Robertson's Schools.

157. In the diocese of Raphoe there are thirty-one schools—one in each parish, called the Colonel Robertson Schools. They were founded and endowed by Colonel Robertson, who died about the year 1795, leaving £15 a year each to thirty-one parishes, for one school in each parish. The alteration of the currency in the year 1826 diminished the value of the endowment by £1 3*s*. 2*d*. for each school, and now each master receives £11 1*s*. 6*d*. a year for himself, and £2 15*s*. 4*d*. for books. Of these thirty-one schools, seven are now in connexion with the National Board, and three with the Church Education Society, the remaining twenty-one being unconnected with any society. Of these schools I examined five, two of them being in connection with the National Board, and two others with the Church Education Society, and of these I have already treated—the fifth I saw at a great disadvantage, for the old school-house had been recently burnt down, and the school was being carried on, pending the projected erection of a new one, in temporary and most inconvenient premises.

158. This concludes my list of the Primary schools examined by me, and brings my report upon them also to a conclusion. The time allowed for examination and for pursuing inquiries into the working of the educational system in Primary schools, was very short, but it has at all events been long enough, I trust, to enable me to get a fair insight into their working, and to form something like a just idea of the different subjects upon which you instructed me to report.

I remain, my lords and gentlemen, your obedient servant,

Thomas Sidgreaves.

Appendix.

I caused the following printed queries to be extensively distributed amongst clergymen of all denominations, and gentlemen of influence in the district:—

1. Are there sufficient means in your opinion in this district for the education of the poorer classes?
2. Do the poorer classes avail themselves as much as they might of the existing means of education? If not to what causes do you ascribe their neglect to do so?
3. Can you suggest any plan for inducing a better and more regular attendance by the children at school?
4. In your opinion is the system of educating the children of different religious denominations together beneficial or not? What other system or modification of the present system would you suggest?
5. Is the system of payment by school-fees satisfactory? Do you consider gratuitous education beneficial?

With regard to the first question the great majority of gentlemen who favoured me with replies were of opinion that the means afforded for education were amply sufficient, but there were a certain number who entertained a contrary opinion. My correspondents, however, in the Coleraine district were unanimously of opinion that in that neighbourhood there were ample means provided for the education of the poorer classes, two of them, both gentlemen of great influence and of great experience in school matters, stating that the means were more than sufficient. I append answers to the second and third queries, having selected them as much as possible to illustrate the different views upon the subject without repeating the same opinions too often.

2. They do not. I assign this mainly to three causes—1st. The parents are uneducated, and do not know the value of education. 2nd. Children are taken from school too soon for the sake of their earnings. 3rd. Intemperance of parents renders them careless to the welfare of their children.
3. I am in favour of a compulsory system of education. Much may meantime be done by clergymen and influential persons taking an interest in educational improvement. As temperance prevails and the state of the poorer classes is raised, they will give more attention to the education of their children.

2. They seem in general desirous to avail themselves of these means, but in some cases extreme poverty and the want of sufficient clothing prevent their doing so.
3. I should be glad to see the poorer classes so improved in their condition and circumstances as to be able to take advantage of the education provided for them, and then I should be glad that it were compulsory with them to do so, on the principle that ignorance, like filth, was a public nuisance engendering evil to society.

2. The poorer classes avail themselves to a great extent of the existing means of education, and I ascribe their not doing so more fully, principally to the want of clothing and the fact of so many being employed herding cattle.
3. I could not suggest any practicable remedy. The system of herding in this country arising from the want of proper fences is a great evil; poor children without covering or shelter are allowed to sit out in all seasons, and disease is thereby engendered, ruinous to their constitutions in afterlife.

2. The Roman Catholic priests are averse to education, and prevent children going to schools, unless they (the clergy) have supreme control.

2. They do not avail themselves of school opportunities as much as they might do. The parents are more anxious to avail themselves of the children's earnings (in more cases than necessary) than to provide for their education.

2. No; partly from the distance to the school in some cases, but more generally from a desire to employ children of very early age in some form of labour. The parents in many cases being very ignorant people themselves are unable to appreciate the advantages of education for their children.
3. In my opinion, the education of every child should be made compulsory by the State, and regular attendance by the children would in that case be enforced.

2. The poorer classes do not avail themselves as much as they might of the existing means of education, this I attribute in a great measure to the great rise in wages; the result being that the children as soon as they are able to earn anything are taken away from school to be employed either in the fields or in the factories in Coleraine.
3. I am of opinion that education should be compulsory within certain limits. Payment of fees in advance, suggested in my answer to question 5, would, I think, improve the attendance.

2. They do not. The causes are—1st, the general perversity of human nature; 2nd, the severe struggle for life in many cases takes from the classes in question all thought of education. The necessaries of existence occupy all their thoughts.
3. More zeal on the part of the clergy and others interested in education; but nothing short of compulsory education can be thoroughly efficient.

2. No. As soon as their daughters are old enough they are put into the factories, and the children that should be at school are kept at home to care the younger ones.

2. The poorer classes do not avail themselves as much as they might of the education within their reach. Causes—apathy of parents; want of active sympathy on the part of the better classes; children sent too early to work; many passing themselves as older to enter mills, &c.; the teaching in schools not made sufficiently attractive.
3. I tried in the town putting some clothes on ragged boys on condition of their attending school. They did so, though irregularly; but they drove away a higher class. Since the diminution of the population (*i.e.* from 1847) several teachers have told me there were not young people enough for all the schools. Some have been permanently closed. The schools partake the condition of the country. Now, in Donegal the "large farmers" in general are flourishing—the middle, and especially the lowest, declining. No measure will raise the primary schools if the condition of the poorer class remain the same; or if the schools be too many. Competition between religions and patrons have too much increased the National schools.

2. The poorer classes do not avail themselves, in my opinion, of the means of education; and I can only attribute their neglect for the most part to thoughtless indifference and the non-appreciation of the benefits of a sound primary education. Of course, poverty prevents some parents from sending their children to school.
3. I know of no plan. I would recommend that the clergymen of the various denominations should attend to this matter; or better still, that all parents should be bound by law to keep their children at school up to a certain age. I consider such compulsory education to be the duty of the State.

2. I am sorry to say that there might be some who do not avail themselves of these privileges from poverty, and being thereby compelled to hire out their children from a very tender age as herd servants; and the small farmers take their children away whenever they can do anything on the farms, long before they have received even an ordinary education.
3. I cannot say I can, though I would be very much inclined to advocate compulsory attendance at school up to a certain age.

2. I think that during the winter months the poor are very desirous of availing themselves of such means of education as may be within their reach.
3. I think the schools ought to be permanent, and not fluctuating as at present in country places.

2. They don't; being poor they want the labour of their children on their small patches of land.
3. None, except compulsatory attendance by an Act passed for the purpose.

2. They do not; this is to be accounted for by many parts of the county being destitute of proper fences, and the children are consequently kept at home to herd cattle and sheep. This system is most destructive in Donegal.

2. The attendance of children is most irregular—1, arising from the ignorance of the parents, from the mischievous custom of employing the children in herding sheep and cattle; 2, and from the insufficient clothing.
3. I am an advocate for the compulsory attendance of children, at least for a short time in each day. Night schools ought to be an essential part of their work, and the female children should always have instruction in needlework.

2. They do not. Causes are (*a*) poverty, which compels the children to go to service as soon as they can find an employer to give them food and a little wages. (*b*) In remote agricultural and non-improving districts like this, the people are generally prone to retain old habits, and do not place a sufficient value on education. (*c*) The people see but a comparatively small number remunerated by their education.
3. The plan which I suggest as regards this query, is to adopt a system of distributing premiums at certain periods of the year—proficiency and regular attendance to be the qualifications for obtaining them.

2. They do not avail themselves of the existing means as much as they might. I ascribe this to carelessness on the part of patrons or managers, who take very little trouble in looking after their schools. In any case where the manager is active the attendance is good.
3. More care in the selection of patrons or managers.

2. The poorer classes do not, so much as they might, avail themselves of these means. I would ascribe this chiefly to two causes—1. Parents, being themselves for the most part uneducated, do not know the value of education for their children. 2. Very poor parents are often unable to feed and clothe their children, and pay for their education, and so they send them out to work when very young.
3. For the very large class of careless parents nothing but compulsory education will secure the attendance of their children. Night-schools (or evening classes) might secure the attendance of many young people, whose parents require them to work during the day.

2. In some cases they do not. In most instances, however, the parents are under the necessity of employing their children from almost their infancy, to assist them in the cultivation of their small farms, and of hiring them out when they are sufficiently strong to earn wages, so that they are unable to avail themselves of the existing means of education though willing to do so.
3. I cannot, except one which would be impracticable, that of supplying the children with food.

2. Not quite so much as they might. I ascribe this principally to their extreme poverty. On the one hand, they cannot, in many instances, provide suitable clothing for their children. And on the other, they are forced to put them to some employment as soon as they can earn anything, and often before they are fit. In some instances, the poor who received no education can scarcely comprehend the advantages, and are therefore indifferent about it.
3. Not any. Unless to supply food and clothing for the children, as is done at convent and some other schools; but that is impossible for us under present circumstances.

The following answers relate to the fourth question, and I give them nearly in the order that I received them. I received also many others, but they were either mere repetitions of some of those that I give below, or short statements, "Yes" or "No." I have already stated in my report that as an almost universal rule the Presbyterians were in favour of the mixed, and the Roman Catholics in favour of the denominational system, whilst the Protestants were more or less equally divided upon the subject.

The answers to the fifth question have been treated of in my report.

4. The united education of children is decidedly beneficial, nor should I suggest any modification, but that Holy Scripture should be part of the system, with inspection and examination therein as in other things, only that those objecting should not be compelled.

4. In answer to this query, my opinion is that a deal depends on the composition of the locality. Where the majority are Catholic, I should say denominational, but where Catholicity is in the minority, I should say the mixed system should be preferred, taking care that no infringement be made or attempted on their faith or morals.

4. There is in truth no united education in Ireland. The present system is a total failure, and cannot be modified. The composition of the Board precludes united education.

4. Most beneficial. I should prefer a purely secular system to that at present in force, giving, of course, the various denominations all reasonable facilities for religious instruction by means of authorized agents. The present religious instruction I look upon as a farce.

4. In answer to the first part of the query, I say no; and in answer to the second, I say the denominational system.

4. I think it is beneficial; but the exclusion of the Holy Scriptures is the cause of great mischief to all, for it is the only book which speaks with authority, so as to improve the will, the imagination, and the feelings (Matt. vii. 28, 29), and if these be left unimpeached, the education of the intellect may prove mischievous, making the young "more accomplished devils."

4. Beneficial, but cannot be carried out as the priests object to the children of their own flock going to any but their own schools, but formerly all denominations attended my school.

4. On the whole, I am favourable to it. But I think the National system as administered fails in practice. I would have no non-vested schools. Such schools are worked in this country for one religion, and with as much exclusiveness as if they were private schools. The vested schools depend on the rules being enforced by a fair-minded Inspector. Here religion comes into play. "Denominational" grants would please most patrons, especially clerical.

4. I consider the present system to be the very best for Ireland under present circumstances, and it might be just as well that religious instruction was removed altogether from the time-table, and each denomination permitted to provide for the religious training of their own children in whatever way they think right. I think the Board should have nothing to do at all with religious instruction for certain obvious reasons.

4. I believe that the children of all religious denominations should be educated together. Denominational education would be most baneful, or tending still further to estrange the different classes, and to promote religious and political discord, already too rife in Ireland.

4. Most decidedly I consider mixed education as the most beneficial, as not only creating a spirit of brotherly love among the various denominations, but as otherwise sustaining schools that if the denominational was in existence must undoubtedly cease.

4. In my opinion the system of educating the children of different religious denominations together is highly beneficial where the National education is strictly carried out, as the children thereby form friendships, which generally last during their future lives.

4. I consider that there should be a grant from Government to each body or persuasion, leaving out none—Roman Catholics, Protestants, Presbyterians, Methodists, &c. No number or numbers of a committee should be biassed in their opinion by the Government, which are supposed to be the representatives of the people, by a grant being given to one body and not to another.

4. In my opinion the system of educating the children of different religious denominations together is not beneficial. I would suggest the denominational system. The clergymen of each will then be likely to take more interest in the schools, and vie with each other in having their respective schools in the highest state of efficiency, both as regards the instruction and attendance of children.

4. I believe the system of educating together different religious denominations to be beneficial to the scholars, and that if it have fair play, from the influences which have latterly been at work in antagonism to our National system, it will ultimately soften the asperities which unfortunately have so long been manifested by all denominations.

4. Such a system is, no doubt, beneficial, inasmuch as it tends to impart and promote kindly feelings in the minds of the children towards each other, which intercourse with the world in after years does not entirely eradicate.

4. I think it is not beneficial, and this seems to be the opinion of all parties and denominations in this part of the country; for although the National system, which professes to do so, is generally adopted, it is in such a way as to be practically denominational, as every denomination have provided schools for their own children, under their own management, as far as it is in their power. I would therefore suggest the denominational system, which would give full freedom to all in religious training, and would be more satisfactory and more popular.

4. In my opinion the system of educating children of different denominations together would be attended with the best results, but unfortunately is not carried out in this locality, the Roman Catholic children, with very few exceptions, attending the National schools, which are generally patronized by the clergymen of their denomination; the Protestant and Presbyterian children attending the schools of the Church Education Society or Erasmus Smith's.

4. United, secular and separate religious instruction I consider most beneficial to the country. It is one of the means which the State may use to allay the bitterness of party spirit, and to draw together the sympathies of the various religious denominations.
Most of the changes made in the National system since its establishment have tended to denominationalize it, and thus destroyed one of the greatest boons the State has ever bestowed on Ireland. Except to return to the principles on which it was originally founded, I would deprecate any change at present.

4. I think it most beneficial, and I would strongly object to all further tampering with the present system. I must also express my regret that the system has been so interfered with of late, and that so much of the denominational element has been imported into it.

THOMAS SIDGREAVES.

ROYAL COMMISSION OF INQUIRY INTO PRIMARY EDUCATION (IRELAND).

REPORTS OF ASSISTANT COMMISSIONERS.

H.

REPORT

UPON THE STATE OF

PRIMARY EDUCATION

IN THE

LIMERICK DISTRICT

BY

J. S. LAURIE, ESQ.,

ASSISTANT COMMISSIONER.

CLASSIFIED ABSTRACT OF THE SCHOOLS

IN THE

LIMERICK DISTRICT,

COMPILED FROM THE CONSTABULARY RETURNS.

Whole Number of Schools, 216.

Constabulary Districts.	Total No. of Schools in District.	National.	Church Education.	Monks'.	Nuns'.	Endowed.	Private.	Protestant Orphanage.	School of Art.	Army School.	Presbyterian.	Wesleyan
Limerick, . .	49	16	4	5	4	1	16	1	1	1	–	–
Ennis, . .	31	14	2	2	1	1	11	–	–	–	–	–
Kilrush, . .	44	30	2	–	–	1	10	–	–	–	1	–
Newcastle, .	36	30	2	1	–	–	3	–	–	–	–	–
Rathkeale, .	19	9	4	1	–	–	4	–	–	–	–	1
Kilfinane, . .	37	18	6	–	–	–	13	–	–	–	–	–
Total, . .	216	117	20	9	5	3	57	1	1	1	1	1

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Report to Her Majesty's Royal Commissioners on the Primary Schools of Ireland, as to the State of Popular Education in the Limerick and Clare District, by James Stuart Laurie, Assistant Commissioner, formerly one of Her Majesty's Inspectors of English Schools, and now Director of Public Instruction in Ceylon.

1. My Lords and Gentlemen,—I beg leave to present my report on the elementary schools of the district you did me the honour to assign to me. My instructions did not extend to the entire number of schools at present in operation in the counties of Limerick and Clare, but were limited to the following "Constabulary" districts :—*Limerick* (city), *Newcastle*, *Ennis*, *Kilrush*, *Rathkeale*, and *Kilfinane*. Field of inquiry.

2. I accordingly paid special attention to the sample centres thus selected; but, at the same time, I ventured to interpret the spirit of my instructions with a reasonable degree of freedom. For, by prosecuting my inquiries here and there beyond the prescribed boundaries, I was enabled to collect additional information, and thus to compare, to supplement, and to correct the data furnished from my own district.

3. Presuming on your courteous forbearance, I therefore propose treating the entire group of schools visited, irrespectively of the Constabulary districts, and as if they all belonged to my legitimate field of operations. They naturally fall under the following classification :— Embracing all kinds of public schools.

	No. of Schools visited.
1. National Board,	92
2. Church Education Society's,	16
3. Christian Brothers',	6
4. "Hedge,"	12
5. Private and Endowed,	14
6. Institutions (partly educational),	4
Total,	144

4. The question, *What is a National school?* first of all demands solution; for, with the exception of such institutions as the model school of Limerick, I failed to meet with a *bona fide* "National school," that is to say, in the sense of being not only entirely national property, but also under the exclusive control of the Government. The public schools of Ireland are up to a certain point not more entitled to be called "National," than those of England. So long as the principle of local proprietorship and local management is conserved, they cannot be styled otherwise than *State-aided* schools. National schools equivalent to State-aided schools, and of two kinds:

5. Those built partly at the public expense, are called *vested*, and those in receipt of only annual grants *non-vested* schools.

6. In regard to *vested* schools, the Board of course exercises a proprietary claim, nominally reserving the right of appointing the teacher, and stringently requiring that the religious lesson be free to be given in *person* by the clergy or ministers of any denomination to scholars belonging to their own particular creed. (1), Vested schools.

7. In regard to non-vested schools, as being private property, the Board, of course, declines to authorize direct interference of any kind except through the patron, but the rights of conscience are shielded by the compulsory requirement that scholars of a different creed shall be dismissed before the religious lesson begins. (2),Non-vested schools.

8. Lest these arrangements should prove an insufficient protection (as it would be quite competent to the teacher to blend his or her specific dogmas with secular information), an additional safeguard is provided by the enforced *separation* of the religious from the secular department of instruction; and to facilitate this arrangement, the religious lesson is restricted to a specified time, namely, the commencement or the close of the day's work. The radical principle of both being unsectarianism.

9. Before proceeding to describe the operation of this remarkably conciliatory and well-guarded measure in my own district, I trust I shall be permitted to record the results attained in the province of Ulster, which happens to present the easiest and fairest criterion, by reason of the peculiarity that the Protestant and Catholic elements are there pretty equally balanced. Results attained in a district where the two religious elements are on a par in regard to

10. "The general acceptability by Protestants and Roman Catholics alike of the National system may be gathered from the fact that in Ulster 50·5 per cent. of the population are Roman Catholic, whilst 51·8 per cent. of the National school pupils are Roman Catholics, and 49·5 per cent. (of the population) are Protestants, whilst 48·2 per cent. of the National school pupils are Protestants."* (1), Unmixed schools;

11. In the same province the per-centage of Roman Catholic pupils under *Protestant* teachers is 25·0, and of Protestant pupils under *Catholic* teachers 19·3.† These facts suffice to establish two important points. First, that the existing system has hitherto found favour with the functionaries of both creeds; and, secondly, that the population at large has freely availed itself of it, even without scruple in regard to the denomination of the teacher. (2), Mixed schools of Ulster.

12. It remains for me to show how the system has operated in a district of a widely different character.

13. In Limerick and Clare the Protestant element is insignificant, the per-centage of Roman Catholics to the entire population of the former county being 96·4, and of the latter, 97·8. The total absence of Protestants in most of the villages fully explains the apparent anomaly that, out of the 92 National schools visited by me, 60 were frequented by Catholics exclusively. In regard to the remaining cases, I have to report that wherever a Church Education Society's school was not provided, the Protestants freely availed themselves of the National school; and that, where the former existed, a fair proportion preferred the latter, where its superiority was manifest. In short, in so far as Protestant parents themselves are concerned, there can be no doubt that—while they naturally prefer a special school of their own type—their choice is mainly regulated by the quality of the instruction offered. For example, I found nine Protestant *juveniles* in Kilmallock N.S., and but eleven *infants* in the Church school of the same town; and in the Limerick Boys' and Girls' Model School 196 Protestant pupils under Roman Catholic teachers, while *five* schools, directly or indirectly connected with the Protestant Church in the same city exhibited an aggregate attendance of only 73. Contrasted with those of the Limerick district; showing different conditions but corresponding results in regard to (1),the favourable feeling of Protestant parents towards the National schools.

14. Nor do Roman Catholic parents personally object to the intercourse of their children with the children of Protestants. For example, I found, even in a Church Education Society's school, twenty-six Roman Catholics being taught along with 53 Protestants—the reason being that no National school was accessible. This exceptional instance suffices to show that, in the absence of intimidation, the popular desire for instruction is so strong as to ignore the alleged risk of proselytism. I do not dispute that, supposing a National school were established in the locality alluded to, the Roman Catholics would adopt it—and with good reason; but I believe that if it (2), and an exhibition of moderation on the part of Catholic parents when untrammelled,

* XXXIII. Report of the Commissioners (1866), page 16. † *Ibid.*, page 15.

proved to be a better school than the Church one, the majority of the unbiassed Protestants would also not hesitate to avail themselves of it, in preference to their own. The fact that, in the case of the Limerick Boys' and Girls' Model School, formerly cited, we find so thin an attendance of Catholics, namely, 22 against 196 Protestants, appears to be at variance with my deduction; but I purpose elsewhere to show that the Roman Catholics of Limerick would fill that school to repletion, provided they were free to do so.*

which is not always the case.

15. It may be assumed, however, in a general way that both bodies prefer their own separate schools, where the numbers of each are sufficient to render the establishment of separate schools practicable. Two pairs of schools, very near each other—the one pair being in a country, the other in a town parish—are examples:

{ Adare, National School (Protestant).
{ Adare, Convent (Catholic).
{ Limerick, Villiers National School (Presbyterian).
{ Limerick, St. Mary's (Roman Catholic).

Even the unmixed schools, which are theoretically free,

16. Each of these schools is practically denominational, in the sense of being unmixed. Yet they are *not* sectarian, as the pupils of the one are admissible to the other, on the Board guarantee (combined with the patron's pledge) of non-interference with their religious belief. In neither case, therefore, would the possible extinction of one or the other of those pairs of schools damage the educational facilities of either sect.

are inapplicable to the wants of all, in all places.

17. Again, the practicability of unmixed schools, is, in my district, excessively rare, and exceptions can hardly be recommended as a basis for a general measure. For, under any less comprehensive arrangement than the present one, what, for example, would become of the average of three Protestant pupils in attendance at the ninety-two National schools visited by me? The establishment of separate schools for their benefit would obviously be the climax of absurdity.

The present plan is therefore unobjectionable on the ground of expediency and economy,

18. Even where a reasonable number of children of a particular religious body can be brought together so as to form a school, the fact, if ascertained, that adequate accommodation is already provided in a neighbouring school maintained at the public expense, would not, under present circumstances, justify the Board in awarding a separate grant. But, in the absence of a "Conscience Clause" accompanied by its incidental restrictions, the only alternative would be, a concession involving not only the imperial sanction of schismatic and therefore unwholesome rivalry, but a squandering of public money in support of two or more schools where the machinery of one is sufficient.

whilst its mode of working shows that

19. The actual working of the present plan is as follows:—The Board as it were suspends its functions at 3 P.M., when in the case of Roman Catholic National schools, for example, the Protestant pupils are dismissed.

20. The religious instruction, which commonly lasts half an hour, consists of the usual catechetical and other expositions of the faith, and is carried on in separate classes, but under the exclusive direction of the head teacher. The priest is at liberty to conduct the lesson, but he rarely avails himself of that privilege. The Protestant parson has access to his flock *within* a vested school, and in the case of non-vested schools, he can readily make arrangements for meeting them elsewhere from 9 to 10 A.M., or after 3 P.M., but, he too, is not less remiss in the discharge of this important function, which even on Sunday is generally performed by deputy.

the clergy are empowered to control it, though they decline to do so.

21. It will be observed then, that, while the National Commissioners *scrupulously* and, as I have ascertained, *effectively* prevent the one denomination from tampering with the faith of the other, the control of the spiritual instruction is assigned to the clergy themselves, and if this plan fails to stimulate them personally to exercise their prerogative, the Board is surely not chargeable with the responsibility.

22. Nevertheless, both the Protestant and Catholic clergy entertain views that are hostile to the plan in its integrity.

Their reasons

23. They protest against a device which is styled by the one party "godless;" by the other, an incentive to apostasy. They therefore object to a comprehensive mode of administering the public funds, and claim specific grants awarded on an unmixed, sectarian, and denominational basis. They demur to the present plan on the ground that religious instruction is forbidden during specified hours, and hold that the teacher should not be restrained from inculcating his religious views at every suitable opportunity.

answered.

24. In other words, while holding themselves aloof from the exercise of their privileges as spiritual instructors of youth, they do not scruple to throw the burden of the responsibility on the very department which presents them with every facility for the discharge of their functions. They decline to make due allowance for the merits or the expediency of a measure which is substantially based on economy and justice, as serving to restrict the wasteful multiplication of schools, to provide for the educational wants of insignificant minorities, and to meet the actual demands of the public immediately concerned. Again, in regard to the religious as compared with the secular branches of instruction, the one seems to have no necessary *dogmatic* bearing upon the other; and the difficulties apprehended in connexion with the practical requirements of discipline, appear to arise from a misconception of the distinction between "religious" and "doctrinal" instruction. For example, I do not imagine the Board would regard a reproof administered by a teacher to his pupil, however well fortified it might be by illustrations borrowed from a common Christian code, as a violation of its rules. In point of fact, the clerical interpretation of religious instruction has reference to the inculcation of peculiar tenets. If so, then religious instruction becomes technical; if it is technical, the only possible resource is the assignment of a separate time for imparting it; and, if a separate time is assigned, why should it not, as a matter of public convenience, be *specified* for every day as well as Sunday?

25. The interruption of the secular lessons by religious and ceremonial exercises is certainly viewed by some strict Catholics as all-important; and, on one occasion, I heard peculiar stress laid on the hardship of prohibiting National school children to cross themselves every time the clock strikes the hour. But I have seen nothing to justify the assertion, that the vast majority of Catholics hold such extreme opinions, or, at least, that they rate them as being worthy of standing in the way of an efficient primary-school measure.

Inconsistency of both parties

26. Nor am I able to reconcile the extreme dislike which the Irish Church clergy entertain for a universally applied denominational system, with their resolute maintenance of denominational schools; while on the other hand, the Catholic clergy urgently demand a denominational system, on the contradictory plea that the present results are practically denominational.

practically exhibited:

27. It may not be superfluous to note here the special organizations by which the two religious bodies compete with National schools, namely the so-called Church Education Society's schools on the one hand, and Christian Brothers' schools on the other.

on the one hand, by means of Church schools;

28. I visited in connexion with my district a total of fourteen Church schools, and I found them existing wherever the Church party was fairly strong; and not unfrequently in close proximity to a National school. With the exception already alluded to, they were attended solely by Protestants, belonging, for the most part,

* In one other Church school, adjoining a *good* National school, I found six Roman Catholics. These I understood to belong to the *superior* farming class, who prefer the higher *social* standard of the Protestant schools. The priests do not apply any pressure to the more independent classes.

to the farming class of a well-to-do type. They impressed me as being similar to a co-operative arrangement, organized by a few families, in lieu of the more expensive system of private tutorship. The fees paid generally amounted to 5*s.* per quarter, on an average attendance of about twenty scholars. The master's salary being ordinarily augmented by emoluments for services as organist or clerk ranged from £25 to £40 per annum, besides a dwelling-house; the funds sometimes being derived from endowments, but never from money-grants of the Church Education Society. The premises were, as a rule, satisfactory; while the results of the instruction, in so far as I tested them, as well as the general characteristics of the teachers, did not exhibit any marked difference from those of the National schools. Finally, they are systematically inspected by one of the Society's officers.

29. The Christian Brothers' schools are exclusively frequented by Roman Catholics. These schools likewise are professedly sectarian; but they differ from the Church schools in this respect, that the instruction is gratuitous —the pecuniary resources being local contributions, supplemented by the proceeds of bazaars or charity sermons. These schools are, with one exception out of the six with which I came in contact, confined to towns, and they are largely attended. The premises are excellent—not only in regard to commodiousness, but also sanitary and all mechanical arrangements. The furniture is good, the supplies of materials ample and a somewhat exceptional attention is paid to cleanliness, and all matters of taste and comfort. The fraternity consists of a body of cultivated men, deservedly esteemed for their devotedness and self-sacrifice, who have obviously made education an object of special study.

on the other, Christian Brothers' schools,

30. Such are the general features of the two groups of schools that are understood to rival those connected with the National Board; and the fact that they are worthy rivals would seem to call for an acknowledgment of the service which their supporters do to the country at large, by relieving it from the necessity and expense of supporting schools that are clearly capable of sustaining themselves.

which are both capable of self-maintenance.

31. The above remarks and examples would convey an erroneous impression if they were viewed in any stronger light than as an exhibition of partiality for special schools. National schools I found scattered over my district at short intervals, hardly ever exceeding three miles, and the distribution of little less than 7,000 schools over the length and breadth of the island is incontestible evidence that the scheme has found favour with at least the Dissenting section of the community, and with the Roman Catholic body as a whole. That the Roman Catholic clergy have co-operated, and continue to co-operate with the Board, does not, however, affect the fact of their disapproval of the mixed principle, in the abstract. Their attitude towards Protestant pupils is so far from being distinguished by a proselytising spirit, that they would much prefer not to see them at all; their resistance to the scheme is altogether of a passive and self-protective description, and is, accordingly, confined to the retention of the maximum of control allowed by the law. This assumes two shapes: first, carefulness to avoid the surrender of their proprietary rights; and secondly, coercive prohibitions in regard to schools not in their own hands, whether the teacher belongs to their own persuasion or not.

National schools, nevertheless, largely prevail,

although under protest, and with the proprietary safeguard.

32. Accordingly, I found that, where a demonstration was convenient, *vested* schools were opposed and, in some instances, supplanted by *Christian Brothers'* schools, whilst others, under lay patronage, were either simply tolerated, under protest, or were fast merging into Protestant denominational schools, or, where that element was weak, had become extinct.

Substantial form of opposition to schools not immediately controlled by R.C. patron.

33. For example, in Rathkeale and Charleville, the National school languishes by the side of a Christian Brothers' school, and in Newcastle and Ennis, the *vested* premises of the former have actually been appropriated for the use of the latter! Again, the Model School of Limerick is under the ban of the Catholic hierarchy, although, as I formerly noted the teachers are Roman Catholic. No sooner is it ascertained that a Catholic has sent his child to this school, than the parent or guardian is visited by the priest, and, in various ways, induced to withdraw his support,—an inhibition that derives additional force from the fact that the school is largely frequented by Protestants. At the time of my visit, one of the most promising pupils was seized with an illness and the priest declined to give her absolution unless on condition that she would, in case of recovery, cease to attend the school in question.

Examples of its partial efficacy:

34. I am indebted to Mr. O'Brien, of Cahirmoyle, and the Right Rev. Dr. Butler, the Roman Catholic Bishop of Limerick, for permission to use the following correspondence, which sets forth, on the one side, the difficulties liable to be met with by a philanthropic and conciliatory Irish squire, even when disposed to exert himself for the educational improvement of his tenantry; and, on the other side, a clear and authoritative statement of the causes of the obstruction customarily offered by the Roman Catholic clergy.

additionally illustrated by a correspondence on the question at issue.

October 28, 1864.

Kilscannell Nat. School; Manager, Mr. E. W. O'Brien.

My dear Lord Bishop,—You may remember that about two years ago a National school was set up at Kilscannell, of which I, having given the site, became manager. The school being provided with an efficient master, drew at first a large attendance; there were about eighty pupils on the average, of whom about fifty were Catholics.

Success of its commencement The Bishop's disapprobation.

Your lordship, however, during my absence on the Continent, expressed disapproval of the principles or the conduct of the school, and in consequence of your censure the Catholic pupils were withdrawn. On learning this, I conferred with Dr. O'Connor, hoping that I might make some arrangements which would satisfy him and you. He, I believe, laid the case before you, but did not obtain the withdrawal of your censure.

Finding that the school had practically become one for Protestants only, I closed it for a time on the resignation of the last teacher, on the 30th July last. I now propose to open it again; and it is because I wish it to be re-opened under such auspices as that it may be of the utmost possible benefit to the neighbourhood that I now write to your lordship.

Catholics withdrawn: in consequence of which the school is closed.

Your objections to the school were, as I understand, partly of a general, partly of a special nature. You disliked *bona fide* "mixed" schools on principle, and you thought there were special circumstances in this case which rendered it unadvisable that Catholics should attend it. With reference to the first objection, I will only say that all National schools are, in theory at least, mixed, and that managers who allow them in practice to become denominational are guilty of a dereliction of duty. Yet I am not aware that your lordship has seen fit to forbid the attendance of Catholics at the National schools throughout the diocese generally. With regard to the second objection, I admit that there was some apparent ground for it. The school was situated near the house of the Protestant clergyman, and was frequently visited by him, and during my absence communications relating to the school passed between the Board and him. Both he and I now think that I was wrong in countenancing such frequent visits on his part, and still more in allowing the management to be to some extent conducted by him. Had we sufficiently considered the probable effect of such proceedings, we might have foreseen that they would alarm the Catholic clergy. There was, however, no breach of faith whatever in the management. Mr. Richardson never taught in the school except after school-hours on certain days of the week, when he gave religious instruction to his own parishioners; and in order to avoid any suspicion of proselytism, Catholic masters were always appointed.

The Bishop's objections: 1. General. 2. Special.

Answer to No. 1.

Answer to No. 2.

Apparent ground for alarm on the part of the R. C. clergy.

Real fidelity in the management.

Catholic masters always appointed.

As I am most anxious for the success of every project which would benefit the Catholic population, I am willing to go as far as I can to remove your objections to the school. For this purpose I intend in the first place to take the management of the school entirely into my own hands, my brother acting for me in my absence. In the second place, should any objection be made by the clergy of either denomination to one of the two visiting or giving instruction, secular or religious, whether in or out of school-hours, I will discourage such visiting, and prevent such giving of instruction, and shall only insist that the members of both denominations shall be treated with perfect equality. In the choice of a master I am willing to consult the clergy interested in the school, reserving to myself, however, the power of appointment. If your lordship is satisfied

Proposed con-

cessions of the manager: 1. Control at first hand. 2. Obnoxious interference to be discouraged or prevented. 3. Clergy to be consulted in the choice of masters. Hopes of success, from the promised co-operation of the local clergy, and the want being felt by the people.

that these guarantees are sufficient to insure the Catholics against any undue influence, and if you accordingly authorize their attendance, I have no doubt that the school will be successful and of great service to the neighbourhood. I have conferred with the clergymen located here, and think I may reckon on their co-operation in case your lordship sees fit to withdraw your censure. That the school is required is clear from the fact that it is situated in the centre of a populous district, and is distant between two and three miles from the nearest school, and that in consequence of the distance of the nearest Catholic school (Rathkeale) some Catholic children are in the habit of attending the Wandesford school, which is conducted on purely Protestant principles.

Your lordship will understand that I by no means wish that your sanction, if given, should be given as a personal favour to me, and that my sole motive for establishing the school is, to provide for the Catholics as well as the Protestants of the neighbourhood (comprising several tenants of my own) the means of education, the loss of which is, I understand, now much felt.

I remain &c.,

EDWARD WILLIAM O'BRIEN.

THE BISHOP'S REPLY.

Park House, Limerick,
November 11, 1864.

The bishop considers the school in question dangerous,

MY DEAR MR. O'BRIEN,—In reference to the school at Kilscannell, I wish to say first, that it was reported to me by the priests chiefly concerned, as one of very dangerous tendency; and that any directions given by me in the matter were founded entirely on this report. The clergymen who communicated with me on the subject have not, so far as I know, altered their opinions of the school, nor does it seem to me, from the account given of it by yourself, that I could safely recommend it for Catholic children.

because the appointment of teacher does not rest with the priest.

One of the most important points to be considered is the appointment of teachers, who should be not only beyond all suspicion of tampering with the faith of the children, but who should be able to give to the Catholic children religious instruction; for, situated as that school is, it would be only seldom that the priests, burdened with so many other professional duties, could attend personally to give the religious lessons. Now, you give no guarantee, nor seeing that the school is to be largely attended by Protestants, could you give any, that the teachers should be always such as to leave no ground of objection to the priests. You reserve the appointment to yourself, only promising to consult the clergy concerned of *both denominations*. I am quite sure you would act impartially, and with the strictest honour towards the Catholic children, but in the circumstances you could not possibly adopt a course that would give us the security we are bound to require. You should have one of the teachers a Protestant, and that of itself, considering the class of children that frequent the school, would be a capital objection.

General ground of objection to mixed schools.

Alleged objection of Protestants to National schools,

It is quite true, as you were informed, that I dislike *bona fide* mixed schools. I consider them very dangerous to the faith and morals of Catholic youth. Indeed, it is only because the National schools of the country are in practice denominational and not mixed, that they are at all tolerable to Catholics. Every one knows, for it has been fully brought out in a Parliamentary report that mixed education in National schools is a mere fiction. You say that "managers of National schools who allow them to become in practice denominational are guilty of a dereliction of duty." That is a hard saying, but so many are condemned by it that it is easy for individuals to bear it. You seem to forget that there are many parishes where there are no Protestants to be found—young or old; still more parishes where, though there are some Protestants, there are none that would go to a National school. What are the managers in such localities to do? You are not perhaps aware that there are several schools of which the National Board is itself the patron, and which, nevertheless, are exclusively Catholic. How could it be otherwise in a Catholic country where Protestants are so few? It seems to me that a manager acquits himself well if he conducts the school in accordance with the rules of the Board.

and the unreasonableness of coercion.

A National school under the management of a Catholic priest or layman should be open to Protestant children if they choose to enter; but the manager is not bound to compel them to come, nor is he guilty of any dereliction of duty by allowing Catholic children to fill the school, if they alone present themselves, or if there are none but Catholics in the locality.

Consent to remove the ban refused.

It would seem then that your school must share the fate of all National schools in the south of Ireland; it must become practically denominational—for either the management, appointment of teachers, &c., will be in the hands of Protestants, and the Catholics won't come, or it will be managed by Catholics, and then the Protestants will keep away.

I am glad you have taken this question entirely out of the region of personal favour to yourself, for, were it otherwise, my great desire to oblige and compliment you would embarrass me very much in discussing the matter.

Believe me, &c., &c.,

✠ Geo. BUTLER.

Corresponding objections to the central Normal school

35. The spirit of these objections affects not only the scholars of institutions not directly subject to the priest but also such members of the teaching staff as may be desirous of a professional training in the Normal school of Dublin. The result is displayed in the extremely small proportion of trained teachers in my district, and, failing some modification of the present arrangement accompanied by a restriction in regard to the required standard of qualification for the office, it is safe to affirm that the recognised essential of special training for the profession will shortly be extinguished altogether.

threaten to extinguish "training," unless otherwise provided for.

36. An extract from a letter, lately addressed to one of the Inspectors of my district by a lady benevolently interested in the teacher affected, will serve as an example of cases of frequent occurrence:—

"The female teacher in the———National school has been summoned for training, but the Rev.———(the patron) has refused to give her a certificate for good conduct. He says his Bishop has forbidden all priests to give such certificates. This has put the girl in a great dilemma, but she is still most anxious to go to the Normal school, and her preparations are made. I have written to the Board, stating the circumstances, and vouching for the girl's good character. I hope my guarantee will be accepted, as it would be most unfair if the patron's refusal should prove an impediment to her advancement."

The priests individually not always responsible.

37. The result may be that the central authorities will feel justified in declining to admit the candidate on account of the non-production of the usual certificate of character, and the girl, whether successful or not in her praiseworthy object, will certainly have to look elsewhere for patronage. And yet I could adduce sufficient evidence to exonerate the clergy, as a body, from much of the responsibility—indeed, their personal sympathies with their people are so strong that, even apart from the desirability of maintaining peaceable relations with all, they would, of themselves unconstrained, good-naturedly consent to a trifling compromise. Although aware that I am touching on delicate ground, I feel tempted to furnish an illustration:—

Example.

38. The master of a National school desired to give himself the usual six months' training in Dublin. A substitute was found, and the temporary consent of the patron secured; but before he had been three months at the Normal school he received a peremptory order to return to his duties. This he ventured to resist, on the plea that his training was incomplete. Having finished the curriculum, the master returned and claimed his school; but the patron refused, or feigned to refuse. The master complained to the parents, who declared they would support his claim, and forcibly eject the *locum tenens* from the premises. On consideration, however, they decided merely to obstruct his access. The doors were accordingly nailed up and barricaded, so that neither the pupils nor their temporary teacher could gain an entrance in the morning. This state of affairs

continued until the priest thought proper to send for the lawful master, and request him to resume his duties. I have no doubt the master abstained from any unseemly demonstration of triumph, "Because," said he "the priest was himself at the bottom of the whole manœuvre." It was enough for the priest that he could furnish his Bishop with the feasible excuse furnished by the exercise of external pressure.

39. Such are the shifts and artifices engendered by the hierarchical objection to the Normal school, on the ground that it is under the Board's supervision, and notwithstanding the fact that its staff of teachers is apportioned among Catholics and Protestants fairly and equitably.

40. In concluding this branch of my report, I feel bound to notice the more general arguments that were constantly urged on my attention by the advocates of school denominationalism. I refer especially to the plea for equality with the existing school system of England. The plea is distinguished by an air of plausibility, but the special exigencies and circumstances of the case require to be taken into consideration. It is on this ground, for example, that Scotland is in the habit of resisting the extension even of approved English measures, and that Ireland itself claims, in other respects, an exceptional rather than a uniform method of legislation. Above all, the Irish school system must first be proved to have failed in its main object—namely, the education of the people at large—before the question of a change in its structure can be seriously entertained. A due consideration must also be paid to the opinion, which is strongly maintained by a respectable proportion of the educated and thoughtful laity, Catholic and Protestant, that their country is on this head in advance of England, and that, therefore, any change would be of a retrograde character. Besides, in a more specific sense, the features of the two cases are widely divergent—first, in respect to the maintenance of the schools; secondly, in regard to the sectarian elements of the two Kingdoms respectively. Both points are relevant to the salient question at issue:—

Denominationalists' plea on the ground of equality with England,

1. Although non-vested schools, at the outset of their affiliation with the Board bear a close approximation to the so-called "annual grant cases" of England, it is equally true, as will be fully explained in the sequel, that with such preliminary steps all resemblance ceases. In English schools the current cost of maintenance, to the extent of at least two-thirds continues to be borne by the managers and the pupils jointly; but in Ireland the expenses fall almost entirely on the Board. Now, as the cardinal condition of both departmental grants-in-aid presupposes local resources, which, in turn, are the sole ground for the conservation of local control, it follows that, where the former element is wanting, the latter prerogative is logically forfeited, and accordingly, on every such occasion, the Committee of Council withdraws its grants. The Irish Board, on the other hand neither suspends its grants nor claims the forfeiture of local management. If placed on the same footing as England, I presume the Irish advocates of equality would be prepared to renounce the exceptional advantage thus enjoyed under the present system.

which, if correctly apprehended, they would by no means desire;

2. In regard to the sectarian peculiarities of the two cases, it may fairly be advanced, on the one hand, that in England the various religious bodies are each numerically strong enough to make it generally practicable to establish separate schools; and that when this is not the case the temptation to incur a separate expenditure is largely restrained by the comparative slightness of the dissimilarity between the different phases of Protestantism. Moreover, the schools of the British and Foreign Society are, in principle and practice, undenominational and unsectarian, while the proselytizing capacity of strictly denominational schools is limited by the "conscience clause."

besides, the sectarian features of the two cases are different,

3. Further it appears that a denominational system, *plus* a "conscience clause," would not give satisfaction to the Roman Catholic hierarchy, or prove suitable to the requirements of the country. The bishop's manifesto is, on this point, explicit and conclusive:—"All restrictions upon *religious teaching to be removed;*" "*the fulness of distinctive religious teaching to be permitted to enter into the course of secular instruction;*" "*full liberty to be given to the performance of religious exercises, and the use of religious emblems,*" &c., &c. Not only would this be impracticable under a "mixed" system, but the tone of the demand is obviously discordant with any practical solution short of the maintenance of the existing scheme. For, it should not be forgotten that, even in England, a conscience clause of a practically permissive character is not to be regarded as an infallible specific against proselytism, since it is quite possible to contrive a variety of sufficiently tangible pretexts for the dismissal, or, at least, the exclusion from special schools, of children belonging to an objectionable creed.

and the "conscience clause" of the one is inapplicable to the other.

41. Finally, the opinion of the late Count Cavour—himself a Roman Catholic—is worthy of record. "I have already spoken of the laudable efforts of the Whig ministry to found a vast system of National education, on a plan eminently tolerant and reasonable. That plan, which has been received with favour and sympathy by the Catholics, has succeeded beyond the hopes of its founder. The National schools have multiplied rapidly, and their number, already very considerable, is daily on the increase. The good they do is immense, for they are conducted on a system and by methods which leave nothing to be wished by the most exacting advocates of popular instruction. The existing system is based on the complete absence of proselytism, on a spirit of absolute impartiality among the different creeds. The men who direct it are justly reputed as the most intelligent, the wisest, and the most moderate of the clergy—Catholic and Protestant—along with the most eminent laymen of the country. Would it remain unchanged if the power were allowed to pass into the hands of a Catholic democracy? Assuredly not. It would certainly be disposed to place under the sole direction of the clergy the National schools,—all those at least which exist in the provinces, where the Protestants are an imperceptible minority. Such a result will be regarded as certain by all those who, relying on the lessons of history, reflect on the tendencies of religious parties when they have all the political power in their own hands. Now this would be a *great misfortune* to the country, an obstacle to the progress of instruction."*

The late Count Cavour's view of the subject.

42. I now beg leave, my lords and gentlemen, to draw attention to the second leading feature of the Irish school system, under the twofold head of the dependence of the school for its maintenance on the Board, and of the teacher on the patron. It is important, first of all, to notice the circumstances that affect the establishment of National schools, and more especially those of a non-vested description, which almost exclusively prevail in my district. I will therefore briefly explain the relation of the school to the patron and to the Board successively.

SECOND BRANCH OF THE REPORT.

1. Maintenance of the School by the Board.

2. Dependence of the teacher on the patron.

43. Inasmuch as the bulk of the population consists of Roman Catholics, it follows that, especially in the rural districts (where there are frequently no Protestants at all), the priest is the only possible local representative, and therefore the patron of the school. Animated as he is with the professional zeal to confer substantial benefits on his flock, he is fully aware that he cannot do so in a more acceptable form than by the provision of a good and easily accessible school. It becomes his object to adopt a measure which will enable him to retain the maximum of personal control at the minimum of pecuniary risk. He accordingly secures this object by inaugurating at first hand a school of his own (*non*-vested), and then by connecting it with the

How the patron utilizes the public money,

* "THOUGHTS ON IRELAND: *its Present and its Future*," by the late Count Cavour. Translated by W. B. Hodgson, LL.D. London: Trübner and Co.

Board. Thenceforth his pecuniary responsibilities are, as I shall presently show, virtually at an end, while his right of control remains intact.

and how the Board deals with it,

44. In regard to the Board, endowed as it is with imperial authority, and intrusted with the grave duties attending the administration of public funds, it is, of course, legitimately entitled to specify and determine the conditions on which grants are contingent. For example, it is at liberty to adopt the principle of requiring an equivalent proportioned to its own grants to be locally raised, or that of dispensing the public moneys with regard to the preliminary, but not the continued, fulfilment of certain conditions. The Board's plan is *in principle* the former, *in practice* the latter; and as this involves a departure from the original scheme, the point is deserving of record.

despite of the "rule" to the contrary,

45. Satisfied—and as I sometimes thought too easily satisfied—with the preliminary conditions, the Board confines its grants (exclusive of a first supply of books, &c.) to the teaching staff; and these payments are declared to be dependent "on some local provision being made in aid of the teacher's salary, in addition to the school fees" (Rules: part iii. 3, and vi. 2.) But of the 92 National schools visited by me, and continuing in receipt of annual grants, the accounts of no less than 77 exhibit no local contributions whatsoever. The remainder stands as follows—5 endowed, total amount £85: 10 aided by the voluntary contributions of only *three* individuals, total amount £45.

which is a dead letter, in regard to local contributions.

46. In point of fact, the "rule" of the Board has become so signally inoperative that the distribution of the public money is unaccompanied by the faintest allusion to local effort. Apart from the general demoralizing effect of a fictitious obligation, the material loss accruing to the profession itself from so wholesale a subversion of an admirable safeguard is seriously to be deprecated. Whether or not the extension of the system depended on the rule becoming obsolete, the practical result is, that the scholastic profession has been thereby placed in an anomalous, undignified, and socially degraded attitude towards the community at large.

Limerick and Clare contrasted with Devon and Somerset.

47. The following table exhibits details of the schools under review, contrasted with those of an English group selected at random from a portion of my former district, a region presenting industrial phases as nearly as possible corresponding to those of Limerick and Clare—namely, Devon and Somerset:—

92 Schools of Limerick and Clare.		92 Schools of Devon and Somerset.	
Average Attendance,	7762	Average Attendance,	7764*
Local Subscriptions,	£45 0 0	Local Subscriptions,	£3,562 15 10
School-fees,	£1,052 5 0	School-fees,	£2,513 17 7½
Government Grants,	£4,854 15 6	Government Grants,	£3,546 14 4
Incomes of Teachers, (Board Grants and School-fees,)	£3,501 8 10	Incomes of Teachers,	£7,028 17 3†

Presumed reasons for Irish shortcomings:

48. This remarkable discrepancy between the voluntary exertions of two classes of people, possessing the same, or nearly the same means, and actuated by an equal desire to obtain a kindred object, appears to call for some explanation, however conjectural it may be. The causes, so far as I was enabled to judge are:—

1. Permissiveness of the rule.

1. The mere permissiveness of the Board's rule, inasmuch as the Committee of Council's provisional and *ex post facto* requirement has brought about a very different result in regard to the maintenance or development of voluntary effort in England.

2. Indifference of managers.

2. The indifference or inactivity of school patrons, as this is everywhere evinced by their disregard of even the indispensable desiderata of instruction. For example, maps are allowed to rot on the walls and apparatus to fall into decay, unless renewed at the expense of the teacher or the pupils.

3. Apathy of upper class,

3. The blindness of the upper classes to the obvious need of help which a distinctly auxiliary system demands, and the deep-rooted belief pervading high and low that "the Government" is bound to do everything.

which is unaccountable,

49. In regard to the last-mentioned explanation, it is difficult to reconcile the pecuniary remissness of the upper class, or, indeed, of the educated laity in general, with the favourable view they, as a whole, entertain of popular education and of National schools in particular. These they regard with that degree of enthusiasm which is ordinarily inspired by the contemplation of an institution of home growth; but they, at the same time, too lightly forget the fact that the system is a supplementary one like that of England; for, unlike the latter, it is supplementary to *nothing!* They point triumphantly to the National school as to a national bulwark and tower of strength, reared by their own craft, throwing into the shade every system elsewhere established, but their personal interest even in the school of their neighbourhood has not sufficient intensity to carry them over the threshold of the door. However strongly their proverbial freehandedness may be manifested in connexion with other objects, I regret to say that the poverty of local resources under which their highly prized National schools and teachers are permitted to languish, seems to be strongly at variance with this well-known national characteristic.

unless on the ground of ignorance;

50. The only plausible excuse I can devise, by way of extenuating the above unwilling reproach is, that the more opulent classes are possibly ignorant of the actual state of the case; and I confess that the interest of the corresponding grade of society in England requires to be constantly aroused to the exigencies of a partially voluntary system. In regard to the latter, a crumb of comfort is afforded by the fact, that in the most secluded hamlet the formation of a school committee is nearly always practicable, and, whether individually or by deputy, the financial duties are duly and, on the whole, efficiently executed; but in the west of Ireland school committees are as yet unheard of, and the patron has other work on hand than to beg for subscriptions, which the Board has substantially pronounced superfluous. Nevertheless, I have no reason to suppose that he would not gladly accept the services of a lay volunteer, were such to be found, willing, as he would require to be, to perform the task, *not* perfunctorily or by fits and starts, but resolutely and systematically.

the prevalence of which is so surprising

51. Not to mention the duties which those "whom God hath prospered" owe to their poorer brethren, I have simply to express my surprise that, in so enlightened a section of the realm, the so-called superior class should have refrained from making a spontaneous effort to understand the nature of the education system, and thus to comprehend the aid of which it stands in need. When, for example, I had occasion to deprecate the existence of essentially local deficiencies, I was, at first, misled by the cordiality with which my strictures were accepted. But no sooner was it perceived that my drift was to show how the existing state of affairs reflected personal discredit, than my Irish friends essayed to rebut my statements of matters of fact with allegations so unfounded, as almost to exceed the bounds of belief. or to explain them away by palliations so irrelevant, that I became at length convinced of the futility of reasoning with them on the subject. I have to express a hope that their self-complacent supineness will, in time, give place to juster and more comprehensive ideas or lines of action than the following characteristic illustrations may serve to exemplify:—

Examples.

(*a*) A highly educated landed proprietor (Protestant) was, after sufficient explanation, so powerless to conceive

* The schools were selected with the view of striking a corresponding average with the Irish schools.

† 61 Dwelling-houses (rated at £10 rental each) must also be allowed for.

the purpose of my inquiries that he confined himself to repeatedly urging the following point, "that the *spelling* of the scholars belonging to the National school adjoining his property demanded the special attention of the Royal Commissioners!"

(*b*) An intelligent and successful city merchant (Catholic) argued long and strenuously to prove that the absence of Roman Catholic pupils from the Limerick Model School (already referred to) was a shame on the part of the "Government." On pointing out to him that Catholics were deterred from entering that school by their own clergy, I was assured that I had used the best argument in his favour; "for it was clearly the business of the Government to do what the priest wanted," namely, to deliver the control of a vested Board school into the hands of a special body, to the exclusion of all others! Example 2.

(*c*) Out of fifty of the circular list of questions which I distributed, according to instructions, among the *élite* of the district, only two have been returned (and these by personal friends). Being particularly anxious to secure the answers of a certain dignitary of the Church, I called for the circular five weeks after delivery. He begged a month's further delay, desiring me then to repeat my request and to be sure to "put a little pressure on him!" Example 3.

(*d*) Even in the cultivated city of Limerick it was not my good-fortune to meet with a single instance of a committee of lay gentlemen or ladies associated for the purpose of advancing the educational or social interests of the working classes. In a central and conspicuous part of the city, my attention was directed to a rickety and unsightly tenement, bearing the legend "Night School." This I found frequented by mechanics, who were contentedly smoking their pipes, but not a whit the less eager to receive such instruction as any stray philanthropist might feel disposed to impart. The meagrely furnished rooms were, however, adorned with a "library," the contents of which could scarcely fail to damp the ardour of the most enthusiastic votary of knowledge. Example 4.

(*e*) The *effete* condition of the five Church schools, hereafter to be described, is at least suggestive of the pleasing hypothesis that even sectarian rivalry has no existence in Limerick. The only *Church* school, worthy of the name, is a ragged school in connexion with a flourishing *voluntary* Church of England! In short, the Roman Catholic communities have alone redeemed the city, and that only to a very limited extent, from the reproach of being a hotbed of vice and ignorance. Example 5.

(*f*) Lastly, the poverty of the National teachers, and above all, the heart-rending necessities of the "Hedge" schoolmasters, referred to in the sequel, would not have remained so long unheard of, or unsatisfied in any other country with which I am acquainted. Example 6.

52. These, my Lords and Gentlemen, are a few samples of the *numerous* evidences that force themselves upon me, of the prevalence among the well-to-do, superior stratum of society of a spirit of apathy and inactivity, such as I venture to say is elsewhere unparalleled, and against which I respectfully submit any scheme essentially dependent on voluntary help, is long destined to contend in vain.

53. The only remaining local resources comprise endowments and school-fees. In regard to the former, the foregoing remarks on the characteristics of that class from which, elsewhere, bequests commonly spring sufficiently indicate that in the west of Ireland, so far as National schools are concerned, they are not to be looked for. Remaining resources limited to school fees,

54. I am enabled, therefore, to devote my remaining space to that most wholesome of all education resources —*school-fees*.

55. A glance at the three columns in my tabular view (Appendix A), headed *Average Attendance, Fees*, will convey the requisite information in detail. I will here contrast the averages of the respective groups of Irish and English inspected schools formerly alluded to:— which contrast unfavourably with those of England.

	Average Attendance.	Fees. £	*s.*	*d.*
92 Irish Schools, ...	7,762	1,052	5	0
92 English Schools, ...	7,764	2,513	17	7½

56. Finally, while in the former case considerably above one half are free scholars, in the latter there are hardly any; and where they do exist, they are generally paid for by philanthropic persons. What are the causes of this difference? Persons imbued with the notion that the lower classes of the rural population of Ireland are steeped in squalid poverty, will, doubtless, be disposed to ascribe the meagreness of the school fund to that cause. But, first, it is freely acknowledged by experienced persons that the insignificant item of expenditure of a penny or two pence per week is *not* the real obstacle in the way to attendance. The grounds of detention from school are sometimes indifference, but most commonly the advantage accruing from children's earnings or home work, and as the earnings of the older children may amount, say to half a crown per week, it may easily be understood that this is a consideration of no little importance in the eyes of a poor family. Secondly, the peasantry of Clare and Limerick being, as I fully ascertained, better off than that of Devon and Somerset, poverty is scarcely admissible as the cause of the former's shortcomings. The causes are not impecuniosity,

57. The alleged want of appreciation of education is an equally feasible, but, in my opinion, an equally untenable explanation. For, bearing in mind that the profit derivable from juvenile labour is the grand obstacle in the way of attendance at school, the very fact that free scholars exist at all fairly proves the willingness of parents to forego, to a considerable extent, a material addition to their own means, for the sake of the ulterior advantage of their offspring. The additional fact that a large majority of the free scholars are of the poorer type obviously strengthens an opinion which I have other more general grounds for holding. nor want of appreciation of education,

58. But the no less well ascertained facts that a fair proportion of the free scholars belongs to the well-to-do section of the farming class, and that the parents of those who pay fees (ranging from one to five shillings per quarter) do so irregularly and grudgingly, point, with most unsatisfactory definiteness to the radical causes:— but sheer parsimony,

(*a*) The erroneous notion which appears to have quickly penetrated from the upper to the lower class, that the "National" are absolutely "Government" schools, and the unfailing faith in the capacity of the imperial treasury. Hedge schoolmasters (where they happen not to have been extinguished by the establishment of a National school) made no complaint of the difficulty of procuring their fees (one penny to three pence weekly) from the very poorest; and in several National schools where the free scholars were insignificantly few, the explanation given was that they had but lately supplanted the hedge school, and the parents had therefore not yet lost the habit of paying there acquired. based on a shallow pretext.

(*b*) The existence *in towns* of rival institutions, such as the Christian Brothers' schools—a cardinal principle of which is gratuitous education. Other ancillary causes.

(*c*) The privilege exercised by the patron of recommending cases for free admission to the school, often without the desirable degree of discrimination.

(*d*) A want of system and energy on the part of the teacher in the mode of exacting his legitimate dues.

(*e*) A moral deficiency, on the part of parents, of that commendable pride in paying "for what they get," which is characteristic of the industrious poor of England.

59. On the last-mentioned head I beg to offer a few remarks—first, as to the fact; next, as to its cause:—

These, however, yield to the first mentioned.

60. The reluctance evinced by even well-to-do people to pay the small school-fee is everywhere notorious, and the testimony of teachers, who are for the most part intimately acquainted with the circumstances of the parents, is on this point uniform. Frequent instances were related to me of parents threatening to withdraw their children from the school should the customary fee be asked for a second time; and even of capitalist farmers and others enjoying a satisfactory competency from freeholds and otherwise, who sometimes viewed the fee as an extortion, sometimes absolutely refused to pay it, justifying their refusal to the calmly protesting teacher by the ever-recurring reference to the "Government, that is rich enough to pay them and him." In various parts of England, on the other hand, I have met with numerous instances of poor persons who, rather than feel their indebtedness to the public, struggled to pay the school-fee, and who, if they were made aware that their payments were far from covering the actual cost, would, I am confident, strain every effort to meet any specified demand. The agricultural poor of either country cannot of course be expected to make pecuniary sacrifices amid the hardships with which they have to struggle; but even that class in England, to a fair extent, considers an exception in its favour—in the absence of corrupting influences, and where the school-fee is the generally received rule—as a personal stigma akin to that of pauperism. The lower classes of the Irish, on the other hand, show a pliant disposition not only to shirk payments altogether, but also to accept gratuitous benefits without compunction; and even some of those who are tolerably well off have been known to feign distress for the sake of securing a share of any charity within their reach.

which is fostered by a system of pauperization;

61. I have ventured to lay exceptional stress on the deficiency of the school-fees in my district, because of its intrinsic importance—not so much in a financial point of view, as in its bearing on the development of the character of the people under any scheme of popular education. The *habit of paying* (even say, a halfpenny per week), would tend to foster the germs of that species of moral pride in which I found the people of the west of Ireland lamentably deficient. Not only are the poor systematically demoralized by a wide-spread practice of promiscuous alms-giving, but the entire industrial class is impregnated with an unwholesome trust in eleemosynary institutions of every description. And, so far from attempting to counteract by means of counsel or the encouragement of self-supporting organizations this baneful result of an epoch of genuine distress long since extinct, the upper section of the population is imbued with an indiscriminating sentiment of wholesale "charity," that serves only to perpetuate the evil. To this even the teachers, poor as they themselves are, form no exception: inasmuch as the majority of those I conversed with on the subject appeared incapable of appreciating the question of the school-fee in the light in which I have above endeavoured to place it. They prefer to forego the personal advantage of fees to hazarding the cruel charge of "extortion," and, swayed by purely imaginary scruples, are, even in the most warrantable circumstances unaccustomed to strain their efforts to exact dues that are elsewhere cheerfully paid.

of a remedial character.

62. Utterly hopeless as I confess myself to be in regard to the possibility of local contributions being raised in aid of the school on any other principle than that of rating, I do not altogether despair of the school-fee becoming the rule instead of the exception, if judiciously stimulated and popularly acknowledged. Its practicability appears to be sufficiently proved by a few examples of tolerable success on the part of *good* and energetic teachers, who have the common sense to regard their toil as being worthy of a direct reward:—

	Average Attendance.	Fees. £	s.	d.	Free Scholars.
Kilmallock, Boys' and Girls' N. S., . .	279	51	7	9	141*
Ardpatrick, ...	145	59	0	0	48
Glenroe, ...	139	40	0	0	35
Mahoonaghmore, *Mixed* N. S., . . .	149	23	0	0	10†

63. I have merely to remark in concluding this division of my subject, that every teacher readily avowed, what is corroborated by universal experience, that the *attendance* and *progress* of the paying pupils bore a close correspondence to the amount of the fees actually paid.

I. Relation of the teacher to the patron.

64. I now proceed to consider the relations of the teacher to the patron and to the Board.

65. The patron's power over the teacher is rendered absolute by the customary form of engagement which is terminable without notice; or, in other words, the teacher is liable to be dismissed at any moment, and without explanation of the cause. Now, the Irish mode of land tenure (so loudly condemned, and by none more strongly than the class constituting school patrons), presents a favourable contrast to the teachers' tenure of office; for whilst the one presupposes a six months' notice, the other is simple tenancy at will. Moreover, the former is additionally protected by the force of a widely-expanding public opinion; the latter from the mere fact of isolation, and the natural disposition of the public to stand aloof from disputes in which the patron is embroiled, necessarily precludes the existence of any local safeguard to the individual interest of the scholastic profession. Consequently, all the arguments commonly adduced against the one form of tenure apply with increased force to the other. I refrain from any attempt to explain the partiality of the patrons for a species of contract of which, when applied to the wants of the agricultural population at large, they profess the utmost abhorrence. I have simply to report that the general sense of the insecurity of their tenure of office, galls and frets the profession to an incalculable extent, and that the mildest modification—securing to them even the rights and privileges enjoyed by domestic servants would be hailed with gratitude.

Objectionable on two grounds.

66. The existing form of engagement, terminable as it is at a moment's notice, is objectional on two grounds—the first general, the second special. These I shall specify and illustrate in their order.

1st. Generally objectionable;

67. The general ground is the constant state of apprehension on the part of the teachers, that they may be suddenly turned adrift on the world with blemished reputations, and consequent hopelessness of earning the barest means of livelihood. For they are fully aware that their dismissal by one patron will be held to be a strong ground for their rejection by another.

68. If, as is fortunately the rule, school patrons seldom stretch their authority to the utmost limits, or even, as is frequently the case, evince a spirit of cordial appreciation and co-operation with teachers, the fact remains that, they carry in their hands the doom of individuals composing a profession that rests its authority on dignity and independence. Is there any conceivable justification for the fact that the Irish teacher is at a disadvantage, when compared with the tiller of the soil, or even with a domestic drudge? Encouraged in his youth, as a

* The disproportion between respective numbers for the boys' and girls' schools—35 in the former and 106 in the latter—is accounted for by cause (*d*) above mentioned.

† The master of this school has, with characteristic energy, bestowed special attention on this as on every department of his work. N.B.—The school being a *mixed* one presents the maximum of difficulty.

monitor, to join the ranks of the profession, at a time when reflection is crude, and the judicious choice of a career appears to depend on his immediate surroundings, he has been debarred the chances of success in any other sphere of activity. Instead of being incumbered with material obstructions and restrictions, he clearly merits an altogether exceptional method of treatment, which will enable him to enjoy a fair proportion of immunity from the cares of life. For this the first essential is, I need hardly say, assured means of living, and this the Irish teacher is denied. The inevitable effect is, that he is constrained to demean himself towards his patron with obsequiousness, and to submit to conditions at once intolerable and humiliating. For example, none of the teachers visited by me is in receipt of any local salary; many are required to keep the school premises in efficient repair, and a few have no option but to pay an annual rent or resign. The shape this exaction is capable of assuming is illustrated by the following case :— inasmuch as it cuts at the root of the first law of life.

69. Acting on previous information, I visited a certain school, the master of which, according to rumour, paid a rent of £4 for the school premises. His income amounted to a total of £37, composed of his Government stipend of £24, and school-fees of £13. On putting the question categorically to the master, I was surprised and pleased to find that I had been misinformed. Presently, however, he admitted that he paid £4 per annum for his dwelling; this, as I at length discovered, consisted of what had formerly been a single-stalled stable—door, rafters, and flooring in their original condition, and not in any sense fitted up or decently adapted as a human home. A farmer subsequently told me that "15*s.* was a fair rental, but that *he* would give no more than 5*s.* for it as a piggery." In point of fact, the £4 represented the valuation of the entire premises, including school, stable and coach-house used by the patron, and the aforesaid "dwelling." Here arises the question,—*Why did the master equivocate?* For the simple reason that he was afraid of losing his situation by a betrayal of his private arrangement with the patron. The same natural apprehension—amounting, indeed, to a moral cowardice, fatal alike to personal and professional dignity—oppresses more or less all teachers of non-vested schools; and their evidence was accorded, generally, with fear and trembling, sometimes with a superfluity of daring that revealed a high resolve to be prepared for the worst consequences. Example.

70. Liability to abuse constitutes a special reason against the existing form of tenure, and, rare as cases of personal hardship fortunately are, tells strongly in favour of a change in the present system. By way of example, I cite one of the cases that fell under my notice :— 2nd. Specially objectionable, on account of liability to abuse.

Mrs. Lynch, late Head Mistress, National School, Kilkee.

71. Mrs. Lynch had been teacher of the above school for about fifteen years. She had achieved a high local reputation, attracted a large attendance, and earned the repeated encomiums of the Government Inspectors. Father Breen, lately deceased, was the patron of the school. His professional and general character stood high, and up to the date of the unfortunate collision now to be described, he evinced every mark of appreciation of Mrs. Lynch's services. Example 1.

72. It appears that Miss M'Cowan, one of the monitresses, took a fancy to a particular fashion of dressing and arranging her hair; this excited either the appreciation or curiosity of Miss Devine, assistant teacher, who during the usual interval of work, on a certain fatal day, proceeded to practise an imitation of Miss M'Cowan's *coiffure* on the tresses of one or two of the elder scholars. Instead of feeling flattered by so distinguished a mark of her superior's approval, Miss M'Cowan appears to have viewed the infraction of copyright as a breach of *caste*, for she forthwith reported the insult to her father, who happened to enjoy the friendship of Father Breen.

73. Mr. M'Cowan represented the grievance to Father Breen, and solicited the worthy priest's intervention. He at once proceeded to the school and expostulated with Mrs. Lynch, who now for the *first time* heard of the affair; she appears to have protested against any implication or responsibility in a matter that was, in her opinion, entitled to be classed with the innocent doings of her subordinates out of school-hours; and here the dispute might have come to a timely and deserved end, had not a fresh source of perplexity arisen.

74. Mr. M'Cowan, ex-coastguardsman and plaintiff in the case, committed, at this stage of the proceedings, a breach of the etiquette commonly expected of clients. He supplemented Father Breen's advocacy, out of court and in the public ear, by personal denunciations of Mrs. Lynch, construed by her as being injurious to her reputation, and therefore libellous.

75. At this critical point Mr. Lynch, invalided ex-constable, and husband of the defendant, naturally comes upon the scene. He, as a deliberate man, distasteful of verbose or other wrangling, confides his cares to an attorney, who, in the style of the profession, firmly but courteously demands of Mr. M'Cowan retractation and apology, with the alternative of action at law.

76. Mr. M'Cowan on receipt of the cogent missive, delivers it to Father Breen, who immediately repairs to the unfortunate victim, Mrs. Lynch, and, after the usual kind of altercation, dismisses her on the spot. In other words, she, who had no professional concern with the entire transaction, is discharged from a school that had virtually been created by her individual efforts.

77. Her feelings were so overwrought by the personal annoyance attending the various circumstances of the case that she was seized with a paralytic stroke, from which she is now barely convalescent. Greatly as she has been commiserated by the public of her neighbourhood, she has received no substantial help, and, now that her health is shattered, her hopes of procuring another school are faint in the extreme.

78. Other cases of similar hardship came within my knowledge. Of these I need simply allude to one, in which the schoolmaster is represented as being met, while on his way to his school, and accidentally informed that his place had been supplied by another. He was, so far as I could judge and learn from his inspector, a qualified and good teacher, and the only reason that could be assigned for his dismissal was his refusal to repair certain windows and doors damaged in his predecessor's reign. His place was supplied by a master who had thrice been dismissed for drunkenness—one of the offences having been committed while in charge of the school in question. Example 2.

79. In regard to the Board, the teacher, although virtually its paid functionary, not only does not enjoy its protection, or even recognition, but is exposed to the injurious reaction of certain regulations which on that account appear to me to call for some modification. "The Commissioners do not correspond with teachers of National schools" (*Rules*, pt. iii. s. ix. 4). In other words, the Board, by a *fiat* of its own, renders itself powerless to redress the wrongs or punish the delinquencies of its own staff. The apparent motive is, the respect due to proprietary claims (in the case of non-vested schools), combined with the trouble that would attend any interference with the relations between teacher and patron. The point is, I confess, surrounded with exceptional difficulties which arise mainly from the partial nature of the National scheme, and which I should imagine were quite unforeseen by its first projectors. A non-vested school, being in fact private property, confers on its patron the right of appointing, and therefore that of dismissing the teacher, and any interference with this right would appear to be an infringement of law or custom. On the other hand, with the view of checking possible abuses such as I have above recorded, the Board is competent to administer its grants in accordance with the best interests of the community at large, and of the scholastic profession in particular. And I need hardly say that the *right* II. Relation of the teacher to the Board, which officially ignores his existence,

of appeal, so strenuously urged by the teachers as a body, would go far towards remedying the evils complained of. Sensitive as the English schoolmaster is on the same head, the reasons for a corresponding concession by the Committee of Council are less cogent; for, on the one hand, the teacher in England, is not a directly paid functionary of the State; and, on the other, he is protected by a strong public opinion, and the personal influence of his Inspector, and comparatively unrestricted in his alternative resources.

and sanctions the employment of incompetent substitutes, thus polluting the market supply,

80. If, however, the Board is powerless to aid the schoolmaster directly, it is reasonable to expect that it will at least refrain from interposing obstacles in his way, and more especially such as are calculated to deteriorate the present staff of trained or classed teachers, if not to extinguish them altogether. In this light I venture to regard the existing provision of "probationers," by means of which the patron is enabled to supply vacancies without inconvenience and with persons of unapproved qualifications. Such *substitutes*—for the most part grossly incompetent—are, it is true, required to submit to a *literary* examination within the year; but neither does this furnish any guarantee of capacity to teach or to conduct a school, nor if they fail—having inferentially damaged the school meanwhile—is the patron precluded from supplying their place with others of corresponding qualifications. The operation of this permissive rule, by paving the way for the inroads of unqualified men on the *bonâ fide* profession, becomes tantamount to a tampering with the market supply, and produces an overwhelming amount of discontent which is, of course, felt with peculiar keenness by those in want of situations. I may here mention that the November number of the *Irish Teachers' Journal* contains no less than thirty-seven advertisements for schools—the applicants being almost entirely trained or "classed." While, then, a Normal school training as formerly noted, is no longer regarded as a *sine qua non*, the profession as a whole is freely allowed to be contaminated by the intrusion of quacks and imbeciles—to the serious detriment of a qualified and superabundant staff, which the Board itself has systematically fostered, and formally sanctioned.

Deficiency of local contributions represents, *pro tanto*, the teacher's loss: for the Board-grants

81. It remains for me to indicate the mode in which the position and prospects of the Irish school-teacher are affected by the state of matters which I have endeavoured to describe. The deficiency of local contributions and school-fees represents, to the extent of that deficiency, a *bonâ fide* diminution of the teacher's income.

82. The annual grants of the Board take the form of personal stipends, payable to the teaching staff, male and female, in ordinary National schools, as follow:—

	Males.	Females.
Head Teachers, . .	£15–52	£14–42
Assistants, &c., . .	15–24	14–20
Monitors, : . .	2–10	2–10*

These are awarded on a graduated scale in accordance with the standing and qualifications of the recipients, and it cannot be denied that the rate of remuneration is, so far as the Board is concerned, both liberal and judicious. But the position of the head teacher—whose stipend averages £24 for males and £20 for females—is altogether singular and exceptional. The grant was intended merely as an augmentation to salaries to be provided from local resources, which, as I have already explained, amount to *nil;* so that the Board-grant (plus a trifling sum raised in school-fees) constitutes in reality the entire salary of the teacher. The plain result is, that the emoluments of the office are at least one-third lower than the standard originally pronounced by the Board to be reasonable and fairly adequate. Thus (excluding the convent and model schools), taking 78 teachers on my list, the incomes of—

were meant to be *supplementary*,

which object has proved fallacious.

	£	*s.*	*d.*		
20 average	21	10	2,	or 8	shillings per week.
40 „	37	0	7,	or 14	„ „
18 „	62	7	2,	or 24	„ „

Further pecuniary drawbacks render the present condition of the teacher hard,

83. Again non-vested schools have seldom a dwelling attached to them, and the teacher is burdened in many instances with the expense of executing repairs, or, in a general way, of making good the effects of tear and wear. When this peculiar exaction embraces, as it not unfrequently does, the items of a pound to thirty shillings for whitewashing the walls, or £5 to £6 for thatching the roof—a repair which is rendered all the more costly from being naturally postponed to the last moment—the exasperation of the teacher becomes, from a human point of view, perfectly well-grounded. Is it even to be wondered at that, under such circumstances, numerous complaints reached my ears of the hardship of being constrained to present their Easter and Christmas offerings to their clerical patrons; or that they have sometimes occasion to feel aggrieved at these doubtless necessary levies being primarily deducted by the patron from the Board's quarterly instalments of their stipends? It is a mistake to suppose that commodities are cheaper in Ireland than in England—a mistake which the slightest reflection on the equalization of market prices produced by the ready dispersion of goods by rail or steam-boats, will at once rectify; and I may also add that, unless the teacher chooses to live in a mud hovel, the rent he pays for a reasonably good dwelling-house is nearly on a par with the English rate. If incumbered by a large family (which is far from being an unusual contingency) the wonder is not so much how he is enabled to maintain his professional rank on labourer's wages, as how he contrives to exist at all; and, in point of fact, he is bound to live in semi-starvation wherever his wife happens to be unemployed in connexion with the school.

and his future is extremely unpromising.

84. Stern as his present lot is, the future has worse terrors in store for him. He looks forward with gloomy apprehensions to the day when he will become physically disqualified, by disease or old age, for the duties of his office. In the limited area over which my observations extended I found four *quondam* National schoolmasters, now disabled, eking out a scanty subsistence in hedge-schools. It was, for example, a melancholy spectacle to see a stone blind octogenarian, once the valued teacher of a neighbouring National school, seated on a stool on the mud floor of a wretched cabin, and labouring at the irksome task of driving the rudiments of "learning" into the heads of a handful of ragged urchins. Another octogenarian, nearly deaf (and, although single and alone, whose cottage and person were the perfection of neatness and cleanliness), assured me that his sole ambition was to have a glass of milk every morning—a luxury which the foreign demand for butter tempted the adjoining dairy farmers to withhold from local consumers. On other occasions, when favoured by the companionship of Dr. Potterton, the able and genial District Inspector, the impression created by the aspect of the veteran teachers, "severe and stern to view," of Larkin's Cross and Lemonville, and of the stout-hearted but consumptive youth of Castleconnel, will not soon be erased.

Justification of their discontent attempted.

85. Such being the only possible future resource open to the superannuated teacher—a resource which, owing to the wide extension of National schools, is daily dwindling to insignificance, can it excite surprise that I found him wofully discontented? The more youthful, it is true, are hopeful of a change (which can hardly be a change for the worse), but the more advanced in years, trammelled by local restrictions and foiled, as they have too often been, in the expectation of some amelioration, I found enshrouded in a chronic gloom, which no encouragement such as I felt justified in offering, could even momentarily dispel. It would indeed be "creditable" if under such hardships they retained even a moiety of their native elasticity and cheerfulness of temper, and it would be scarcely fair to expect them to entertain an exceptionally logical and rational view of the relation between

* First class monitors have from £15–17 per annum.

cause and effect. Bewildered as they have every reason to be by their position, and harassed by the exigencies of abject poverty, they are naturally impatient of reasoning at all. In my attempts to convince them of the fact that the failure of voluntary effort—and not the Board—was the radical cause of their pecuniary difficulties, I was listened to with an absent air, and sometimes calmly asked if I really had any faith in the development of local resources. In short, the profession as a body bluntly lay the whole burden of their miseries on the "Government," and thus the question is made to assume an additional importance in a political not less than in an educational sense.

86. Having thus freely, however imperfectly, portrayed the evils of the existing state of things, it would be presumption on my part, my Lords and Gentlemen, to prescribe the remedies. But I may perhaps be permitted to summarise, in so far as the teacher's prosperity is strictly concerned, the reforms to which the facts that have come under my observation seem to point :—

Summary of leading recommendations for the improvement of the teacher's condition.

1. Increase of salary in the shape of a capitation grant, administered on the principle of the *Revised Code*, by way of *supplement* to the present stipends.
2. Personal recognition, through the medium of the Inspector, of the teacher by the Board.
3. Abolition of the present so-called "probationary" system, and the limitation of appointments to teachers already "classed."
4. Some provision for superannuation allowances.
5. The compulsory payment by parents or guardians of a school-fee, *however small.*

THIRD BRANCH OF THIS REPORT:—

87. Thus far, my lords and gentlemen, having reported with a freedom and fulness, for which I trust to be excused, on the groundwork of the Irish school system, and the drawbacks besetting the position of the teachers, I am now enabled to draw attention, without reserve or constraint, to the actual state of the schools visited by me. I purpose briefly noticing the condition of the premises and appliances, the character and attendance of the scholars, the methods and results of instruction, the teaching-staff, and the agency of Government inspection.

School premises, scholars, methods and results, teaching staff, Government inspection.

88. The ninety-two National schools represented by the table annexed (Appendix A), embrace the following so-called departments under separate teachers :—

Boys.	Girls.	Mixed.	Infants.
34	34	19	5

In rural districts, the National school ordinarily consists of two departments for the separate sexes, unless where poverty or a deficiency of accommodation necessitates their amalgamation (*mixed* schools). Infants' schools I found only in the city of Limerick—one in connexion with the model school, two in convents, and two on "National school" premises, but, nevertheless, superintended by members of the "Sisterhood."

1. Description of the buildings:

89. The buildings are of two descriptions, the one similar to labourers' cottages (the wings being respectively appropriated to the two departments), the other constructed with an upper room (accessible by an outside staircase), which is almost invariably devoted to the girls' department. Buildings of the former kind—being the prevailing style in the more remote districts—are, in my opinion (chiefly on account of facilities for ventilation), preferable to the latter, provided only they were more spacious, and constructed of better materials. Mud floors and walls, and thatched roofs, are their general characteristics, though, here and there, I found substantial wood floors that had been generously provided—*not* by local magnates, but by Mr. Le Neve Foster, who has gained the hearts of all Irish teachers.

90. Perhaps both descriptions of buildings are, on the whole, as good as private property assigned at some personal sacrifice for a public object can, under the disadvantageous circumstances formerly portrayed, be fairly expected to be. Nevertheless, it is beyond question that, even supposing wood floors were universal, a larger proportion than a third of the schools visited by me, would, if in England, be unhesitatingly condemned by the Committee of Council. The majority of the buildings are radically objectionable in point of educational utility as well as style, for the simple reason that they have been designed either originally as dwelling-houses or with the contingency of being, at some future time, converted into dwelling-houses ; and double ends nearly always notoriously fail. Hence, where such premises appear sound and substantial, they were, in my opinion, not the less unsatisfactory, and where they proved to be rickety, mouldy, and decayed, the conspicuous board, labelled "National School," impressed me as being an eyesore and a mockery.

the bulk of which are generally unsatisfactory,

91. But not a few of these schools are liable to the more specific objection of deficient accommodation and inadequate ventilation.

and specifically so in regard to

92. When I ventured at times to suggest the propriety of enlarging the accommodation (particularly in the shape of a class-room for the infants) I was met by the invariable rejoinder—the *wherewithal?* For this and all other imperfections the patron is of course hypothetically responsible, but if he is himself without means, what inducement is presented to his raising any, so long as the Board-grants continue to be forthcoming? Then, although the Board would largely contribute towards the improvements, he would, in that case, endanger his proprietary rights. Things accordingly remain *in statu quo*, and without any present prospect of amelioration.

deficient accommodation

and ventilating apparatus,

93. Ventilation is too important a matter to allow of the most specious palliation of its defectiveness or to admit of excuse for postponing to remedy it, on any pretext whatever. On this head, I have to report that, unexpected as my visits were, I was presented with the most favourable opportunity for testing the quality of the atmosphere of Irish schools, and I take leave to record that I have no wish to repeat the experiment. Ventilating apparatus there is none, and the ordinary arrangements for securing a constant supply of fresh air are remarkably defective. Not only is the upper sash of the window, as a rule, fixed, but the window spaces are at no distance from the floor, while in size they are of the small cottage type. The facts that heated air ascends, and therefore demands exit *above*, and that a current can only be established by means of *opposite* apertures communicating with the outer air, in order to purify a room, have not yet been realized by the Irish teacher. Even where some devices for replenishing the atmosphere were practicable, it was generally stifling ; and as in nearly every case, the mechanical facilities for ventilation are extremely imperfect, the accumulated foul air of many days is securely imprisoned in the entire upper space of the school-room. A thin, permeating thatched roof is then a positive blessing, and, in ceilinged rooms, the occasional opening of the door doubtless proves, oftener than might be credited, the salvation of the sweltering inmates.

coupled with ignorance of the laws of health.

94. Seemingly concluding that "heat" is the cause of his uncomfortable sensations, the master not uncommonly contents himself with laying aside his coat ; never for a moment considering that fresh air alone is capable of relieving the entire school—feverish, depressed, and lethargic as it too often appeared to me—from the oppression occasioned by slow suffocation. So stealthy, subtle, and weakening are the effects of a deficiency of oxygen that none seemed competent to summon up enough of energy to open windows and doors. It is true that on hot days the windows were sometimes open, but few were prepared to admit that the exalations were,

during temperate and cool weather, so abundant as to demand every possible avenue of egress from the room. In short, this partiality for a fœtid atmosphere can only be classed with the disease, elsewhere also not unknown, which was happily styled by Benjamin Franklin, *aërphobia*.

Easy remedies.

95. Every school should be provided with *opposite* windows, made to open *at the top*, and both gables of such buildings as have them should be perforated with a permanent hole, merely shielded above by a projecting shelf to prevent the admission of the rain.

Play-grounds, &c.

96. Play-grounds are rarely to be found in connexion with National schools: nor are they much needed in rural districts. But the state of the privies is, as a rule, open to considerable improvement. Surrounded as we are by the best of all deodorizers—common earth, it seemed to me a standing marvel that so indispensable an adjunct to a school should be permitted to exist in the usual condition in the midst of a community of enlightened educators. The moral dignity accruing to a neighbourhood from the possession of a school is, I venture to say, largely dependent on the architectural and æsthetic features of the premises and the completeness of the appurtenances thereof. This principle is, as I have previously mentioned, fully appreciated by the Christian Brothers, and the utter absence of it from the average National school of Ireland fairly explains the perplexing and peculiar anomaly that increased knowledge and prosperity have not materially affected the popular standard of household comfort.

97. In regard to school appliances, viz., desks, blackboards, maps, and other apparatus, with an unsatisfactory minority of exceptions, the schools I entered were lamentably deficient. At the date of its inauguration as a "National" school, a first supply of essential materials is granted by the Board. This grant, however, not being subject to renewal, the managers are thenceforth thrown on their own resources which, as I have already intimated, equal *nil*. The result is, that, unless where the teacher happens to be particularly enthusiastic or to feel warranted in relying upon the generosity of the pupils, the aforesaid supplies are seldom or never replenished. Hard chalk, meanwhile, indents, and friction mars, the blackboard; mildew rots the maps, boys' knives and knocking about damage and diminish the desks, frequent or rough usage disjoints and lames the easels, and the hand of time abrades all things; so that, in a given number of years, not a shred or patch will remain. Nor is there any security for, or likelihood of, a fresh stock being supplied.

School appliances.

98. Books and other daily consumable materials are procured by the teacher from the Board, with a nominal profit to those who can afford to advance the money to store them, of twenty-five per cent., or an average of something like ten shillings per school. The books are, for the most part, a monopoly of the Board, which, like all similar restrictions, is decidedly obstructive to the spread of education.

General character of the scholars.

99. The general character of the scholars attending Irish National schools differs from that obtaining in English schools in two respects, which may be worthy of remark. First, the various grades of society—farmers, peasants, small tradesmen, and mechanics, are, to a greater extent, blended together in the former, partly from the absence of all distinction of *caste*, partly from the want of any other provision for education in the shape of reasonably good "adventure" schools. Secondly, a considerable sprinkling of adults from fifteen up to twenty-one years of age may frequently be observed. This pleasing peculiarity, I was informed, originated in the prevailing conviction that "education" is the best preparative for emigration. Irish settlers in the colonies, and in the *United States* particularly, are largely accustomed to assist their relatives in joining them; but to the younger section this aid is often proffered conditionally on a knowledge of reading, writing, and arithmetic being first acquired, "without which they will be of no use." The improved circumstances of the small capitalist farmers furnishes an additional reason of a no less gratifying description.

Typical examples of the constituents of small ordinary schools.

100. Not to lay undue stress on the intermixture with all the classes of the comparatively few scholars of a more advanced age (though naturally of more backward attainments), I may give two typical examples of the ordinary elements that constitute a *small* village school—the one being a *boys'* school, the other *mixed*:—

	Branches taught.
Example 1—Boys' school. Fourth (or highest) Class, 7 about 13 years of age,	Fourth Reader, Dictation, Parts of Speech, General Geography, Practice, and Rule of Three.
Third Class, 14 about 11 years of age,	Third Reader, Dictation, Geography of Europe, and Compound Rules.
Second Class, 11 about 10 years of age,	Second Reader, Transcribing, Geography of British Isles, and all Simple Rules.
First Class, 20 about 7 years of age and under,	First Reader, Spelling, Addition, and Multiplication, and one-third Penmanship on paper.
Example 2—Mixed school. Fourth Class, 2 boys of 13, and 3 girls of 14½,	Fourth Reader, Practice, Parts of Speech, Dictation, and Geography.
Third Class, 1 boy of 9, and 2 girls 13 and 14,	Third Reader, Simple Division, a little Geography, and Dictation.
Second Class, 3 boys and 3 girls about 8,	Second Reader, Simple Addition and Multiplication, and Transcribing.
First Class, 10 boys, 10 girls, at 7 and under,	One-half in First Reader, remainder Reading Sheets, and (all collectively) Geography of the World.

How these are affected by irregularity of attendance.

101. Given the above number of pupils, presumed to be systematically taught on the subjects mentioned every lawful day of the year, the results ought to be highly satisfactory. But the following brief statistics will sufficiently indicate that the numbers given rarely represent the same individuals, so that apparently justifiable anticipations must be greatly modified in view of the evils arising from a fluctuating attendance:—

	On the Roll.	Average Attendance.
Example 1,	89	53
,, 2,	76	41

Or, comparing the corresponding statistics of the entire group of ninety-two National schools on my list the numbers stand thus:—

On the roll,	13,281
Average attendance,	7,762
Actually present,	6,428

102. That is to say—taking the latter as the authoritative standard of attendance—the proportion of actual as compared with hypothetical scholars is nearly as 1 to 2, or 50 per cent.

What is the cause?

103. Fully convinced as I was, in the course of my tour, of the prevalence of a genuine desire for education among the population at large—a desire prompted, it may be, not so much by the moral and intellectual advantages which education confers as by more mercenary considerations—I confess my own surprise at the results here exhibited. In what way can so marvellous a shortcoming be reconciled with the favourable popular senti-

ment? To ascribe it to the commonly alleged cause—indifference—would involve an obvious inconsistency. It arises, in my opinion, from nothing less than simple ignorance of the direct bearing of regularity of attendance on scholastic proficiency. This is indeed, abundantly proved by the change for the better that a good teacher, in displacing an inferior one, is able to effect within a comparatively brief period of time. The following vivid illustration, taken from the Report of Mr. Patterson, the Head Inspector of the district assigned to me, will serve as an instance :—

Does it lie with the parent or the teacher?

"On the 27th June, 1864, I inspected the Roscrea Male School, the only National school for boys in the town. The master was fifty-four years of age, and was in the first division of second class. The recorded *average attendance of pupils was* 39; the number present the day of my visit was 37, of whom 29 were of ages between eight and fifteen years. Of these 37 only 16 had read a few lessons in the Second Book (the old Second Book), and even these had not attained the proficiency appropriate to their class. The attendance of the scholars was *most irregular*, the average number daily present being in the proportion of only *forty-one per cent. of the average number on rolls*, even reckoning in the number present numerous loiterers who did not make their appearance till near noon, when the best part of the school business ought to be over. Discipline was equally faulty in other respects: the class reading could scarcely be heard, owing to the noise made by the unoccupied children, and the master, in endeavouring to subdue the tumult, made more disorder than all. This school was evidently doing no good; the teacher, of course, imputed its defects to the rudeness of the children, *the apathy of their parents, the disregard of the people generally for the education of their offspring*, and to the insufficiency of local support. His salary from the Commissioners was £32; the local endowment, £10; the amount of fees paid by the children, £2 per annum.

Query satisfactorily answered by an Irish Inspector,

"On the 3rd August, 1866, I visited the school again. The house was the same; the town and neighbourhood had undergone little or no alteration except a *diminution* of population; but the schoolmaster was changed. The new teacher had not the advantage, or disadvantage, of being a native of the locality: he was an Ulsterman. He had been specially trained in the Commissioners' central training establishment, and had gained experience of school system as assistant master in the Galway District Model School. The *average daily attendance of scholars exceeded* 170, *being in the proportion of* 70 *per cent. of the number on the rolls.* On the day of my visit, the attendance being smaller than usual in consequence of an epidemic, and of the school having been just re-opened after vacation, 143 pupils were present, *all punctual to time.* Order and discipline were so perfect that, although business was going on in four separate school-rooms under the principal teacher and his assistants, the head master's presence was felt everywhere. Instead of 16 boys barely able to read the Second Book, there were now over 100 well able to do it: instead of 48 being the gross number of marks obtained by all the pupils under my examination, the number now amounted to 620: instead of £2 paid by the scholars to the former teacher, £55 *per annum* were received from them by his efficient successor, although the poorest of the population were admitted to the school on whatever terms they could afford. The teacher who effected this marvellous change was only one grade higher in classification than his unsuccessful predecessor, being in the third division of first class: he was aided by an able staff of assistants who, however, had been appointed one by one, as the attendance of children had increased through the exertions of the head master."*

104. My opinion is so precisely in harmony with Mr. Patterson's view that, in scanning the tabular list (Appendix A), I am enabled at once to fix upon those schools which impressed me with their superior efficiency, by a glance at the rates of comparative attendance. For example :—

and the results of my experience accord with his.

	On the Roll.	Average Attendance.
Limerick Model School, boys, . .	113	106
,, ,, girls, . .	105	88
,, ,, infants, . .	117	103
Kilmallock Boys' National School, .	196	136
Ardpatrick Girls' National School, .	106	80

105. While it is of the utmost importance that the salient cause of irregularity of attendance should be clearly ascertained to be, to a considerable extent, removable by the indirect or direct agency of the teacher, allowance must be made for the fact that the bulk of the profession cannot, under their multitudinous discouragements, be expected to put forth their full strength with the view of achieving so desirable an object. Under every circumstance, however, the teacher is bound to avail himself of approved mechanical expedients to secure parental co-operation; and I regret to say that in this respect, the Irish falls short of the English teacher. It would be superfluous to specify in detail such common expedients as those of making systematic inquiries as to the cause of absence, sending weekly or monthly reports of a pupil's progress (showing the number of days or hours lost through absence), &c., &c. The difficulty does not arise from not knowing what to do, but from individual indifference or want of method.

The bulk of the profession should at least adopt mechanical expedients for securing parental co-operation.

106. I freely allow, on the other hand, that the present condition of popular darkness is such as of itself to interpose considerable obstacles in the way of parental co-operation, but I can confidently affirm that, at the present rate of progress (*provided the system is left undisturbed* and the suggested improvements are effected), the people of Ireland will be, at no distant date, on a par with the best educated nations of the world. The result of my conversations with numerous parents convinced me that foremost among the remedies at present applicable is the inculcation by the teacher of correct ideas on the subject of regularity of attendance. Next in order of importance is an alteration in the time of opening school, from 10.30, or rather 11 o'clock, to that elsewhere in vogue, namely, 9 A.M. The plan of beginning the daily lessons at a time when the partially employed pupils of German schools are ending them—for 7 A.M. is there the hour for opening—not only fully accounts for the looseness and unpunctuality of the attendance in Ireland, but is ruinous in its effects on domestic discipline, and retards the growth of the right kind of parental co-operation. It is only after having obtained a secure grasp of just ideas on this subject that they can be expected to make serious personal sacrifices for their children.

How parental co-operation should be encouraged and facilitated.

107. The *bona fide* industrial poor, however, who frequent the National school proper, ought, I venture to say, to be stimulated and encouraged rather than coerced; and this opinion is borne out by their eager desire for instruction, in a general sense, combined with their special appreciation of really good schools. I have only to add to my former suggestions, that the stimulus to attendance presented by the *Revised Code* scheme of grants would go far to meet the more urgent necessities of the case, but, on account of the peculiar inequality of ages in the various classes, a slight modification would be desirable.†

As to the National School proper, the object is partially attainable on the *Revised Code* plan.

* Thirty-third Report of the Commissioners of National Education in Ireland (year 1866).

† For the sake of convenience I annex details of average individual attendance for each quarter, selected from the rolls of three National schools, exhibiting the general conclusion that the lowest attendance prevails at seed-time and harvest, that is, about April and September respectively :—

	(1)	(2)	(3)
1st Quarter, ...	56	46	42
2nd ,, ...	41	28	35
3rd ,, ...	49	16	38
4th ,, ...	57	52	56
No. of attendances, . . .	203	144	171

The application of a compulsory measure

108. Inasmuch as the thorough and complete instruction of pupils actually enrolled is of infinitely greater moment than the extension of superficial advantages to outsiders, the introduction of fresh measures with the view of directly constraining a larger and more regular attendance becomes a question of paramount importance. The obvious expedient is a sweeping compulsory enactment, which is favourably viewed by various sensible persons with whom I came in contact, and even by some parents who seemingly felt the want of having their too fickle and feeble wills strengthened by external pressure.

would be premature and inexpedient;

109. But, while the question itself fairly continues within the arena of learned debate, and the security for its effective operation is conspicuously inadequate, the policy of such an innovation would appear to be excessively dubious. Besides, it is worth while to consider that the needier section of the community is precisely the class requiring to be brought within educational influences, while the fact that they *are* needy imparts a colour of harshness to a proposal which, if carried, would rob them of a certain proportion of their means of subsistence. For it cannot be too emphatically affirmed that gratuitous schooling does *not* meet the difficulty, as that would be no compensation to parents for the deprivation of the fruits of children's earnings, which are sometimes eight pence per day. Where, then, such earnings happen to be demanded for the wholesome maintenance and ordinary exigencies of a young and numerous family, I am fairly entitled to ask on their behalf,—What are they to do in the long and distressing interval in which the children, instead of earning their bread, are compelled to be at school? The advocates of compulsion are in the habit of picturing a "rare and radiant" *future* for the educated sons of toil, but—without dwelling on the possibility that the material prosperity of the lower strata may not be seriously altered when the dead level of universal culture has been reached—I have to put the relevant query,—How are they to subsist in the present? Chiefly through over-population, both Ireland and England suffer under an incubus of poverty among the lower ranks, such as the Education Departments of Germany and Switzerland, and America had not the misfortune or embarrassment to contend against: but even there (as Mr. Arnold has proved in the one case, and Mr. Fraser in the other) compulsory measures are either superfluous, or, in the most needful direction, have been found wanting.

but not so in regard to the pauper and vagrant classes.

110. In regard to the indolent poor, the confirmed or professional paupers—whose name is "legion"—the case is totally different. Here the law is already sufficiently potent to secure the education of their vicious, and therefore unemployed, progeny; for it is competent to the ratepayers, if so minded, to grant parents relief, both in-door and out-door, conditionally on their surrendering their children for the purpose of being rescued from hereditary associations. The deterrent policy practised by Poor Law Guardians is doubtless based on reason and common sense; but so far as the west of Ireland is concerned, the existing state of corruption among the adult population is beyond the reach of remedy. Every effort should therefore in my opinion be strained to improve the juvenile paupers—even to the extent of boarding, educating, and sending them abroad. A definite system favourable to the eradication of an evil, on a steadily reducing scale and with permanently advantageous results, is surely preferable to staving it off till it acquires gigantic and unmanageable proportions.

Example: Limerick Workhouse.

111. The inmates of Limerick Workhouse amounted, at the date of my visit, to 1,450, comprising about 340 children in the respective departments for boys, girls, and infants; and my notes were as follow:—

"Premises being whitewashed, but the pupils specially convened. Very little appears to be attempted in the shape of instruction, and the salient drawback—against which, indeed, the best system would contend in vain—is the interruption of the attendance, occasioned by the withdrawal of the children, for varying and uncertain periods, along with their parents. The inculcation of good habits must therefore be, from the almost certain evanescence of the results, a dreary and hopeless task. Assuming that the *re*-production of paupers is an evil over which the State has no control, it seems to me that the ever-accumulating 'consequences' might be mitigated by the application to juvenile paupers of a wholesome measure of compulsory attendance. A 'ragged school' with a definite and practicable aim, would then become part and parcel of every so-called '*work*house.' I imagine the majority of ratepayers would have no objections to this mode of utilizing part of their assessment."

Concluding observations on the position of the Irish Teacher as affecting his work.

112. In connexion with what I have already stated with regard to the position of the Irish teacher, I now add that the mode in which the Irish schools are conducted presents a reflex of those professional characteristics which abject dependence and inadequate remuneration naturally develop. The few teachers who enjoy a comparative immunity from these depressing influences are fully equal to the better class of trained English teachers; but the larger proportion of them, even in the midst of active duty, impressed me as being physically incapable of casting aside the burden of bondage and poverty, and indulging in that full, ingenuous freedom which the true enjoyment of work for its own sake, devoid of all self-consciousness, alone can inspire. Not a few of them I also found imbued with a morbid love of approbation, displaying itself in a restless impatience of suggestions, and with a still more morbid craving for sympathy, which, when reciprocated, found vent in copious, and often somewhat wild outpourings of feeling. For all this there is, as I have already fully explained, abundant reason, and as nothing can be, professionally speaking, more lamentable, the application of the right remedies is all the more loudly demanded. I will here add that the majority of the female teachers bear their evils with a braver and prouder heart than the men.

Example of a late exhibition of professional energy.

113. United by the bond of common misfortune, the Irish teachers, I was glad to observe, are animated by an *esprit du corps* of which the English profession is singularly innocent. It matters not whether the organized form of this manifestation dates its birth from the present inquiry; for, from every point of view, it is a decided token of earnestness. Associations of the description I allude to are, if conducted with moderation and good sense, sound bulwarks of national strength. By some they may be thought "dangerous," which is equally true, if justice is withheld. Yet—like all co-operative combinations—they are institutions of a kind that ought to be superior to all external supports and independent of applause: for if incapable of rising by intrinsic native force, they are unworthy to rise at all. Should these "teachers' associations" fall into abeyance, and fail to get into their legitimate track of professional improvement, when the present stimulus has been withdrawn, I shall despair of Irish teachers and Irish schools.

The teacher's prime faults are a too exclusive attention to the highest class,

114. To re-enter the school, I have to report that, while the teachers were always (unless when the dwelling-house adjoined the premises) found by me at their post, and engaged in active work, they seemed pervaded with the notion that their chief business was the care of the highest class. Indeed I feel convinced that this is a rule with remarkably few exceptions. In this respect, the resemblance to the state of matters in English schools anterior to the introduction of the *Revised Code* (which enforces attention to the school as a whole, or to the classes alternately) is tolerably complete. It is true that a good teacher, animated with genuine professional instinct, may devote much of his time to his highest class with impunity, and even with advantage; but, in the majority of cases, the working of the entire school machinery is apt to suffer, and the majority of the pupils are in danger of being altogether neglected. At all events I am certain that the prime law of school management, displayed in a head teacher's faculty of having his eye everywhere, and of knowing what is going on at various places, at one and the same time, does not, to a satisfactory extent, obtain in the Irish schools visited by me.

115. Nor can I conscientiously say that the samples I had of special teaching approximated, either in matter or form, to the almost stereotyped English model. On the one hand it was bookish and mechanical, and painfully monotonous; on the other, it lacked ease and grace, and, I may add, that kind of self-possession which is the surest guarantee that the subject has been thoroughly mastered. and a defectiveness in the art of teaching a lesson.

116. I am happy to be able to speak more favourably of the classification, discipline, and above all, the reciprocal "understanding" that seemed to subsist between the pupils and their teachers. In other respects satisfactory.

117. In regard to what is technically styled "results," it would be superfluous here to dwell upon the details which I have collected—which, my lords and gentlemen, are in your hands. A tolerably long and extensive acquaintance with elementary schools will, perhaps, justify my boldness in hazarding the assertion that the aggregate character of the instruction given in the schools on my list shows a marked inferiority to that of kindred schools in England. In point of *quality*, the instruction is on a par with that of the lower type of English rural schools; in point of *quantity* (if the period before the application of the *Revised Code* is considered) much below that standard. If the system itself, including the teachers, had enjoyed fair play, I do not doubt that the comparative result would have been precisely the reverse; more especially if the Board had been armed with so cogent an instrument as the *Revised Code* to enforce the original and elaborate "Programmes of instruction for the pupils of National schools, or *minimum* amount of proficiency required for each class." "Results" of instruction.

118. I examined various schools *individually* in accordance with the schedules supplied, which I herewith forward duly filled up.* The summary is as follows:— By individual examination:

Name of School.	Per-centage				
	Above Standard III.	Above Twelve years of age.	Passed in Reading.	Passed in Writing.	Passed in Arithmetic.
Knockea Female National, ...	7·9	4·8	73·0	74·6	50·8
St. Patrick's National School, ...	18·1	6·0	66·6	72·7	45·4
Balgaden Girls' National, ...	23·8	2·4	47·6	76·2	61·9
Donaghmore National, ...	19·1	4·2	75·0	57·4	60·7
Kilkee Church Education Society, . . .	·0	8·0	85·6	71·4	35·7

119. It is, however, important to explain that my criterion of *reading* was simply intelligibility, of *writing* legibility, and of *arithmetic* accuracy in two sums out of three. Criteria.

120. As a general rule the reading is monotonous, strongly provincial, and betrays every indication that the subject-matter is imperfectly, or not at all, understood. The lower classes can very often say their books by heart—a fair argument for the necessity of introducing greater variety. In some schools I found that the pupils had been occupied for two months in reading and re-reading less than thirty, and never more than forty pages of the Second Reader. Reading.

121. The penmanship, I was surprised to discover, is in every sense, bad, and the copy-books are too often blotched and crumpled. This is to be accounted for partly by the want of individual attention on the part of the teaching staff, but chiefly by the fact that, until lately, books with lithographed head-lines have not been in use. Mr. Foster has now remedied this deficiency, and I anticipate a rapid improvement. Writing.

122. Arithmetic has received a somewhat special attention from teachers in Ireland; but more attention has been paid to quantity than to quality. Accurate working, however, is a merit to which they may lay claim, when the sums are of the unvaried, stereotyped description. Principles are not in the least understood; nor did I observe a single attempt to explain them. Arithmetic.

123. Writing to dictation is, on the whole, persistently taught, and the results are satisfactory. Geography is, as a rule, meagre and imperfect. As to the sewing in girls' schools, I cannot say I was very favourably impressed, and I noticed a largely prevailing tendency to ornamental, rather than useful, work. Dictation, Geography, and Sewing.

124. The above remarks embrace the sum and substance of the secular instruction in Irish schools. I now propose briefly to advert to some of the more manifest deficiencies.

125. I made numerous inquiries as to the existence of a system of home-lessons, and the replies were almost uniformly unsatisfactory. Exercise-books, in the shape of dirty and unhandy copy books, combining dictation, parsing, and arithmetical tasks (performed for the most part with surprising accuracy, combined with slovenliness), are to be met with in most schools; but they form part and parcel of the daily work. Now, apart from the technical advantages directly accruing from home-lessons, the moral effect, on pupil and parent alike, of the elsewhere ordinary requirement of set preparatory work, is so self-evident, that I was astonished to find that this auxiliary to school machinery was almost universally neglected. Deficiencies. Home lessons.

126. History, as a special branch of instruction, is entirely excluded from the course of study, for reasons which will be easily understood, if I designate them as "national." Though much may no doubt be said on the subject of "grievances" long since redressed, I take the liberty of questioning the wisdom of so important an omission. I freely grant that a history, to be worth anything at all, must be a faithful record of facts, and I can readily appreciate the reluctance of the Legislature to place in the hands of the Irish public an unvarnished account of a policy of ancient misrule. Nevertheless, as the first section of a school-book is generally the only portion read, while to dwell on the painful details of the past is a practical superfluity that can serve no useful object, it seems to me that a History of Ireland written, so to speak, *backwards* (either according to years or decades), would fill up a most exceptionable gap in school literature. That something in this direction ought to be done is sufficiently patent to the most casual observer; for not only is the sad story of the past handed down *viva voce*, from generation to generation, but the memory of the Irish is, from time to time, refreshed, and their feelings are wantonly aggravated and embittered by publications in the form of "chap-books,"† which not only misrepresent or exaggerate the facts of the case, but conveniently pause before the era of equalization begins. I here venture to hazard the seemingly bold assertion that the "masses" in Ireland continue to believe that former wrongs are still unredressed, and not even acknowledged, by the Imperial Government. History.

127. A deficiency of even greater consequence (which is by no means palliated by the existence of a corresponding blemish in connexion with English schools) is the absence of lending libraries. So far from being surprised at the universally deplored fact that children, after leaving school, sooner or later forget their former attainments, I am incapable of imagining any more natural result. But, partly owing to their larger colonial correspondence, partly to their superior fondness for newspapers, this sorry consummation is not realized at so early a date, or to the same extent, by the Irish as by the English peasantry. I can safely say that nothing connected with the entire subject of popular instruction has ever struck me with greater astonishment than the School libraries.

* See Appendix A.

† Among others, I allude to those published by Warren, 21, Upper Ormond-quay, Dublin.

reckless waste of energy in producing illusory and evanescent results, which, by a comparatively slight additional effort, might be rendered fixed and permanent. A good collection of *interesting* books, available, on fairly paying terms, for the entire neighbourhood, and subject to the control of the teacher, should form an indispensable adjunct to every school.

Night schools.

128. Night schools are, on the same ground, not less to be encouraged. But in the district traversed by me, I found records of only three efforts, on the part of the teachers, to establish them. It is important to note that, numerically, they had proved an invariable success, and that their failure was ascribed by the teachers themselves to personal exhaustion of strength already expended in the day school. An erroneous notion prevails that night school duties demand a smaller exercise of toil and tact than is required in day schools, whereas the actual state of the case is precisely the reverse. Until it is distinctly understood that the duties of the night school do not admit of being perfunctorily performed—until the idea is got rid of that either an inferior man or the residue of a head master's physical energy ought to suffice for the purpose—this important auxiliary institution will not take root in Ireland or anywhere else. It is beyond dispute that the day schoolmaster is quite unequal to the satisfactory discharge of the duties of both departments. The Board might by way of experiment, grant the services of *assistant* teachers, of whom there is an ample supply, conditionally on their alternating the afternoon and evening duties, in the day and night school respectively, with the head master. Under any plan, the one department should be, to a certain extent, auxiliary to, and interwoven with, the other; but under the *Revised Code* plan, attendance at the night school of boys or girls *above ten years of age* should be allowed to count in the claim for the capitation grant, as complementary to the required numerical standard of day-school attendances.

Convent and other exceptional National schools.

129. Before leaving this section of my subject I feel constrained to make some reference, however brief, to convent schools, of which I had the pleasure of seeing six samples. These are, of course, confined to girls' and infants' departments; they are held within the convent walls, and they are managed by the Roman Catholic Sisterhood exclusively. Having accepted the Board principle of separatism, in regard to the religious instruction, they are virtually National schools, and a signboard outside (not always in the most conspicuous place) publishes the fact. Referring to those visited by me, viz., St. Mary's and Presentation Convents of Limerick city, Adare, Newcastle West, Ennis, and Rathkeale—I may state that they are not made use of by Protestants; but, inasmuch as they are limited to towns, this is a matter of no moment. The Sisterhood, being a self-supporting institution, and, for excellent reasons, strictly unmercenary, the Board grants are awarded, as a help towards the school expenses, in accordance with a fixed scale of per-centage on the average attendance. I may here state, once for all, that, notwithstanding their special character, these schools are doing a good work, and amply justifying the Board's concession in their favour. The general character of the premises, the management, the prevailing tone of the pupils, the self-sacrificing and well-directed zeal of the Sisterhood, and the aggregate results of instruction—all gave me the utmost satisfaction. Even supposing I had all the required data at hand, I should probably decline to institute any comparison, in respect of technical proficiency, between these and other more general schools. I will merely record that they are free from the blemishes of the ordinary National school, to which I have already adverted. The points of superiority—which is, after all, a proof of *culture* on the part of the managing staff—are:—manners and discipline, organization, cleanliness, ventilation, sprightliness, and cheerfulness. All branches of hand-work, such as sewing, drawing, penmanship, and, particularly, exercise-books, &c., are carried out on the most correct plan, and with the most gratifying proficiency.

Model schools of Limerick, and Coora Clare National school.

130. Such also are the general and specific features of the Model School of Limerick. The best *ordinary* National school visited by me was that of *Coora Clare.**

The teaching staff.

131. I conclude with a few remarks on the general character of the subordinate teaching-staff, namely, monitors and assistants, whose rates of stipend I have already mentioned. The number of the total staff in the Board's pay and engaged in the 92 schools on my list stands thus:—

Principal Teachers,	92
Assistants,	54
Monitors,	142
Total,	288

132. This shows an average of 1 teacher to 21 pupils in average attendance (as against the Committee of Council's required *minimum* of 1 teacher to 40 pupils). Not including a variety of incidental grants, the result indicates an average cost per scholar to the Board of twelve shillings and five pence per annum, as against nine shillings and one penny given, as payment for *actual* results, by the Committee of Council to the schools of Devon and Somerset, to which I have already referred.

133. The question to be raised, but which I cannot discuss in the necessary detail, is, whether this large teaching staff is worth the money expended on it. I hope, therefore, to be permitted to give my general conclusion, which is decidedly in the negative, in so far as the didactic proficiency of the monitors and the present positive utility of the assistants are concerned.

Assistants redundant in supply, and unsatisfactory in quality.

134. Unless the assistants can be separately utilized in accordance with my previous hint respecting night schools, I should be strongly disposed to recommend their abolition or limitation to schools of an average attendance of not less than 140. Nothing can be more unsatisfactory than the general character of this division of the teaching-staff; as a rule, they seemed to have no specific work to do, to wander about with a vague and uninterested air, to lack the most simple information in regard to the school, to be always in the way, and seldom to work in harmonious unison with the head teacher. While they are from two-thirds to one-half more expensive than monitors, their working power is not one whit higher; while their collective stipends represent a heavy item of the Board's expenditure, these are individually inadequate for the suitable maintenance of a respectable adult; and, while they are professionally on a footing of equality with the head teachers, they are, from want of practice and from a habit of constant dependence, incapable of conducting the school single-handed. I am speaking the sentiment of numerous head teachers when I state that (although they gladly avail themselves of this publicly-paid form of help) they would prefer, for example, in lieu of an assistant, an efficient monitor, provided the pecuniary difference reached their pockets, even by the avenue of "*payment for results.*"

135. Assistant "workmistresses" in girls' schools, who are in receipt of £8 per annum for duties that the schoolmistress herself is able and willing to perform, represent another institution of a still more anomalous and indefensible type.

* The master of this secluded village school has earned the highest rewards granted, not only by the Board, but also by the Science and Art Department; the number of his successful candidates at the last examination being in excess of that of any other master. N.B.—However admirably this governmental department is conducted, I must take this opportunity of calling attention, first, to the extent to which the mode of working acts as a counterpoise to the *Revised Code* measure; and secondly, to the extravagance of the special awards.

136. Lastly, in regard to the machinery of the Government inspection, I have to report that it works efficiently and smoothly. The District Inspectors' visits to schools, although unexpected and frequent—occurring at least three or four times in the course of the year—are, as far as my personal opportunities for judging extended, hailed with pleasure. The *miscellaneous* visits do not necessarily refer to examinations, but all matters connected with the school are discussed or settled, the rolls are minutely scrutinized, and a word of reproof or approbation administered, as occasion serves. It is by this agency alone that the general scheme acquires an efficient and practically "national" character. Government inspection.

137. Thus far, my lords and gentlemen, I have endeavoured to convey the salient points of the information I was enabled to gather regarding the National school system as it affects the district assigned to me, and the special features of the schools themselves. With the exception of the Church Education Society's, and the Christian Brothers' schools, already described, the efforts made by private bodies or individuals (especially in the direction of "adventure" schools for the middle, or lower-middle, class), are surprisingly small. The following list embraces the more important:—

LIMERICK: MIDDLE CLASS SCHOOLS.

Roman Catholic:—

1. Jesuit College for Males.
2. French Convent for Females.
3. Philomine School for Females.
4. Branch of French Convent School, *Bruff*.

Protestant:—

5. Villiers Institution (Endowed).
6. Classical and Commercial Academy, Catherine-place.
7. " " " *Ennis*.
8. Presbyterian (Middle-class) "
9. Erasmus Smith's College (Endowed), "
10. Incorporated Society's (Middle-class), *Newport*.*

138. Of benevolent institutions with schools attached, the following are the most noteworthy:— Benevolent institutions.

1. Roman Catholic Orphan Asylum.
2. Protestant " "
3. Convent of the Good Shepherd (vide *Appendix B*).

139. The schools for the poor for which the Church is more or less responsible, are briefly described in *Appendix C*. Poor schools connected with the Church.

140. In *Appendix D* will be found a copy of my notes on some of the hedge schools, which excited my cordial commiseration. Hedge schools.

I have the honour to be, my Lords and Gentlemen, your obedient servant,

JAMES S. LAURIE.

APPENDIX A.†

Name of School.	Kind of School.	Numbers. On Roll.	Numbers. Average.	Numbers. Present.	Fees.	Teachers. Trained.	Teachers. Grade.	Teachers. Income (including *Fees*).	Monitors. No.	Monitors. Payments.	Assistants. No.	Assistants. Payments.	Total Government Grants.
					Per Quarter.			£ s. d.					£ s. d.
Adare,	Mixed,	82	54	48	1*s*.	Yes.	I. of II.	67 0 0	—	—	1	—	60 0 0
Do.	Convent,	244	171	187	—	—	Nuns.	—	7	£2 to £10	—	—	75 11 8
Ahane,	Male,	114	66	53	1*s*.	Yes.	III. of I.	78 0 0	2	£3 and £6	—	—	60 16 0
Do.	Female,	67	44	39	Do.	Yes.	I. of III.	24 0 0	—	—	—	—	20 0 0
Ardpatrick,	N. S. Boys,	104	65	80	—	Yes.	II. of II.	57 0 0	2	£5 and £6	1	£15	54 0 0
Do.	" Girls,	106	80	85	2*s*. to 5*s*.	Yes.	II. of I.	60 0 0	2	£6 and £10	1	£20	96 0 0
Ardagh,	" Boys,	135	80	60	1*s*. to 4*s*.	No.	I. of III.	37 0 0	1	£6	1	£24	54 0 0
Do.	" Fem.	131	80	75	2*s*.	Yes.	I. of III.	27 14 6	—	—	1	£20	40 0 0
Ballygran,	" Boys,	122	67	34	—	No.	I. of III.	31 10 0	—	—	1	£24	48 0 0
Do.	" Girls,	113	65	43	—	Yes.	I. of II.	32 0 0	—	—	1	£8	34 0 0
Ballyorgan,	Boys,	60	34	31	—	No.	Prob.	22 10 0	—	—	—	—	15 0 0
Do.	Girls,	51	35	30	6*d*. to 3*s*. 6*d*.	No.	I. of III.	19 0 0	—	—	—	—	16 0 0
Bansha,	Mixed,	148	78	115	—	Yes.	I. of III.	33 2 9	2	£5 and £6	1	£14	49 0 0
Barefield,	Boys,	95	41	23	—	No.	Prob.	22 0 0	—	—	—	—	15 0 0
Do.	Girls,	82	44	35	—	Yes.	I. of II.	30 0 0	1	£5	—	—	31 0 0
Birdhill,	Boys,	58	30	29	1*s*. to 2*s*.	No.	III. of II.	23 10 0	—	—	—	—	18 0 0
Do.	Girls,	68	33	32	Do.	No.	III. of II.	20 10 0	—	—	—	—	16 0 0
Broadford,	Boys,	85	42	45	6*d*.	Yes.	III. of I.	27 0 0	1	£2	—	—	33 4 2
Do.	Girls,	92	44	43	Do.	No.	III. of II.	18 1 3	1	£2	—	—	21 15 5
Baltard,	Mixed,	116	57	55	—	Yes.	I. of III.	36 0 0	—	—	1	£20	44 0 0
Bulgaden,	Boys,	140	74	48	1*s*. to 5*s*.	No.	II. of II.	61 7 6	1	£8	1	£24	64 0 0
Do.	Girls,	107	67	61	Do.	Yes.	II. of II.	45 10 0	1	£8	1	£20	52 0 0
Carigaholt,	Boys,	120	48	65	Do.	Yes.	II. of II.	38 17 0	1	£8	1	£18	54 0 0
Do.	Girls,	143	70	95	9*d*. to 2*s*. 6*d*.	Yes.	II. of II.	31 0 0	2	£6 and £7	1	£16	53 0 0
Carnane,	Boys,	109	56	50	1*s*. to 4*s*.	Yes.	II. of II.	42 0 0	2	£5 each	—	—	38 0 0
Do.	Girls,	92	50	55	1*s*. to 2*s*. 6*d*.	No.	II. of III.	24 0 0	—	—	—	—	16 0 0
Castle Clare,	Boys,	108	70	54	—	No.	I. of III.	34 0 0	1	£6	1	£15	45 0 0
Do.	Girls,	78	38	45	—	Yes.	II. of II.	30 0 0	—	—	—	—	24 0 0

* To this will probably be shortly added, Leamy's Institute, Limerick (endowed); the endowment, like that of the two last mentioned schools, having been originally intended for the "poor."

Also, the Model School contains a considerable number of well-to-do Protestants. The same remark applies to the Agricultural department, which ought to be abolished.

† Accidentally omitted from this list:— Limerick, Saint Patrick's National Schools, (2); " Workhouse National Schools, (3); " Barrack School, (1); Kilkee National Schools, (2). Showing a total of 100 National Schools visited.

Appendix A—*continued.*

Name of School.	Kind of School.	Numbers. On Roll.	Numbers. Average.	Numbers. Present.	Fees.	Teachers. Trained.	Teachers. Grade.	Teachers. Income (including *Fees*).	Monitors. No.	Monitors. Payments.	Assistants. No.	Assistants. Payments.	Total Government Grants.
					Per Quarter.			£ s. d.					£ s. d.
Castletown,	Mixed,	174	117	82	—	No.	I. of III.	36 0 0	1	£10	1	£14	48 0 0
Charleville,	Boys,	99	45	34	1*s.* to 2*s.*	Yes.	I. of I.	64 0 0	1	£5	1	—	57 0 0
Cloghaunsivaun,	Mixed,	163	59	93	1*s.*	Yes.	II. of II.	36 0 0	—	—	1	£18	46 0 0
Clondeen,	Do.	76	43	36	Do.	No.	III. of II.	37 5 0	—	—	1	£14	46 0 0
Colmanswell,	Do.	85	50	45	1*s.* 6*d*	Yes.	I. of II.	41 0 0	1	£6	—	—	38 0 0
Cahircoulish,	Do.	81	46	46	1*s.* to 5*s.*	Yes.	II. of III.	19 0 0	—	—	1	£16	32 0 0
Coora Clare,	Do.	476	208	105	1*s.* 6*d.*	Yes.	I. of I.	73 16 8	3	£8, £8, £6	3	£24	150 0 0
Croom,	Boys,	89	53	52	1*s.* to 3*s.*	Yes.	I. of II.	44 0 0	—	—	—	—	32 0 0
Do.,	Girls,	107	54	50	1*s.* to 3*s.*	Yes.	I. of II.	37 10 0	1	£8	1	£14	48 0 0
Cross,	Mixed,	161	65	96	1*s.* to 5*s.*	Yes.	I. of III.	47 7 0	1	£3	1	£8, £18	56 10 0
Crecora,	Boys,	94	62	68	1*s.* 3*d.*	No.	III. of I.	37 0 0	2	£6, £6	—	—	36 0 0
Do.,	Girls,	112	72	70	1*s.*	No.	Prob.	25 0 0	2	£6, £6	—	—	26 0 0
Donaghmore,	Mixed,	83	63	60	1*s.* 6*d.*	Yes.	II. of I.	54 15 6	—	—	1	£16	54 0 0
Doonbeg,	Do.,	174	72	93	1*s.* to 2*s.* 6*d.*	No.	Prob.	24 5 0	1	£6	1	£20	41 0 0
Doora,	Do.,	88	32	12	1*s.* to 3*s.*	No.	I. of III.	23 17 0	—	—	1	£14	32 0 0
Drehidtarsna,	Do.,	62	31	29	1*s.*	Yes.	II. of I.	39 8 0	—	—	—	—	32 0 0
Fenagh,	Boys,	174	97	76	1*s.* 6*d.* to 7*s.* 6*d.*	Yes.	I. of III.	41 0 0	2	£5	2	£24, £15	68 0 0
Do.,	Girls,	139	85	67	1*s.* to 3*s.* 6*d.*	Yes.	I of II.	44 0 0	—	—	1	£8, £20	54 0 0
Glenroe,	Boys,	130	65	46	1*s.* 6*d.* to 5*s.*	No.	I. of II.	52 0 0	—	—	1	£24	56 0 0
Do.,	Girls,	122	74	54	—	Yes.	I. of II.	46 0 0	1	£8	1	£16	50 0 0
Grange,	Boys,	60	37	30	—	No.	I. of III.	32 0 0	—	—	—	—	24 0 0
Do.,	Girls,	63	38	33	1*s.* 6*d.* to 5*s.*	No.	I. of III.	28 10 6	—	—	—	—	20 0 0
Kilbane,	Boys,	86	43	43	1*s.* 3*d.*	Yes.	II. of I.	42 6 10	1	£5	—	—	37 0 0
Do.,	Girls,	92	43	50	—	Yes.	III. of II.	23 3 4	—	—	—	—	20 15 0
Kilferagh,	Mixed,	51	23	24	1*s.* to. 2*s.*	Prob.	—	15 0 0	—	—	—	—	15 0 0
Kilfinnane,	Boys,	142	86	61	—	Yes.	I. of II.	62 0 0	—	—	1	£24	56 0 0
Do.,	Girls,	146	110	100	2*s.* 6*d.* to 5*s.*	No.	II. of II.	44 0 0	1	£10	1	£20	54 0 0
Kilmallock,	Boys,	196	136	118	1*s.* to 5*s.*	—	II. of II.	70 5 3	1	£6	2	£18, £15	74 10 0
Do.,	Girls,	235	143	139	1*s.* to 5*s.*	Yes.	I. of II.	64 12 3	2	£20	2	£40	103 0 0
Kilmeedy,	Boys,	132	91	83	1*s.* to 1*s.* 4*d.*	No.	I. of III.	29 2 6	1	£4	1	£24	52 0 0
Do.,	Girls,	132	83	80	1*s.* to 2*s.* 6*d.*	No.	I. of II.	38 0 0	1	£10	1	£16	52 0 0
Kishikirk,	Boys,	88	49	52	1*s.* 6*d.*	Yes.	I. of III.	58 0 0	1	£8	—	—	55 10 0
Do.,	Girls,	89	54	63	1*s.* 3*d.*	Yes.	I. of III.	41 6 0	—	—	1	£20	50 0 0
Knockenean,	Boys,	88	31	37	1*s.* to 2*s.* 6*d.*	No.	Prob.	20 0 0	1	£8	—	—	23 0 0
Do.,	Girls,	83	47	26	—	Yes.	I. of II.	31 0 0	—	—	—	—	20 0 0
Knockden,	Boys,	100	47	55	1*s.*	No.	III. of II.	24 5 0	1	£5	—	—	23 0 0
Do.,	Girls,	108	63	72	1*s.* 1*d.*	No.	III. of II.	22 4 0	—	—	1	£16	32 0 0
Limerick,	Model, m.	113	106	78	—	Yes.	I. of I.	116 6 9	6	Board and lodging,	1	£62 and ¼ of fees.	137 0 0
Do.,	Model, g.	105	88	77	3*s.*	Yes.	I. of I.	96 0 0	5	£6 to £12	1	£12 and ¼ of fees.	and cost of P T.'s, about £120 140 0 0
Do.,	Model, in.	103	117	69	3*s.*	Yes.	II. of II.	88 2 6	4	£10 to £8	1	£48 11 3	103 0 0
Limerick (Model Agricultural),	N. S. Boys,	87	56	60	2*s.*	Yes.	I.	80 10 0	1	£6	1	£20	68 0 0
Limerick, Sexton-street,	Girls,	941	582	545	—	—	Nuns.	—	15	£2 to £17	8	£15	89 0 0
Limerick, Percy-square,	Do.,	517	341	368	—	—	Nuns.	—	—	—	—	—	145 2 6
Do.,	Infants,	136	96	98	—	No.	—	36 16 0	2	£8 to £5	—	—	39 0 0
Limerick, Saint John's,	Girls,	614	383	400	—	—	Nuns.	—	11	£3 to £10	—	—	161 16 8
Limerick, Saint Mary's,	Do.,	877	544	556	—	—	Nuns.	—	16	£5 to £17	—	—	268 17 6
Mahoona,	Mixed,	235	149	133	1*s.* 6*d.* to 5*s.*	Yes.	III. of I.	62 0 0	2	£3 to £6	2	£20, £24	91 0 0
Monaleen,	Girls,	67	31	39	1*s.* 6*d.*	No.	Prob.	20 0 0	—	—	—	—	14 0 0
Do.,	Boys,	83	53	44	6*d.*	Yes.	III. of I.	32 0 0	1	£8	—	—	35 0 0
Moveen,	Mixed,	107	94	60	6*d.* to 2*s.*	Yes.	I. of III.	24 0 0	1	£5	—	£20	49 0 0
Newcastle,	Workho., Mixed,	53	44	41	—	No.	I. of II.	35 0 0	—	—	—	—	—
Do.,	Conv. Sc., Girls,	498	287	308	—	—	Nuns.	—	10	—	—	—	177 19 0
Parteen,	Male,	84	48	51	9*d.*	Yes.	I. of III.	50 15 5	2	£2 to £5	—	—	45 0 0
Do.,	Girls,	86	47	42	9*d.*	No.	III. of I.	26 0 0	1	£8	—	—	28 0 0
Rathkeale,	Convent, Girls,	386	266	277	—	—	Nuns.	—	9	£46	—	—	12 0 0
Do.,	Boys,	55	32	33	—	Yes.	II. of II.	35 0 0	—	—	—	—	28 0 0
Do.,	Girls,	77	47	76	—	No.	I. of II.	31 0 0	—	—	—	—	26 0 0
Rossfinch,	Boys,	81	39	28	1*s.* to 2*s.*	No.	III. of II.	23 10 0	1	£2	—	—	18 0 0
Do.,	Girls,	72	35	24	1*s.* to 1*s.* 6*d.*	No.	III. of II.	20 7 6	—	—	—	—	16 0 0
Sallybank,	Mixed,	132	72	85	1*s.*	Yes.	I. of III.	74 0 0	2	£10 to £5	1	£14	77 0 0
Shallee,	Do.,	96	32	23	1*s.* to 1*s.* 6*d.*	No.	Prob.	21 10 0	—	—	—	—	15 0 0
Tarmon,	Do.,	51	15	14	1*s.* to 2*s.*	No.	II. of III.	22 12 8	—	—	—	—	18 0 0
Villars,	Boys,	48	32	28	1*s.* to 5*s.*	Yes.	I. of I.	62 0 0	—	—	—	—	52 0 0
Do.,	Girls,	30	26	26	—	Yes.	III. of I.	53 0 0	—	—	—	—	20 0 0
Totals,		13,281	7,762	6,428	1,052 5 0	48	—	3,501 8 10	142	—	54	952 16 0	4,854 15 6

Appendix B.

Convent of the Good Shepherd.

Female Reformatory, Limerick.

This establishment is one of those belonging to the same religious order, established in various parts of Europe and America, and with a kindred object in view. The "community" here consists of 26 nuns, who devote their sole attention in their various departments to the reformation of 36 children and 82 "penitents"—the former convicted thieves, the latter reclaimed prostitutes—to whom they impart moral, religious, industrial, and general instruction.

The premises consist of a substantial pile of buildings, standing in about three acres of ground on the outskirts of the city. Every available space is utilized, with the utmost regard to economy and health; while the interior of the chapel is the most tasteful of any in the modern style I have ever seen. The accommodation for the inmates is insufficient, and the recreation ground and garden are of too limited an area.

The ostensible object of the institution being religious, much in the way of secular instruction, beyond the "essentials," is not aimed at; but an air of comfort, cleanliness, good feeding, and good training pervaded the whole. It is regularly inspected by Mr. Murray, and the Government allows a capitation grant; besides which the only pecuniary resources are the proceeds of an annual charity sermon and of a bazaar, together with the profits accruing from the "washing" of about a hundred Limerick families, and proceeds of needlework. Exclusive, therefore, of the Government grant, and of the cost of maintenance and service of the "community" (whose labours are strictly gratuitous), this institution is practically self-supporting. Situations as domestic servants are sometimes found for the inmates, but the

unfortunate scruples entertained by the public in reference to this class of persons have a most discouraging effect. The result is, that a considerable number are *permanent* residents, who might, if employed outside, or sent abroad under some special system of emigration, conveniently make room for others equally in need of purification and training.

The reverend mother of the "community" superintends all the operations with a remarkable degree of calm zeal, dignity, and intelligence.

At *Upton*, Cork, there is a branch establishment for males, while the juvenile offenders of Limerick are taken in exchange for a corresponding number of females.

Appendix C.

St. John's Parochial School, Limerick.

This school has just been convened after the vacation. Present, 11 boys in male department, and 12 girls and 8 boys in female department, which is under the master's wife. Salary £45, in addition to a house. No fees. Master belongs to the cathedral choir; was trained at Cheltenham, but displays none of the fruits of his high culture. Premises, gloomy and dirty.

Dr. Jeremiah Hall's Endowed School.

Present, 17 boys, 5 girls, under an aged, good-natured master, who evidently does his best. Salary (from endowment), £33, and residence. Premises, furniture, and apparatus, very moderate.

Blue-coat School.

Present, 5 boys, dirty, ragged urchins; whether Protestant or Roman Catholic unknown. No copy-books and few supplies of any kind but Readers. Teacher aged and incompetent. Salary (from endowment), £40.

Cathedral Choir School.

Thirteen lads belonging to the choir, and taught in a comfortable room in the tower by Dr. Mangin. He has voluntarily devoted his attention to the school for six and a half years.

General Observation.—*The above four schools should be merged in one, and provided with a thoroughly efficient trained teacher.*

Appendix D.

Hedge Schools.

Larkin's Cross (Clare), three miles from Limerick.

1. *Premises*, &c.—A tottering hut, with mud floor and rickety thatched roof. Furniture, a long table and a few low benches; master's bed and domestic appliances occupying one extremity of the room. A fetid pool opposite the door, and the atmosphere unwholesome.

2. *Master.*—Vigorous for his age; apparently about 65. Dirty and ill fed, depending for a good meal on the charity of neighbouring small farmers. For the rest, subsisting on school-fees of 1*d.* and 2*d.* per week per child. Formerly teacher of the National school.

3. *Pupils.*—15 boys and 15 girls, about the age of seven. Provided with a few National Irish Readers and slips of dirty ruled paper for writing, with here and there a slate. Little girls of seven and eight reading fairly in No. II. Book; two boys of about ten in No. III., and able to write legibly, and to work compound rules. The remainder read and spell fairly from No. I., or various primers.

Garryowen, Limerick.

1. *Premises*, &c.—Cottage in one of the poorest, but sufficiently open parts of the town. Rent 1*s.* per week. Master's sleeping compartment partitioned off. Furniture, table and low benches; no copy books, and such primers and readers as the children happened to have bought.

2. *Master.*—Wretched, miserably clad, and starved-looking young man of about 28. Had received some education in R. C. seminaries, and was apparently designed for the priesthood. Want of self-control and general disinclination, prevented his following up that vocation. His ambition is to teach classics; and he professes to be well versed in a Latin "Institutes of Philosophy." Subsists on fees that amount only to four or five shillings per week.

3. *Pupils.*—About fifteen young children, all looking very miserable. Good *gratuitous* education given in well-conducted schools within three minutes walk.

Lemonville (Limerick), four miles from the city.

Premises resembling case A. Master about seventy; thoroughly self-satisfied, and "severe and stern to view." Clearly does the work assigned to him by Providence in his own peculiar routine style. Had sixty pupils up to the date of the establishment of a neighbouring National school; they now number twenty, of both sexes, all young children.

Kilfinnane Hedge School.

1. *Premises.*—A small cottage of the usual bad type; used also as a smithy. On entering I found the children ranged in front of the forge, intently witnessing the chastisement of a girl of about eight years of age. The din and clatter of the smith's operations being suspended, the master emerged from a dark recess and greeted me with a welcome.

2. *Teacher.*—A man of about fifty years of age, very dirty, and very excitable. He cherished great hopes of having his merits recognised by the Royal Commission, and complained bitterly of his unrequited labours. Conducting me behind a partition, on the plea of showing me something highly important, he deftly dived into a species of coal-box or "bunker" which I assumed to be his bed, although it contained a *rudis indigestaque moles* of rags, boxes, books, &c. On reappearing, he desired me to read from a pamphlet he had fished out, a portion of a well-written satire on the insensibility of the public to the importance of the schoolmaster's calling. It was with some difficulty that I released myself from his interesting entertainment; and he reciprocated my regrets at my inability to remain and examine his school of eighteen children of the average age of seven.

Hedge School near Ballygran.

Here I found an aged schoolmaster, stone blind, who in earlier years had been teacher of a National school, but was now engaged with about twenty pupils, of the ordinary description, in a well situated mud hut. He was above eighty years of age, and seemed much depressed by his melancholy position. The so-called "Golden Vale" appeared to have brought but little wealth to his door; for he was just able to "keep soul and body together" by dint of necessarily toilsome efforts. Nor was he ever visited or assisted by the priests or neighbouring gentry. Nevertheless, he was not querulous, having probably got beyond even that stage. He was intelligent, and perfectly competent to do the work he had assigned himself.

ROYAL COMMISSION OF INQUIRY INTO PRIMARY EDUCATION (IRELAND).

REPORTS OF ASSISTANT COMMISSIONERS.

I.

REPORT

UPON THE STATE OF

PRIMARY EDUCATION

IN THE

SOUTH-EASTERN DISTRICT,

BY

P. LE PAGE RENOUF, ESQ.,

ASSISTANT COMMISSIONER.

CLASSIFIED ABSTRACT OF THE SCHOOLS

IN THE

SOUTH-EASTERN DISTRICT,

COMPILED FROM THE CONSTABULARY RETURNS.

Whole Number of Schools, 204.

Constabulary Districts.	Total Number of Schools in District.	National.	Church Education.	Monks'.	Nuns'.	Endowed	Private.	Mechanics.'	Friends'.	St. Vincent's	Protestant Orphan.
Clonmel, . . .	24	11	2	2	1	2	5	1	–	–	–
Thurles, . . .	24	16	4	1	–	–	3	–	–	–	–
Portlaw, . . .	35	25	5	–	–	–	5	–	–	–	–
Waterford City, .	30	5	3	3	4	1	7	–	2	4	1
Kilkenny, . . .	9	5	2	2	–	–	–	–	–	–	–
Castlecomer, . .	30	24	1	–	1	–	4	–	–	–	–
Wexford, . . .	38	23	6	1	1	2	5	–	–	–	–
New Ross, . .	14	8	3	2	–	–	1	–	–	–	–
Total, . .	204	117	26	11	7	5	30	1	2	4	1

ANALYSIS OF MR. RENOUF'S REPORT.

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Report of P. le Page Renouf, Esq., Assistant Commissioner.

1. My Lords and Gentlemen,—I have the honour to lay before you my report on the schools, which, in accordance with your instructions, I visited in the course of last summer, in the counties of Waterford, Wexford, Tipperary, and Kilkenny. My tour of inspection began on the 21st of June, and lasted till the 21st of September. I was unavoidably absent on official duty in England during the first fortnight of July. The district assigned to me includes the constabulary districts of Clonmel, Thurles, Kilkenny, Castlecomer, Portlaw, Waterford, New Ross, and Wexford. Of these districts I was compelled for want of time to leave Thurles and Castlecomer unvisited. I examined the schools of the town of Wexford, but I found the country schools of that neighbourhood closed in consequence of the harvest. In all I visited 120 school-rooms, 69 of which are in receipt of aid from the Board of National Education, the others are parochial schools of the Established Church, Christian Brothers' schools, convent schools, and private schools of various kinds. With reference to each of these, I have collected such information as appeared interesting or important. There are two classes of schools on which I have no report to make. Only one or two night schools exist in my district, and I had no opportunity of seeing any of them at work.* The model schools were specially reserved for the inspection of two of the Royal Commissioners, who in certain towns were also to examine and report upon the convent schools, and the schools of the Christian Brothers.† With a view to collect evidence from all quarters, I have seen and conversed with a very large number of persons, both lay and clerical, of different classes and denominations, and I am bound to express my deep sense of the extremely kind and warmhearted reception which I have invariably met, but the amount of positive information which I received is, in fact, very small. In towns like Waterford, Clonmel, or the city of Kilkenny, the only kind of evidence which was likely to be of any value, almost exclusively regarded the model schools, and so fell beyond my province; in the country districts, the only persons who take the least interest in education are the parochial clergy, and those I have seen have but few practical suggestions to make. There were of course persons ready enough to volunteer information, but quite unable to authenticate it, and who when cross-questioned turned out to have no real knowledge of what they were talking about, or were unwilling to take upon themselves the responsibility of their statements. I heard a great many assertions merely based upon *a priori* grounds, as when I was told that the education given by the Christian Brothers was bad, the only proof given being that the brothers were monks, or sweeping generalizations, as when an opponent of the National schools assured me that geography was grossly neglected in these schools, because in *one* school that he had seen, such was the case. Of theoretical principles too, I heard a great deal, but it was not necessary to travel at the public expense to learn that some persons conscientiously believe that all education is bad which is not based upon the reading of Holy Scripture; and that others not less strongly assert that the bishops of the Catholic Church have alone received the mission to teach, and that every national system of education of which they have not the control, is in fact sacrilegious. Most of the advocates of denominational education whom I met had merely considered the question in immediate reference to themselves; they would like to have a denominational school of their own, aided, if not entirely supported by Government, but they had not considered, or had at least very superficially considered the advantages which their theological opponents would derive from the establishment of the denominational principle. In reply to the printed questions which I circulated very extensively I received very few answers; those I received were of little or no importance. On one of the most momentous questions, viz., that of plans for securing increased or more regular attendance, I have not received a single answer. I have received very valuable assistance from some of the National Board Inspectors, particularly Mr. Lane at Waterford, whom I accompanied on several visits of inspection, and Mr. Harkin at Kilkenny. Mr. O'Hara at Clonmel, Mr. Brown at Tipperary, and Mr. Fitzgerald at Enniscorthy, I have only had the pleasure of meeting once. I have also to record my obligations to Mr. Sheahan and Mr. Sheridan, Head Inspectors. My intercourse with these gentlemen has not, I trust, warped my own judgment on the state of primary education in Ireland, the practical working of the system of National education, and the measures to be adopted for extending more generally to the people the benefits of education. On these points the conclusions I have arrived at have been derived almost entirely from the results of the examinations of the various classes of schools which I have visited.

District visited.

Information received.

2. On some of the questions to which my instructions referred, I was unable to obtain the necessary information, but the Commissioners will, I believe, obtain it through other sources. One of the most important questions connected with the present inquiry regards the average period of attendance of each child. The teachers could only guess at this, and that of course with extreme inaccuracy; they did not know how to

* Just before my departure from Clonmel, I ascertained that the vacation of the Mechanics' Institute evening school was over. I called accordingly, and found one or two young men waiting for the teacher, who, however, did not make his appearance.

† In consequence of this reserve, I abstained from examining the convent schools, and the principal Christian Brothers' schools of Waterford.

find it out from their registers, and if I had attempted to find it out myself in each school, the whole time at my disposal would have been taken up with this one question. I intended therefore to get a form printed, containing certain returns to be filled up by the teacher, and forwarded to me after my departure. But just as I was on the point of carrying out this intention, I found that the District Inspectors were circulating very similar forms to that I had thought of, and that in consequence of a demand made by the Royal Commissioners to the National Board. I was present on more than one occasion when the Inspector verified the returns which the teacher had made for him, and each case proved that such returns could not be relied upon previous to verification. The returns made through the National Board will have the immense advantage of being made with deference to the totality of schools in connexion with the National system.

3. It was seldom that I was able to obtain accurate information about the tenure of school buildings. This information is hardly ever to be obtained upon the spot. This, again, is one of the questions which have been asked of the Commissioners of National Education, and which they have asked of the District Inspectors. I have been witness of the pains which one of the Inspectors took in obtaining information, but altogether without success—on the day that I was present at least. But an Inspector who lives within a short distance of a school has at least some chance of discovering who the person is to whom he can write for information. An utter stranger to the place would have no such chance.

Population chiefly Roman Catholic. The town schools chiefly under "religious."

4. In those parts of my district which I have visited the great bulk of the population is of the Roman Catholic religion. Primary education in the towns of Clonmel, Waterford, Wexford, New Ross, and the city of Kilkenny is almost entirely in the hands of the Christian Brothers and nuns of different orders. Roman Catholic children are forbidden under pain of excommunication to go to the model schools, and the penalty is rigorously enforced. For those who do not belong to the workhouse or the gaol there is, besides the model schools, only one National school in Waterford, and this, I am told, is a mere feeder for the schools under the teaching of "religious." The female National schools in New Ross and Wexford are taught by nuns. The largest National school in Kilkenny is a convent school. In Clonmel there is no National school but the model school. In New Ross there is no male National school. There is one at Wexford consisting of two departments, but it can hardly be said to compete with the neighbouring establishment of the Christian Brothers. Kilkenny is the only place in which I found male and female National schools flourishing under secular teachers. The country parishes are supplied with National schools. Protestants are very seldom to be found in these country National schools. In towns they attend the model schools—very often under a protest from their own clergy—or they have parochial schools of their own, generally in connexion with the Church Education Society. A few private primary schools, aiming at a certain degree of respectability, are to be found in the towns, but they are not very flourishing. In most places the proprietors complained that their children were carried off by the Christian Brothers or the nuns. One flourishing and well-conducted dame school is to be found in the suburbs of Wexford. In another town I visited a hedge school, conducted by a master enjoying a rather equivocal reputation. In Waterford and New Ross a large number of children are kept from mischief and prepared for the more advanced schools by poor people under the auspices of the Society of St. Vincent of Paul.

School premises.

5. There is, as might be expected, a very considerable difference between the premises of these various schools. The convent schools and those of the Christian Brothers have almost invariably spacious and lofty rooms, well lighted and ventilated, and provided with desks and apparatus. They are all of them sufficiently large, and if their floors are often inconveniently crowded the true remedy lies in the construction of new schools, not in the extension of the present ones. The National schools, as far as I have seen them, are always well supplied with desks and apparatus; but their premises exhibit every degree of goodness and badness, from the magnificent rooms of the model schools, or even those of Mayfield, down to the cottage and cabin chambers of some of the rural schools. The parochial schools of the Established Church in Waterford, Wexford, New Ross, and Clonmel have very respectable premises. In Kilkenny I found the boys' school sufficiently large, but badly lighted. The private schools are naturally kept in the rooms of dwelling-houses, and their supply of apparatus is very limited. One of the private schools in Waterford is kept in a spacious room, but it is quite unprovided with apparatus. The schools provided for poor children by the Society of St. Vincent of Paul are mere cabin kitchens, perhaps not more than three paces in length or breadth, sometimes without anything to sit upon but the floor. Here I have seen thirty or forty children packed together as close as herrings in a barrel.

6. I cannot find that the National schools are too numerous in any part of the country I have gone through. There is only one place in which I have heard of the interests of a school being affected by the neighbourhood of other schools; but the master who made the complaint was not an efficient teacher, and I am not suprised that his school should be deserted for schools possessing greater attractions.

Actual attendance.

7. The number of children actually present in the primary schools of my district on the 25th of June, 1858, was as follows :—

Constabulary district of Castlecomer,	1,788	Constabulary district of Thurles,	1,275
,, ,, Clonmel,	2,124	,, ,, Waterford,	3,082
,, ,, Kilkenny,	1,547	,, ,, Wexford,	2,292
,, ,, New Ross,	1,242		
,, ,, Portlaw,	1,780	Total number,	15,130

8. If the number of school children in each district be compared with the total population of the district according to the last Census, it will be found that the ratios are as follow :—

In the district of Castlecomer,	1 in 7·3	In the district of Thurles,	1 in 13·2
,, ,, Clonmel,	1 ,, 7·9	,, ,, Waterford,	1 ,, 7·8
,, ,, Kilkenny,	1 ,, 10·9	,, ,, Wexford,	1 ,, 6·1
,, ,, New Ross,	1 ,, 6	And in the entire district under examination,	1 ,, 8·2
,, ,, Portlaw,	1 ,, 9		

9. The district of Thurles has a much lower ratio than any other, but this may be partly owing to the fact that several important schools belonging to it happened to be closed when the constabulary return was taken; and from the fact that the vacation had already begun in some of the schools it is not improbable that the attendance had already fallen off in others.

Ratio to population.

10. It would of course be most desirable to compare the number of scholars with the entire population in 1868; but in the absence of a general census we are obliged to be content with such landmarks as we can get. The question is whether the population has increased or decreased since 1861. I do not think there can be a doubt on the subject. In 1861, throughout the constabulary districts enumerated the number of children between one and five years of age was very considerably less than the number between five and ten, and this again less than the number between 10 and 15. In the district of Wexford, for instance, there were 1,073 children between one and five, 1,295 between five and ten, 1,464 between ten and fifteen. An immense number of infants die, as it is well known, before they have completed their first year. It is evident therefore that in 1866 the number of children

in the district between ten and fifteen cannot have *exceeded* 1,295, but the deaths in five years must have greatly reduced it below that amount. The population above fifteen years of age has been diminished by deaths and other losses which cannot possibly have been balanced by the births during the same period. It is therefore in the highest degree probable that the rates of school-going children to the entire population is higher—perhaps considerably higher—than would appear from the calculation based upon the Census of 1861. Now, in 1858 the proportion of week-day scholars to population was 1 in 7·7 in England, 1 in 9·0 in France, 1 in 8·11 in Holland, and 1 in 6·27 in Prussia, where elementary education is compulsory. In some of my districts the proportion would at first sight appear to be as high as in Prussia, or even higher; but it must be borne in mind that the constabulary return of the 25th June, 1868, does not represent the average attendance of the schools, which is, in many instances that I have examined, somewhat lower. And this leads me to speak of another source of evidence bearing on the same question.

Average attendance.

11. I have everywhere been struck by the enormous disproportion between the number of children whose names appear on the rolls of the National schools and the average daily attendance. But this disproportion is not peculiar to my district, but extends throughout the whole of Ireland. I find from the thirty-third Report of the Commissioners of National Education in Ireland that the number of children on the rolls in December, 1865, was 922,084, and that the average daily attendance for the same period was only 321,209. At the close of the year 1866, the total number of the children on the rolls within the year was 910,819, and the daily average for the year was 316,225. This seems to imply a most extraordinary irregularity of attendance. In England, in 1858, the centesimal proportion of scholars in average daily attendance to the total number belonging to the school was, in public week day schools, 76·1, and in private week day schools, 84·8. But throughout Ireland scarcely more than one-third of the children on the books of each school are in average daily attendance, and in many schools the proportion is even lower. The following returns, which I have taken at random, follow consecutively at p. 510 of the Report for 1866 :—

No.		Rolls.	Average.
134.	Traceystown,	78	23
135.	Tacumshin,	80	36
136.	Tomhaggard,	80	28
137.	Ballycullane, m.,	69	22
138.	,, f.,	80	22
139.	Dunmain, m.,	134	33
140.	,, f.,	117	26
141.	Templetown, m.,	78	22
142.	,, f.,	83	22

12. In a large convent school, at Wexford, of 812 children, the average attendance returned is only 271. On turning over a few pages of the blue book, I find Mullingar Convent school, with 637 children on the rolls, but only 184 in average attendance ; and, on the same page, Moate Convent school, with 367 children on rolls, but with only 130 as an average ; Rathowen, with 225 children on rolls, and an average of 59 ; and Loughagar, with 135 children on rolls, and an average of 23.

13. In St. Patrick's National school, Waterford, the returns for the last three years have been as follow :—

	On rolls.	Average.
1866,	260	52
1867,	270	61
1868,	252	45

The mistress of the school assured me that she regularly gave bread to a number of children, and it is probable that without this the average number of children in the school would be lower than it is. Now, one cause of this disproportion between the average and the number on the rolls is, unquestionably, owing to the fact that many children's names are kept on the rolls of the National schools long after they have ceased to have any real connexion with the schools ; and it is not improbable that were the regulations* now in force throughout the English schools, in receipt of Government aid, carried out in Ireland, the centesimal proportion of the average to the total number of children at school would appear much higher than it does at present. The registers of the Christian Brothers' schools do not retain the names of the children so long after they have ceased to attend, and I have no doubt this is one of the reasons why their averages exhibit a centesimal proportion more nearly resembling that in England. According to their returns, the Christian Brothers have 26,871 children on their rolls, with an average attendance of 19,301, or 71 per cent. These returns include those of six schools in England, but the centesimal proportion would not be much altered by their omission. The existing method of keeping registers in the National schools has this advantage for our present inquiry—that it reveals the very large proportion of children in the educational age who are not at school, or who at least are there very seldom. It is not improbable that in large towns the same child's name occurs on the rolls of two or even more schools, but the cases of double return cannot be sufficiently numerous to affect the enormous disproportion in numbers between those who are and those who ought to be at school. The irregularity of attendance, which this disproportion implies as existing throughout the country, is chiefly owing, as far as I can discover, to the indifference of parents. They have no positive unwillingness to send their children to school, the schools are always sufficiently close at hand, religious scruples are out of question, except as regards the model schools, gratuitous education is plentifully offered to those whose parents cannot afford to pay even a penny a week, and the parents would readily and cheerfully assent to any proposition magnifying the importance and use of education, but *vis inertiæ* is the most powerful influence affecting them. They do not require to be convinced ; "*vident meliora probantque;*" for a time their enthusiasm might be roused through the efforts of persons in whom they have confidence; but unfortunately no one seems as yet to have thought of any plan by which this enthusiasm, if once aroused, might be made to produce permanent results. But though the apathy of parents is the principal and most universal cause of irregularity in attendance, I do not mean to say that it is always the only one. When the child's help can be of any use to the parent the education of the former will infallibly be sacrificed. The venerable parish priest of Tramore, in the county of Waterford, assured me that a very great number of small farmers, who formerly employed men servants, can no longer afford to do so ; they therefore employ their own children or others who would otherwise be at school. I have been assured of the same fact by other authorities. It is also certain from the registers of

Causes of irregularity of attendance.

* "No child's name should be kept on the Admission Register after a fortnight's continuous absence without inquiry from the parents *whether the child has been withdrawn.* The names of children withdrawn (*whether they are so, the answer of their parents will decide*) should be cancelled at once in the registers, and not included in the returns of *age* and *stay at school ;* but the attendance (if any) opposite to such names in the Class Registers, must be counted under Rule 11., *supra,* and the whole number of such names must be counted for the return 'left last year.'" Supplemental Rule 11.

country schools that during the times of tillage, and about the harvest time, the attendance is particularly low, not merely with reference to the elder children but even as regards infants, who cannot work, but whose schooling is little thought of at such seasons by their parents. There are indeed places (though I have not come across any in my own district) in which, during these seasons, entire families leave their homes, and remain away for a considerable time.

14. Putting together the two facts—first, that on the 25th June, 1868, more than 1 out of every 8·2 of the entire population of my district was actually found at school; and secondly, that the average daily attendance is not much more than a third of the children who *sometimes* go to school, it follows, even though 1÷8·2 does not accurately represent the average daily attendance, that nearly all the children go sometimes to school.

Discipline.

15. I am thoroughly satisfied with the cleanliness, neatness, and orderly behavour prevailing very generally in the schools I have visited, and particularly in the country schools. In very many of these not a single child had shoes or stockings, but their feet and legs, like their hands and faces, were scrupulously clean, their hair was combed; rags and dirt were found only in the "charity" schools of the towns. In other respects the discipline varied according to the abilities and influence of the teacher. There is one point in which the *inspected* schools appear to me to have a great superiority over the uninspected, and this is with reference to copying. In general throughout the National schools the children took down their sums from my dictation, worked them without looking to the right or to the left, and then turned down their slates in such a way that no one could see what they had done until I came up. This was the result not so much of better moral instruction than is given in the uninspected schools as of better drill. In one National school I detected a good deal of copying; but this was a school in which the premises were quite insufficient for the number of children present, and wherever this defect exists it is impossible that discipline can be well carried out.

16. I am enabled to bear witness to the strictness with which the Time Table is observed in the National schools. On almost every occasion of my entering one of these schools, I ascertained, by actual inspection, what the children were doing in each class, and then compared this work with that prescribed by the Time Table. I can only remember one case in which the Time Table was not strictly observed. With method and regularity even inferior teachers are able to accomplish much. The best of methods and the most efficient teachers, on the other hand, are powerless against such an evil as irregularity of attendance. Not only do many of the children come to school at irregular intervals, but many of those who come often are extremely careless as to the hour at which they make their appearance. If the rolls were called, as in the English schools under inspection, at an early hour in the morning and afternoon, the average attendance resulting from the registers would, in most schools, perhaps, be very much lower than it is rated at present. I have constantly found children coming in at eleven o'clock in the morning, or even later; at one school which I visited in company with the District Inspector, the master told us that *many* boys only came in at twelve.

Gratuitous education.

17. The number of children who are educated gratuitously is very considerable. This is not wonderful considering the market price of education in the towns. The Christian Brothers professedly teach gratuitously, although the boys who can afford it pay one penny weekly towards keeping up the supply of maps and other apparatus. The convent schools give as gratuitous an education, even when connected with the National Board of Education. In the Carmelite Convent school, for instance, at New Ross out of 445 children only about 50 pay one penny weekly. In the convent school taught by the Sisters of Mercy in the same town the children are supposed to pay one penny weekly, but although there are 242 children on the rolls, the fees seldom produce eighteen pence in the whole week. In a convent school at Wexford, taught by Sisters of Mercy, and in connexion with the National Board, out of 269 children 208 were reported to me as free, the other children paid a weekly fee of one penny. In the male National schools of Wexford the education was reported to me as being simply gratuitous. In most of the Protestant parochial schools which I have seen the children are admitted without paying fees, although well dressed and evidently belonging to a wealthier class than that to which the National school children generally belong. The advantages held out in some places, as at New Ross and Kilkenny, to children who complete their course in these schools are extremely great. They are freely apprenticed on leaving school. Boys at Kilkenny, I was told, get £36 or may be admitted into the Pococke Institution. Girls have similar advantages, and I was assured that they even received £50 as a marriage portion. In the country National schools the usual fees asked are from 1*s.* or 1*s.* 1*d.* per quarter to 4*s.* or 5*s.*, "according to class and circumstances." In some schools the highest fee does not exceed 2*s.* per quarter. There are some schools, but very few indeed, in which payment is compulsory. The highest fees are rarely paid except in special cases; as, for instance, when a boy sixteen or seventeen years old comes for the purpose of learning mensuration. In two or three cases I have found the total amount of the school-fees rising as high as £18 or £20 per annum, but it is very seldom that they rise even as high as £10. On an average they do not exceed £3: a very insufficient supplement to a teacher's salary.

18. The following table gives a view at once of the classification of fifty-nine teachers in National schools which I have visited, and of the salaries which they enjoy. The table contains no return connected either with convent schools or with workhouse schools.

1st class	2nd division,	1	male teacher, salary	£44; 2 females, salary	£36.
,,	3rd ,,	3	,,	38; 4 ,,	30.
2nd class	1st ,,	9	,,	32; 2 ,,	26.
,,	2nd ,,	5	,,	28; 8 ,,	24.
3rd class	1st ,,	12	,,	24; 5 ,,	20.
,,	2nd ,,	1	,,	18; 7 ,,	16.
Probationers,		2	,,	15.	

Income of teachers.

19. Of these 59 teachers 18 have their residence free, 3 others are wives of schoolmasters having their residence free; 8 of the teachers live with their parents; another is the wife of a scholmaster who has not his residence free. The cost of residence varies greatly according to the locality and other circumstances. Some teachers are married and have large families. The lowest return made to me for cost of residence is four pence per week (at Dunhill, in the county of Waterford), the highest is £15 per annum. Between these two extremes returns have been made of 1*s.* and 2*s.* weekly, or of £1, £2 10*s.*, £3, £4 10*s.*, £5, £5 10*s.*, £6 6*s.*, £8, and £10 10*s.* per annum. The local contributions which come in aid of salary and fees are so rare as but very slightly to raise the average emolument of a teacher, so that it may safely be affirmed that teachers in general are wretchedly paid, and out of their wretched income some of them are bound to keep the premises painted and whitewashed, and to repair the roof and floors. It is not surprising that the cleverest of them leave this profession as soon as they can find an opportunity of so doing.

20. In the Protestant denominational schools the pay of the schoolmaster is often eked out by his being clerk or organist. One had as much as £70 per annum, but £40 was a more usual income. The pay of the female teachers varied from £20 to £25. Half of the teachers I saw had their residence free. The others gave returns of the cost of residence, varying from £4 to £12.

21. In judging of the efficiency of the schools by the examinations which they underwent several extenuating circumstances have in fairness to be borne in mind. The season of the year in which the examinations were for the most part held was extremely unfavourable. The Assistant Commissioners came to the schools either just before the vacation, when perhaps the best scholars had already gone to work, or just after the vacation before the children had all returned, and before the children had had time to refresh their memories, and recover the losses which every vacation necessarily entails upon school children. Very shortly after I had examined one of the Christian Brothers' schools, I received a note from the teacher informing me that he had examined his children after my departure, and discovering a great many failures, argued that I had made the same discovery. In extenuation of these failures he pleaded the fact that the boys were only just back after the holidays, during which they had forgotten a great deal which they had known before. The plea is a perfectly good one, not only for that school but for many others examined at the same time; and equivalent if not identical pleas must be offered for nearly every school which I saw. The standard by which I judged of the goodness of a school was that which I am in the habit of applying to the schools under my inspection in England. But in applying such a test I have ever been careful to bear in mind the great difference between the circumstances under which the English and Irish schools were respectively examined. An English school is never examined for annual grants under the Revised Code without having received notice of the day and hour on which the examination is to be held, the month of inspection has been known for a considerable time beforehand, and there has generally been an entire year's preparation for the examination. In Ireland the schools were all taken unprepared, and I examined every child present, whereas in England the individual examination is confined to the children who have made 200 attendances in the year, by which limitation the number of failures is very considerably diminished. All this, I repeat, has been taken into consideration, and it must not be supposed that I ever examined children by a higher test than that by which their own inspectors examine them. The "Programme of Instructions" or "minimum amount of proficiency required" for the second, third, and fourth classes of National schools is far beyond what I required of those classes. Examination of schools.

22. The first grave fact which struck me, was the comparatively small number of children who had risen above the third class. This was particularly striking in the country districts, but in some parts much more than in others. In 13 (country) schools of the county of Kilkenny, 9·1 per cent. of the children present were above the third class, but this is the highest per-centage I have seen in all my district. Eleven country schools in Tipperary gave a per-centage of only 4·4. Fourteen schools (both town and country) of the county of Wexford give a per-centage of 8·1; but 21 schools (town and country) in the county of Waterford give a per-centage of only 3·6. If we leave two infants' schools out of the calculation the last per-centage will be raised to 4·2. In the National schools of the county of Waterford, 56 per cent., and in the county of Wexford, 59 per cent. of the children I saw were below the second class; and in the whole course of my inquiry I did not see more than one or two schools in which the senior division of the first class satisfied, even approximately, the requirements of the Programme of Instruction. Now, the season of the year had, I have no doubt, a great deal to do with the absence of children above the third class. The returns given in the last Report of the Commissioners of National Education give quite different proportions, whether we look to the counties in which my inquiry has been conducted, or to the grand totals for the whole of Ireland. The per-centages for all Ireland, given by the Commissioners, are 7·13 for pupils above the third class, and 45·39 for those below the second. It must, however, be remembered that these per-centages are calculated upon a return of 659,340 children on the rolls for the last quarter of the year 1866, and that this return is more than twice as large as the average daily attendance of the year. It would be interesting to know what the per-centages would have been had the English plan of cancelling the names after a continuous absence of a fortnight been carried out. The per-centages would assuredly have been raised in the first class and lowered in the fourth. In National schools few children above third class, at least half of them below the second.

23. I have already said that the senior section of the first class very seldom came up to the requirements of the "Programme of Instruction." The children of this division are expected—

1. "To read with correct pronunciation the lessons of the first four sections of first book.
2. "To spell correctly the words of those lessons, and to understand their meaning.
3. "To know the Addition Table.
4. "To write and read any number of three digits, and to add three such numbers.
5. "To write words of three letters."

Nothing that I have seen or heard in the course of my inquiry has tended to shake my opinion that the fourth of these requirements would be more in its place in the programme of the second class. On the other hand, there is no reason why children in this section of the first class should not be required to write down from dictation any capital or small letter of the alphabet, or any monosyllabic words which they are capable of spelling. The most advanced children of this section I have seen were seldom able to write the letters from dictation, and the only word of three letters which was readily written was "man." I wish the Irish managers and teachers who are satisfied with their schools could have seen the writing of the lowest standard in the very first two schools I inspected on my return to England, in each of which a large number of children under seven years of age produced writing such as I have only seen in the highest classes in Irish schools. I am not here contrasting the attainments of Irish with those of English children, for most of the children, if not all, in St. Patrick's Roman Catholic girls' and infants' schools, at Walsall, are Irish. And their reading and arithmetic were equally superior to the reading and arithmetic in the corresponding class in the Irish National schools. I may, perhaps, be reminded of what I have said as to the comparatively favourable conditions under which schools are examined in England. But making all possible allowances for the difference of conditions, I assert that no teacher I have seen in any Irish school (whether it be called "National," "Christian Brothers'," "Convent," or of the "Church Education Society") appeared to have a true notion of what a whole class of children under seven years of age could, without any extraordinary efforts, be made to produce. Having spoken so unfavourably of the senior section of the first class in the National schools, I am obliged to add that I was seldom able to satisfy myself that the children in the lower section of this class knew anything. This may in part, and particularly in out-of-the-way spots, be accounted for by the shyness of village children; but shyness only accounts for silence, not for wrong answers. And in many places the children were decidedly very far from shy. Instruction of lowest class.

24. On looking through the "Observation Book," which is kept in each National school, I have not unfrequently found the following entry made by the Inspector in his record of an examination:—"First class not examined." I have witnessed several of these inspections, and in more than one district, and have noticed that the Inspector always began his examination with the highest class. In almost every school that I entered the teacher presented his highest class first, so that (contrary to my own intentions) I almost invariably observed the same order, as being that to which both teachers and pupils were most accustomed. There is a good deal to be said in favour of this method of examination; but the advantages of the other method—viz., that of beginning with the lowest class, appear greatly to preponderate, and particularly with reference to the effect produced Present system of inspection.

upon the mind of the teacher. In each of the inspections at which I was present the examination was very strict; but after having borne the brunt of the Inspector's severity and displeasure with reference to his most advanced pupils, and that, perhaps, during a couple of hours, the teacher was almost indifferent to what was said about the first class, and seemed to consider it as a necessary and inevitable corollary of what had gone before. I am quite sure that if the reverse order of examination were habitually adopted very beneficial results would ensue.

Changes suggested.

25. Whilst on the subject of inspection I will venture to make another suggestion. The principle of inspection without preliminary notice is a very valuable part of the Irish system, and one which, so far from wishing to disturb, I should like to see introduced into the English system. But unlike English schools, which have only an annual inspection, the Irish National schools are inspected several times in the year. It appears to me most desirable that *one* of these inspections should occur at a fixed date for each school, and that at this inspection each child should be examined and his proficiency noted down in reading, writing, and arithmetic, according to a programme more or less resembling that prescribed by the English Revised Code, and its Supplementary Rules. This programme appears to me at once more real and more simple than the existing programme of the National Board.

26. One of the immediate advantages of the substitution of the programme of the Revised Code would be a better classification of the children than exists at present. Children who are learning such different rules as subtraction and division ought not to be in the same class. I was surprised to find the greatest diversity in the attainments (or supposed attainments) in arithmetic of children who were presented to me as being taught together.

Attainments of children above first class.

27. With the exception of those who had recently been promoted from the first class, the reading and writing of the second and higher classes were generally at least fair; so also was the spelling. The reading of the second class was indeed most frequently confined to the first part of the Second Book, but the difference between the attainments of the first and second class was almost everywhere so striking as to furnish another proof that the first class had not that attention paid to it which it deserves. The word *fair*, as used by English Inspectors, implies "that *reading* is intelligible though not quite good; *dictation*, legible and rightly spelt in all common words, though the writing may need improvement, and less common words may be misspelt." I am bound to add that the reading in the National schools, as far as it goes, is not only intelligible but intelligent. There certainly were cases in which the children read the words fairly without understanding the meaning of the more difficult expressions, but in general I found that considerable pains had been taken to impress upon them the sense as well as the sound of words. The spelling of ordinary words is also well taught. I am not sure that too much importance is not attached to the penmanship exhibited in the copy-books, as compared with transcription and writing from dictation. It is chiefly from the two latter kinds of writing that I judged of the attainments of the children, though I invariably examined their copy-books. It happened not unfrequently that the writing done in my presence was very much inferior to the writing done from set copies. On the whole, however, I do not think that either the writing or the reading in the National schools can be considered unsatisfactory. Dictation is sometimes very good in fourth and fifth classes. Reading with correct taste and expression is exceedingly rare under any circumstances, and we have really no right to expect it under conditions implying a far higher degree of intellectual culture than is ordinarily to be attained by children at the age and of the social position of those attending elementary schools.

28. The attainments in arithmetic are far less satisfactory. Yet the sums I gave out to be worked were anything but difficult, and no child was asked to work a sum which the teacher considered above its powers. I never gave out a sum in simple subtraction with more than four figures in the minuend. In compound multiplication 145 was I think the highest multiplier. Sums in other rules were equally easy. But I always insisted on the sums being taken down from dictation, and the result was that notation turned out to be very imperfectly known. I do not think I can do better than give the following extracts from my notes on the arithmetical part of the examination undergone by various schools.

"1. Sixteen children tried compound subtraction, only three were right. In the third class only one (out of six) correctly worked a sum in simple subtraction. Six in the fourth class (out of nine) did sums in proportion and practice.

"2. Only one in the school (out of eleven above the second class) was able correctly to divide £20 by twenty-one. Notation is bad in every class.

"3. (Five children in the second class; eleven in the third; two in the fourth). All can do the simple rules correctly, but only three were right in compound rules of money.

"4. Out of twenty-nine in second class six passed in simple division, twenty tried subtraction but failed. The third class (four) had their sums wrong. The fourth and fifth classes had theirs right (in practice).

"5. (Forty-two children above first class; five above third). Arithmetic bad throughout. At the first trial only one sum right (proportion). On a second trial, lower rules being chosen, ten sums were right in simple division and one in compound subtraction.

"6. (Thirty-four above first class.) Five passed in subtraction, six as far as simple division, three in compound multiplication, eight in compound division, one in proportion.

"7. (Forty-six in second class; nine in third; six in fourth). In second class eighteen passed as far as simple subtraction, four as far as short division. In the upper classes four passed in compound division, two in proportion, one in practice.

"8. (Ballygunner, female, county Waterford. First class, twenty; second, twenty-eight; third, seven; fourth, nine). One of the most satisfactory schools I have visited, . . . In the first class five children had some elementary notions of arithmetic. . . . The notation is good throughout. In the second class eighteen children out of twenty-eight passed in arithmetic (twelve of them in short division). The third and fourth passed without a failure (twelve in the compound rules of money, four in weights and measures, proportion, and practice).

"9. In the second class six out of sixteen passed; in the third and fourth (five children) one passed in compound multiplication of money and one in practice.

"10. Arithmetic weak throughout the school. In the second class two out of fourteen passed. Only one passed out of ten above the second class.

"11. (Second class, 117; third, thirty-nine; fourth, twenty-four; fifth, twenty-six). In the second class forty-one passed as far as simple subtraction, nine as far as short division. In the higher classes seven passed in short division, six in multiplication of money, eight in division of money, sixteen in proportion, and nineteen in practice.

"12. (Second class, seventeen; third, nine; fourth, two). No boy in the school could do a compound multiplication sum. Only one boy did a simple short division, five could do addition and subtraction. Throughout the school the multiplication table is very moderately known.

"13. (Second class, thirty-five; third, eighteen; fourth, nineteen). Only one girl failed in the fourth class, but all failed in the third and all but three in the second.

"14. (Second class, sixteen; third, twenty-one; fourth, fifteen). In the second class three girls passed, in the third twelve, in the fourth seven. The fourth class would not attempt any sum above the compound rules in money.

"15. Out of thirty-eight in the second class thirteen passed as far as simple subtraction. Half of the class knew their multiplication table. Out of sixteen in the third class five did a sum right in simple division, eight others had a sum right in simple subtraction. In the fourth class out of twenty-one, one girl had a sum right in weights and measures, eight had a sum right in compound division of money."

29. I stop here, because further extracts would only tell the same, not a different tale. Those I have given have not been selected for the purpose of exhibiting the more unfavourable side of the picture. The impression which is conveyed by them would not be modified by the study of my notes on the other National schools which I visited.

30. Considerable pains are taken in teaching grammar and geography (particularly of Ireland). Success in these studies varies of course in different schools.

Workhouse schools.

31. Among the National schools there is one class quite distinct, though taught according to the same method, viz., the workhouse schools. They are in general very efficiently conducted. I was particularly pleased with the teaching of the infant classes in the female departments of the workhouse schools at Clonmel and Kilkenny. And among the schools of every description which I have visited in the four counties of my district I consider the male department of the Clonmel workhouse school one of the best.

Convent schools.

32. The convent schools in connexion with the National Board chiefly differ from other National schools in two respects. Their principal teachers are not required to pass an examination, and the public grant depends solely upon the average attendance. I am not acquainted with the reasons which induced the Commissioners to dispense with the examination in the case of "religious" teachers. The common reason given to me, that "religious" could not be expected to submit to a public examination, is manifestly untenable. In England, Irish as well as English nuns submit to examination without the least hesitation,* and the same rule is found in Catholic countries abroad. That the public grant to a school should depend solely upon the registration kept by the school teachers is a principle which in England would find but few advocates. I shall perhaps be asked whether the "religious" who have not passed an examination are not quite as efficient teachers as those who have been examined. My examinations of the convent schools certainly do not prove this. It is often argued that because many of the ladies who teach in the convent schools belong to good families, and have themselves received a highly refined education, they are more likely to teach well than persons in the condition of ordinary National school teachers. I cannot think that any persons acquainted with the practical working of schools can possibly favour such a delusion. Teaching is an art which, like all others, requires to be learnt, and the most zealous dilettantism under the most favourable circumstances is as little likely to be successful in this art as in that of baking. One or two of the very best teachers in my English district are nuns; but their success is not owing in any way to the accident of their being "religious," or better born than their fellow-teachers, some of whom are quite as successful, but to natural abilities and good training, besides complete devotion to their work. I do not think it is possible to converse with more delightful persons than the "religious" teachers I have seen in the convent schools of Ireland. Their devotion to their duties is beyond all praise, and their meekness and gentleness must win hearts far more stubborn than those of the little ones whom they train up to piety and virtue. The civilizing influence which they exert is certainly immense. I have no doubt that if I had merely passed through these schools in the necessarily superficial way of ordinary visitors, I should have seen no side but the bright one; but individual examination is a severe but salutary check upon mere inspection, however carefully conducted. And tried by this test of individual examination, the convent schools do not exhibit that superiority over other schools which their panegyrists assert. I do not find that their children read or write better than other children—their per-centages of failures in these subjects are greater—and in the uninspected schools arithmetic is decidedly much inferior. Out of 108 girls, for instance, in the *highest* department of a convent school, 2 passed in proportion, 3 in compound multiplication, 5 in short simple division, 8 in subtraction, and 7 in addition of three numbers of not more than three digits. In this school-room only 30 girls were able to transcribe from a reading-book. In another convent school, out of 94 girls in the upper department only 1 had a sum right in practice, 1 in simple multiplication, and 13 (several of whom, I am sorry to say, were guilty of copying) in a little addition sum.

Christian Brothers.

33. The Christian Brothers, as I have already said, almost monopolize the teaching in the towns. It is easy to understand why, even without reference either to the question of mixed education or to the great reputation which the Brothers have won, the Catholic clergy should show a preference to them above any secular teachers. Each Brother, by the mere fact of his being a member of an approved religious community, necessarily appears to them to offer the best possible guarantees of Christian sentiment and virtuous conduct. "Above all things, the Brothers are to recollect that the instruction of the children in piety and religion is the great and main end of their institute. This is to be their first and principal care in regard to their pupils." Such is their rule, and there can be little doubt that it is most thoroughly and successfully carried out. I have heard persons of all classes and denominations speak enthusiastically of the "Christian" schools, as they are called. My own personal impressions of the teachers are quite in keeping with the popular feeling. My duties, however, as an examiner did not permit me to be satisfied with mere impressions, and on subjecting these schools to the same tests which I was in the habit of applying to the National and other schools, I arrived at conclusions which I am confident would be confirmed by any examiner familiar with school management on a large scale. The Christian Brothers have excellent and most devoted teachers, but the supply is unequal to the demand. The floors of their schools are crowded, sometimes most inconveniently. In one of the schools at Waterford I found the passages and even the staircase incumbered by classes of children. It is quite impossible that the Brother who has the charge of the room can attend to so many children at once, and the inevitable consequence is that the great majority of the pupils must be left to the care of monitors, many of them very young, and requiring themselves to be looked after quite as much as their little charges. The highest class, generally large in numbers, and containing boys of fourteen, fifteen, and even sixteen years of age, requires the constant supervision of the brother, and the lower classes cannot possibly have as much of it as they really require. As a rule, the highest class in the "Christian" schools which I have seen is well taught; the others in a very inferior degree. Before I became familiar with their system I thought the failure even greater than it was in fact; for many of the children who had made some progress in reading had received no instruction whatever in either writing or arithmetic. This was not the result of neglect, but of system. A Brother tried to persuade me that it was impossible to teach the rudiments of reading, writing, and arithmetic at the same time to children like those who pass in our First Standard in England; and he appeared very sceptical when I told him of such a standard.

34. Of the three elementary subjects, I have found writing to be most successfully taught in the highest classes. Some of the writing done from dictation was very good indeed; the reading was not so good. Indeed in classes below the highest the failures in reading were far more numerous than I should have expected in schools where this subject is made so determining a principle of classification. But in these, as in other schools, arithmetic is the great failure. In one school-room, for instance, every boy who was reading the Second Book failed in arithmetic; and among those reading the Third Book only 4 out of 28 had their sums right. In another school, out of 23 boys attempting practice 12 were right; 8 boys tried proportion—all were wrong; 2 tried compound division of money with success; 8 tried compound multiplication, and were all wrong; 5 out of 10 were right in short division; 9 boys who tried multiplication failed; and 2 who tried subtraction failed.

* I think it well to add that they do not feel the least repugnance in passing their examination in presence of a Protestant Inspector.

In a third school, out of 75 boys present the passes were as follow :—8 in practice, 5 in proportion, 4 in compound division, 1 in simple division. Here it will be noticed that the passes decrease in inverse ratio to the difficulty of the sums. In a fourth school, out of 31 presented for examination in proportion 14 lowered their pretensions down to compound subtraction—of these 11 had their subtraction right. The remaining 17 were forced to come down to short division ; but not one of them was able to write down 19,506. In the same school, out of 14 boys presented in simple subtraction 1 had his sum right. I then tried these 14 boys with a little addition sum, but only 3 were able to work it.

35. In grammar the boys of the highest class generally parsed easy sentences very decently. In geography they did not answer very well when I examined them, but they got on well enough when I asked the teacher to put them some questions. On repeating this process in different towns I found that different teachers asked the same questions, which were clearly part of their usual programme. There can be no doubt that the efficiency of these schools would be immensely increased by inspection.* The attention of the teacher would be called by it to defects which he does not even suspect, and which are liable to escape even the eye of the Brother who is appointed to the office of visitor.

36. The number of school-rooms taught by Christian Brothers which I have visited is 21.

Protestant denominational schools.

37. Of denominational schools under the management of the Protestant parochial clergy, I have only seen 12 ; but none of them under conditions which enable me to speak very highly of their efficiency. Some indeed of the schools were closing for the vacation, and most of the children gone. Others were just opening, after the vacation. One of the boys' schools was under the charge of a female teacher ; but she was ill, and her place was occupied by her husband, a "missionary Scripture reader." Most of these schools have a low average attendance. One of the most flourishing is the female parochial school at Clonmel, which is taught by a mistress educated in the model school of that town. At the Clonmel boys' school, which is one of those connected with the "Incorporated Society," one boy offered to translate "Xenophon's Anabasis." I tried him at the beginning of the first book, but his efforts were not crowned with success, his knowledge of the grammar being extremely moderate. An attempt at the "Æneid" was not more successful. This is the only instance I have met in my inquiry of a language other than English being taught in elementary schools.

Private schools.

38. Of the private schools there is little to be said. The schools in Waterford patronised by the Society of St. Vincent of Paul can hardly be said to discharge any other function than that of keeping children out of the streets and away from mischief. That at New Ross is rather better provided with teaching apparatus, and the mistress is an intelligent person. At Wexford there is, I have already said, a well-conducted dame school. I found 69 children actually present, of all ages between 3 and 13. All the children are neat and clean ; the 12 of the first class read and write very nicely ; two or three of them work sums in practice. But the second floor of a small house is severely put to it for the accommodation of so many children. A ragged school in Waterford has the reputation of being used for proselytizing purposes, and the mistress, who was trained at St. Luke's, Dublin, told me that the principal subject taught was "controversy." I asked what method she followed, and she replied that the children learnt "texts of Scripture, with their application." Another ragged school is patronized by members of the Society of Friends. I called several times before I found the teacher. There were several rooms provided with desks, but no children ; there was, however, I was told, a large attendance in winter. All the children are Roman Catholics, and the religious instruction given is "elementary, not controversial." In another town, I found a school taught by a master who had been dismissed for misconduct from a National school, and he was well known to the police. He professed such extreme deafness that it would have been impossible for him, according to his own showing, to hear a child's lesson. There were 28 well-dressed children present, of all ages (amongst them two boys and one girl of sixteen), and in every stage of learning up to mensuration. On examining the children, I found that whatever knowledge each possessed had been acquired in some other school. Ten children above the infant class passed a good examination at Lady Donoughmore's school, near Clonmel. The school is a Protestant one, and four Roman Catholic children in it are taught "Scriptural truth," but do not read the Bible. This curious arrangement, I was told, was adopted "to satisfy the priest." Most of the other schools I saw were very small, and without any organization.

Ages of children.

39. I collected as accurate information as it was possible to obtain in each school about the ages of the children. In almost all the country schools the school age ranges from three to fifteen. I seldom found more than one or two children in the same school who had reached fifteen. At the large National school at Mayfield the eldest boy was fourteen and a quarter. Exceptionally, however, I have found two boys of fifteen and two of sixteen in the same school (at Ballyclerihan, in the county of Tipperary). Three of them were in the fifth class, and were learning Algebra. One of those who had passed his sixteenth year was only in the third class. Such cases are not unfrequent on the school registers ; but the attendances of children of such an advanced age are extremely irregular. At one school in the county of Wexford I found a youth in his twentieth year ; but he had come for the purpose of learning mensuration. In Christian Brothers' schools at Wexford, Clonmel, and Kilkenny, I have found boys in their seventeenth year ; but not more than two in the same school. In the convent school at Kilkenny (connected with the National Board), I found in the third class one girl in her nineteenth year ; in the fourth class, two girls in their sixteenth and two in their seventeenth years ; in the fifth class, one in her sixteenth and one in her seventeenth year.

How far is the knowledge acquired at school retained in afterlife.

40. It would be interesting to know how far the knowledge acquired at school was retained in afterlife. In the hope of getting some information on the subject I called upon a great many persons who employed labouring men and women. The information I obtained was certainly very unfavourable. I was told, for instance, at one place, "Of 200 men whom we employ, not one half can read or write, and not one is capable of making the simplest bill." It was added that the older the men were, the more ignorant they were. I was anxious to obtain more authentic evidence than statements which might be based on very erroneous impressions, and I received a good many promises of evidence derived from some kind of examination ; but the only two records of examination which I received were the following :—

"1. Of 71 hands at ————
"50 can read or write,
"25 can cipher,
"9 cannot read nor write."

"2. Hands employed at ————

"Read, write, and calculate, . . .	92
"Read and write only, . . .	27
"Neither read, write, or calculate, . .	83
"Total, . .	202

"Calculation merely means the four simple rules of arithmetic."

* Not necessarily Government inspection, to which the Brothers appear to be averse.

41. Employers were unanimous in asserting that their labourers did not take the least interest in reading, except, perhaps, sensational articles during the time of the Fenian agitation. I am obliged to say that the booksellers' shops in the towns of my district do not afford a very favourable evidence of any extensive demand or taste for literature among the classes which consider themselves very superior to the labouring class.

42. On the vexed question of "mixed education," as far as it relates to elementary schools in Ireland, it is not without extreme diffidence that I venture to express an opinion. The conclusions to which I have been led, in the course of the present inquiry, are but recently formed; and I was very far indeed from suspecting at the commencement of the inquiry that I should ever adopt them. These conclusions are merely formed from a very limited range of data, and on one most essential part of the general question—I allude to the model schools—the information I possess is necessarily most imperfect. On these schools, and on their connexion with the general system, I have no judgment to give. Mixed and denominational education.

43. Before my recent visit to Ireland my predilections were in favour of the denominational system, with which I was familiar in England. I had always heard it spoken of as an injustice that the Irish should be debarred from a privilege which is conceded to the English; but the circumstances of England and Ireland in this matter are utterly different. The denominational system in England exists, not by any means as the best possible system, but as the only one which was possible at the time that it was created. Half of the funds by which the schools are supported are raised by voluntary contributions, almost entirely by the clergy of the various denominations; and this is an essential part of the system, which has but little chance of being accepted in Ireland. In England the adherents of the various churches and sects are in many places so numerous as to provide a supply of children for the denominational schools. Wherever this is not the case, the denominational system is at fault. In a country parish where the majority belong to the Established Church, it is quite impossible to provide efficient separate schools for Baptists, Wesleyans, Independents, and Roman Catholics. Yet these minorities have a right to be educated, and that in such a way that their religion should not be tampered with. Cases like these are met by the National system in Ireland; they will have to be met sooner or later by a similar system in England. To adopt the denominational system in Ireland would be taking a retrograde step for which that much-injured country would have little reason to thank us.

44. I am, of course, aware that there are many persons worthy of the highest respect who consider mixed education as not only inferior in other respects to denominational, but as religiously and morally *wrong;* but they have not succeeded in proving this to other members of their own communion, who are quite as good and wise as they. Nor are these extreme views generally accepted; the great majority who advocate a change admit that the present system is perfectly lawful, but they prefer the denominational system as right in principle, and offering very superior advantages in a moral and religious point of view. Many of them also appeal to the fact that mixed education, properly speaking, hardly exists in the ordinary National schools, and they demand that as these schools are practically denominational, they should be recognised as such.

45. The returns of the 25th June, 1868, show how very limited in fact is the extent to which "mixed education" prevails in the National schools of my district. Putting aside the model and workhouse schools, and counting up the National school-rooms, in which there are any Protestants at all, I find that there are in the Constabulary districts of

Castlecomer,	4	Portlaw,	3
Clonmel,	1	Thurles,	2
Kilkenny,	0	Waterford,	1
New Ross,	4	Wexford,	6

Of these, the schools of Waterford and Clonmel are the night schools of Mechanics' Institutes. In each of the two schools of the district of Thurles there was only one Protestant. The three school-rooms of Portlaw are the boys', girls', and infants' departments of the large school attached to the factory of Messrs. Malcolmson. In the eight Constabulary districts there are not more than six schools in which the total number of Protestants exceeds three. Of these six schools three are the Portlaw schools, and they are the only ones I have seen in which no kind of religious instruction is given. There are, on the other hand, no less than nine parochial, or otherwise decidedly denominational, Protestant schools containing Roman Catholic children, in five of which the number of Roman Catholic children exceeds three, besides other schools, of which I have seen two, in which all the children are of Roman Catholic parents, but the management and teaching are exclusively Protestant.

46. The fear of proselytism in the National schools of the district ought, according to these statistics, to be limited to the Protestant part of the population, but there is not the least evidence that this fear is felt, or that the least occasion for it has ever existed.

47. The question, therefore, which is suggested by the overwhelming majority of National schools, in which the children are without exception Roman Catholic—under a teacher of the same religion, appointed by the parish priest, and liable to be dismissed by him at will—is this: Are not these schools in fact as truly denominational as the English schools which receive Government grants? And if so, why should they not be recognised as denominational? Why should the manager or teacher be hampered by rules and regulations about religious emblems or instruction, prayers and religious exercises, when these rules have been devised for the protection of minorities, which have no existence in unmixed schools? The answer to this really turns upon the double question—first, whether religious minorities have a right to be considered and protected by the law; and secondly, whether the law can be carried out at all, if not of universal application? There are, of course, persons who believe that truth alone has rights, and that it is wrong not to proselytize whenever there is an occasion. These persons do not really advocate denominational education, they only advocate the teaching of their own religious creed. Neither Protestants nor Roman Catholics of this way of thinking would approve of the recognition and support by the State of both denominational and undenominational schools. To those who admit the right of minorities, this double system would present insurmountable difficulties. The fact that a given school is at this moment unmixed is no sufficient reason for supposing that it was so last year, or that it will be so next year. If a school with an average attendance of thirty children is once recognised as a denominational school in a parish because it was unmixed in 1868, what is to become in 1870 of five or six children (Catholics in Ulster or Protestants in Munster), who, in the interval, have grown up in a religion different from that taught in the school? Are they to go without education, or to be exposed to proselytism, or is the character and organization of the school to be altered for their sake? I do not suppose anyone would support either of these alternatives. The truth is that a double system is impossible, and if the rules and regulations which protect the religion of the minority are to be enforced at all they must be enforced everywhere.

48. So far from arguing from the large number of unmixed schools which exist in this district that the denominational principle should be recognised, I can only draw the conclusion that their patrons are already in possession of the principal benefits which those under the denominational system enjoy, and that whilst they have little to gain, they and their clerical brethren generally have much to lose by the change.

49. When I hear people say, "If I had a school I should insist on entering it at any time I pleased to give religious instruction;" I can only reply that no more ridiculously preposterous claim could be made. The present rules and regulations of the National Board allow as much time to be given each day to purely denominational religious instruction as is ever given in a school of the Christian Brothers, in a convent school, or in an Episcopal college. What is not allowed is a deviation from the time table—and the prohibition is a most salutary one. I think the astonishment of a professor of the Catholic University or of Maynooth would be extreme if the Rector or President suddenly made his appearance in the middle of a lecture on geometry, chemistry, physics, or Greek, and announced his intention to give some religious instruction. If the religious instruction which is given in any of the National schools is insufficient the fault certainly lies elsewhere than in the rules and regulations of the National Board. It will, perhaps, be said that religion ought to be taught not only in the prayers, spiritual exercises, catechism, and other direct dogmatic instruction, but throughout the whole course of education, and that religious and secular education cannot therefore really be separated. Whatever truth there is in this is not really at variance with the National system in the hands of a zealous and intelligent manager; and as an objection, it is far more plausible on paper than in fact, particularly as regards primary instruction. Nothing tends to make religion odious more than the habit of "improving" the communication of knowledge which bears but little direct relation to religion. And there are several of the subjects of primary instruction which are hardly capable of being "improved" in behalf of religion. I certainly do not think a school would turn out better Christians if the copy-books contained only pious texts, if all the sums were worked in refutation of Bishop Colenso, and if no parsing were allowed except out of approved spiritual books. The reading books may be objected to on religious grounds, either as containing objectionable matter, or as not containing sufficiently definite Christian doctrine. The latter of these defects may surely be supplied to *any* extent in the time set apart for religious instruction from the standard books of the Church to which the children using them belong, and there is probably no subject to which the Commissioners of National Education would give a more attentive consideration than the expunging from their books any matter which gave reasonable offence to a large section of the community. The use of the books published by the Commissioners is not compulsory. And one of the best proofs that these books are not so offensive as violent opponents of the National system assert, is the fact that they are used in Irish Catholic and even convent schools, which have no connexion whatever with the National Board. In England nothing was more common a year or two ago than to find the Irish books in use in the Roman Catholic schools under inspection, and if they are now being superseded by other books, it is not on account of any objectionable matter they contain, but because the new books are considered much *easier* for children who are to pass an examination under the Revised Code.

50. One of the rules of the Commissioners prescribes that "no emblems or symbols of a *denominational* nature shall be exhibited in the school-room, *during the hours of united instruction*, nor will the Commissioners, in future, grant aid to any school which exhibits on the exterior of the buildings any such emblems." With reference to this rule my private opinion is, that it is most deeply to be lamented that any Christians in Ireland should look upon the Cross or the Crucifix as denominational symbols offensive to their religious feelings; but since this is the fact, any National system worthy of the name, must take these feelings into account, and the majority will do well to consider whether a denominational system which would enable them to gratify their own feelings by the exhibition of religious emblems and symbols, would not be dearly purchased by the sacrifice of those protective rules by which their own children are certainly in many places guarded from proselytizing influences. If the denominational principle be once recognised, not only will a very great many National schools—which at present contain an immense number of Roman Catholic children—become decidedly Protestant schools, but a whole series of schools which at present have no connexion with the National Board, will acquire the right of obtaining support from the Parliamentary grant. A new stimulus will be given to the proselytizing influences of these schools, the efficiency of which will be very greatly increased by Government inspection.

51. It will, perhaps, be said that my objections to the introduction of the denominational principle in Ireland, appear to rest upon the very great probability that Protestants would be gainers, and Roman Catholics losers by the change. But this is not at all my meaning. *Fiat justitia, ruat cœlum.* I have only been arguing *ad hominem.* I believe that the present system does as full justice to all parties as those parties themselves permit. Catholics and Protestants have an equal right to claim the assistance of the State for the education of their children. Catholics and Protestants have an equal right to make as many converts as they can. But the State is not bound in justice to furnish either party or both with the means of proselytizing successfully. If it be true, as the opponents of the present system assert, that proselytism is in some places carried on in National schools, the true remedy lies in a more vigorous enforcement—certainly not in the suppression—of rules which protect the religion of the minorities.

I have the honour to be, my Lords and Gentlemen,

Your most obedient servant,

P. LE PAGE RENOUF.

ROYAL COMMISSION OF INQUIRY INTO PRIMARY EDUCATION (IRELAND).

REPORTS OF ASSISTANT COMMISSIONERS.

K.

REPORT

UPON THE STATE OF

PRIMARY EDUCATION

IN THE

NORTH-WESTERN DISTRICT,

BY

PATRICK CUMIN, ESQ.,

ASSISTANT COMMISSIONER.

CLASSIFIED ABSTRACT OF THE SCHOOLS

IN THE

NORTH-WESTERN DISTRICT,

COMPILED FROM THE CONSTABULARY RETURNS.

Whole Number of Schools, 191.

Constabulary Districts.	Total Number of Schools in District.	National.	Church Education.	Wesleyan.	Endowed.	Private.	Monks'.	Nuns'.	Mission.
Killybegs, . . .	51	37	3	2	8	1	–	–	–
Glenties, ...	29	25	3	–	–	1	–	–	–
Sligo, ...	22	10	2	–	4	3	2	1	–
Dungloe, ...	22	19	–	–	–	2	–	–	1
Enniskillen, . . .	44	27	13	–	3	–	1	–	–
Carrick-on-Shannon, .	23	20	2	–	–	1	–	–	–
Total, . . .	191	138	23	2	15	8	3	1	1

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Report of Patrick Cumin, Esq., Assistant Commissioner.

London, February, 1869.

My Lords and Gentlemen,—In compliance with instructions which I received last summer, I have now the honour to transmit my report upon the primary schools, in that part of Ireland which was assigned to me. But before entering upon the main subject, I may be allowed to mention that I have enjoyed peculiar opportunities of forming an opinion upon the comparative state of the primary schools in Ireland; because I have had the advantage of examining the same class of schools in other countries. In England I was employed as an Assistant Commissioner under the Duke of Newcastle, and reported upon the primary schools in Plymouth and Bristol. In Scotland I acted as Secretary of the Commission on Primary and Middle Class Schools, of which the Duke of Argyll was chairman. Besides which, some years ago I took the opportunity of personally visiting and examining some of the primary schools in Canada, and the United States. I have thus had an opportunity of studying the principles of these various systems, of seeing them in practical operation, and, what is probably of more importance, of forming a judgment as to the amount of knowledge which may be expected of scholars in primary schools, and of observing the manner in which the religious difficulty (as it is called) is encountered. Former experience.

I.—Preliminary Observations.

2. Ireland, as everyone knows, involves many difficult problems. But none are probably more difficult than those connected with education. Until last autumn I had never been in Ireland, and, therefore, to me, a stranger, it was of great importance that I should hear the opinions of persons living in the country who had reflected upon the subject of primary schools. There is probably no district either in England or in Scotland which does not abound with persons of various ranks and professions who have considered such questions, and are ready to express their opinions upon them. But in Ireland I was surprised to find it quite otherwise. In the districts which I visited, except Fermanagh, there were few resident landlords, and scarcely one who took the slightest interest in the schools. The Established Church clergy ostentatiously hold aloof from any practical attempt to educate their Roman Catholic parishioners. The priests profess themselves the mere mouthpieces of their bishops, and, with few exceptions, seem nervous about expressing any opinions on educational questions; while the bishops, so far as I could gather, had not considered the question except from a clerical and provincial point of view. The result has been, that I have been compelled to draw my own conclusions from the facts which were before me; and if there be anything valuable in this Report, it will be due to the fact, that I have considered the education-problem in Ireland not only with reference to Ireland itself, but with reference to the other portions of the United Kingdom. Difficulty obtaining information.

3. The districts assigned to me were the Constabulary districts of Carrick-on-Shannon, in the county of Leitrim; the Constabulary district of Sligo; the Constabulary district of Enniskillen, in the county of Fermanagh; and the corresponding districts of Killybegs, Glenties, and Dungloe, in the county of Donegal. These six districts, according to the census of 1861, comprised a population of 105,120; and happily for my purpose each of them has its own peculiarities. I may here mention, that a Constabulary district consists not of a parish or of any number of parishes, but of a certain number of townlands. Districts examined.

4. Starting from Dublin I went by railway to Boyle where the District Inspector of National Schools resides, and which was my head-quarters for visiting the district of Carrick-on-Shannon. Boyle is celebrated for its noble Abbey, now in ruins, and its horse-fair. The neighbourhood is surrounded by large grazing farms, held by tenants under Lord Lorton, who is non-resident. The town of Carrick-on-Shannon, picturesquely situated upon the river, is about seven miles off in the county Leitrim. The National school is under the patronage of a Protestant lady who subscribes liberally towards its support. Beyond Carrick, the holdings appear to be somewhat smaller than in Roscommon. There are some resident gentlemen; one of the most considerable proprietors is Lord Albemarle, who is non-resident, but subscribes to some of the National schools. From Boyle I went to Sligo. The Constabulary district of that name includes not only the town, but a considerable part of the surrounding country. In this district the influence of Bishop Gillooly and his clergy is very powerful—so powerful, that there is no National school under a Roman Catholic patron within the borough. Beyond the borough, toward Strandhill and the west, the district is bounded on the north by an inlet of Sligo bay. There is no lack of comfortable residences; but those who occupy them are almost all Protestants, and confine their interest and pecuniary assistance to schools connected with the Established Church. Between the indifference of the Protestant landlords, and the determined opposition of the Roman Catholic clergy to the National schools, these institutions are not likely to enjoy great prosperity. Proceeding northward, along the coast through the properties of Sir Robert Gore Booth, the late Lord Palmerston, and Mr. T. Conolly, I reached the town of Donegal. The principal landlord here is Lord Arran, who is also non-resident, but subscribes liberally to the National school. The parish has the advantage of a most active parish priest, Dr. Mulreany, who takes considerable interest in education, and has been the means of providing more than one school in the neighbourhood. The Established Church clergyman, however, whom I saw, entertains strong views against the National system, and peremptorily insists upon the reading of the Bible as a necessary part of the school work. So far as this gentleman, and those who adopt his views are concerned, it is probable that the mass of his parishioners would even now, be sunk in barbarism. Carrick-on-Shannon. Sligo. Donegal.

5. Within a few miles of the town of Donegal is the beautiful Lough Eske. Buried in the mountains, its waters are encompassed on the south and west by steep sloping banks clothed with thick woods, which half conceal the charming grounds and residence of Mr. Brook, the chief proprietor of the neighbourhood; while at the upper end of the lake a broad green meadow stretches into its waters, and shows a pleasant summer residence, backed by woods and a sea of mountains. On the eastern side opposite, the ground rises abrupt and rugged; and as I climbed the rough road to a school-house, I saw studded along it the cabins of what are here called farmers, but would elsewhere be called cottiers. The men themselves, their wives and families, were gathering in the harvest, or if the wives were absent I could see them through the peat smoke of their cabins nursing their infants, or preparing the food. It is not many years since the English tongue became general in these regions. The children, whom I found in school, were much more familiar with Irish than with any other tongue, and the parents, I was told, knew only the native language. Lough Eske. Irish language.

6. From Donegal I changed my quarters to Killybegs. The road which I travelled passes through a series of villages—each with its cluster of inhabitants and National school. There is no difficulty in distinguishing these buildings, because upon the walls are written up the words "National School." There is, moreover, a From Donegal to Killybegs. "National Schools."

Vested schools. singular uniformity about their appearance. If the school is *vested*, or in other words, built partly at the expense of the Board, the house is square-shaped, of stone, well constructed, in substantial repair, equipped with maps, books, &c., and with offices attached. There is very seldom a class-room, possibly the number of scholars is not sufficient to necessitate such accommodation; but there were certainly some cases in which a class-room would have been of great advantage especially for the infants. The most conspicuous defect is that there is no

Non-vested. residence for the master. But the *vested school* houses which amount to 1,218, constitute a small proportion of all the schools connected with the Board, for on the 31st of December, 1867, 4,824 schools were *non-vested*. These schools, which have been built or hired by the patron, or manager, and to which the Board contributes only part of the teacher's salary and school-requisites, are inferior to the *vested* schools. They are sometimes tolerable structures; but in most cases they are thatched cottages, or hovels, with mud floors, abominably dirty,

Offices. indifferently furnished, in bad repair, with neither offices nor play-ground. With respect to the offices, indeed, it seems practically of small importance whether they exist or not. In one case I was told that the priest thought it more healthy that there should be none. Upon the same principle I must explain the fact that in the remote districts the offices attached to vested schools looked as if they had only just left the hands of the builder, or carpenter; evidently they were never used. In such matters I cannot think that the Inspectors are so particular as they ought to be, for I generally found them very dirty, and the teachers seemed surprised at the trouble I took to inspect them personally. It is true that most of the non-vested schools are somewhat superior to the hovels in which the people themselves, and even the school-masters, pass their lives. But it seems to me vain to expect improved manners or increasing self-respect, unless the children are assembled in a building superior to the wretched hovels which they call their homes, and unless the teacher is accommodated in a manner befitting his position, and which will enable him to set an example of cleanliness and order to his pupils.

Killybegs. 7. Killybegs which I now reached is beautifully situated upon the bay of the same name. It is only twenty miles across to Sligo; nor is there any reason why in a few years Killybegs should not rival the more accessible watering place Bundoran. Killybegs has all the marks of a thriving little town, and for these, it is much indebted to the wise energy of the late proprietor and his agent, Mr. Wilson. That gentleman built a quay, gave a site for the National school, and erected perhaps the best set of school buildings which I saw. There is a school for boys and another for girls, a master and a mistress, and a house for each, with a good garden. I was told that until shortly before Mr. Wilson's death, every National schoolmaster on the estate received £5 besides his salary from Government, and that in the appointment of teachers, the reasonable desires of the people were respected.

Glencolmkill, Ardara, Glenties, Dungloe. 8. It is needless to pursue my journey in detail further. Having penetrated to the most westerly part of my district at Glencolmkill, I returned to Killybegs, and thence proceeded northward through Ardara to Glenties and Dungloe, where my tour ended.

Character of this district. 9. Throughout the whole of this district, west and north of Killybegs, the country exhibits the same physical features, and the population the same characteristics. The whole west coast of Donegal may be described as a series of broad headlands—a broken line stretching out into the Atlantic, and fringed with clusters of islands. The part near Glencolmkill, where Prince Charles sought refuge, is especially bold and picturesque. But as I passed more inland, the eye ranged over a wide tract of peat-bog and moorland, with here and there a wretched hovel. The holdings are generally exceedingly small. In one estate which yields £8,000 a year, I was told that the rent paid by each tenant does not exceed £5 a year; but it must not be supposed that this implies great poverty because I was also told that in this country as elsewhere in the north, the custom of tenant-right prevails, and that an outgoing tenant (although he has no lease) will obtain from the incoming tenant £1 for every shilling of rent paid to the landlord. There is of course a certain proportion of the land which is cultivated, but the people live chiefly by grazing cattle and selling them at a profit. In the autumn and part of the winter, such a place as Carrick is enlivened by the visits of sportsmen from Dublin and England, and by a few tourists. But those transient visitors take no practical interest in the settled population or in their improvement. Resident gentry there are none, except indeed the Established Church clergy, of whom there is one in every parish. To the poor and afflicted of every creed, these gentlemen in time of famine or pestilence, have always done their duty. But the vast majority of the population is Roman Catholic, and in ordinary times the parish priest is the only person whose advice or sympathy is either asked or desired. It is not many years since the population of these districts was brought within the reach of civilization, for until the railway was extended to Ballyshannon and Sligo, these western highlands of Donegal were almost more distant from London than New York; even at this day I found that in some parishes the parents of the children understood nothing but Irish, and indeed were it not for the National school, the children would now be as ignorant as their parents.

Importance of schools. 10. In Ireland, as in the Highlands of Scotland, a school is the only instrument of civilization. It is the only means by which the ignorant peasant has his vision strengthened, so as to look beyond the village where he is born, or is enabled to live and prosper in any country to which he may transfer himself. The invariable effect of education in the Gaelic-speaking districts of Scotland has been to promote emigration, and thus to remedy the evil of over-population. The same effect is taking place in Ireland, nor did I witness any spectacle more touching or significant than that of young men and women of eighteen or nineteen years of age, standing up in the same class and struggling through their lessons with children of ten or eleven, in order to fit themselves for America. Among these people the necessity of education is thoroughly understood; and it is (as I have been told more than once) the express wish of those who have already emigrated that nobody should follow their example without a reasonable stock of knowledge.

Effect of education on emigration.

Attitude of the landlords and the Established Church clergy. 11. In circumstances such as these, schools have become an absolute necessity, and it is the obvious duty of those who take any interest in the people to promote their establishment. As a stranger, therefore, I was surprised to find that to the schools, or at all events to those of which the Roman Catholics can take advantage, the Protestant gentry, whether resident or non-resident, and the Protestant clergy give neither countenance nor support. There is indeed one working clergyman in the neighbourhood of Ardara, who is an exception to the ordinary rule; but he is an exception. The result is, that during the last thirty years almost the only persons in Donegal who have exerted themselves to civilize the people by supplying them with schools, have been the parish priests; and the people would grievously belie their national character, if they had proved ungrateful for the important benefits thus obtained for them by their clergy. There is, in truth, scarcely a National school west of Killybegs or north of Ardara which has not been established by the parish priest. The Protestant clergy have confined their exertions to supporting a few Church schools which the Roman Catholics cannot possibly attend; while the landlords have contented themselves with granting sites for National schools and sometimes assisting in their construction. In a parish inhabited almost exclusively by Roman Catholics, I have seen a Church Education school containing nine little children aided by £7 from the Protestant landlord, while within a few hundred yards there was a vested school crammed with scholars, and taught by a probationer under the National Board, who receives the usual salary out of the Exchequer, but not one farthing from the landlord.

Priests have exerted themselves to build schools.

12. Before concluding this short account of my tour, I may mention that if any one desires to see the difference between a property which is under the personal control of the landlord, and a property which is managed by an agent, he has only to visit the neighbourhood of Anagry, and then to travel a few miles northward to the

neighbourhood of Gweedore. In the one he will see the traditional Irishman, uncouth, uneducated, and half naked, living in hovels little better than pigsties; in the other he will see a peasantry, decently clad, comfortably housed, and with schools and chapels or churches within reach. So striking is the contrast between the influence of a resident like Lord George Hill, and that of a non-resident like the Marquis Conyngham.

Contrast between Great Britain and Ireland.

13. So far as the mere occupations of the people, and the features of the country are concerned, there are parts of Scotland, and even of England and Wales, resembling the districts which I visited. In other respects the two islands present a striking but melancholy contrast. In England by far the larger number of landlords reside upon their properties and share in their management. They take a pride in being popular with the tenants and labourers of the estate. Their personal comfort, setting aside any nobler motive, induces them to cultivate friendly relations with the people about them. Indeed the mere fact of residence and the personal intercourse with tenants, implied by residence, prevent landlords from committing acts which may be perfectly legal, but which cannot be committed without personal inconvenience and unpopularity. Again in most parts of England, except indeed in Wales, the religion of the landlord is identical with that of the mass of the people; and this identity of creed tends more, perhaps, to produce harmony than any other circumstance. But further the effect of a common creed extends beyond the village church to the village school. Thus in the rural districts of England, the school is patronized and supported by the squire and the parson, their wives and daughters. The school thus becomes a parochial and popular institution; and the people are encouraged by the most powerful influence to send their children to school, and assisted in their efforts to do so. In short, in England the poorer classes of a district are practically civilized by contact with the richer classes in the neighbourhood; while the feelings of respect and gratitude thus engendered become instruments for cementing together the various elements of society. Contrast between Great Britain and Ireland. Identity of creed in England.

14. As it is in England, so it is in Scotland. Scotch landlords are resident even in the remotest Hebrides. The proprietor has a dwelling-house and spends a portion of the year in his island home; while the people enjoy all the advantages of a person of superior wealth and intelligence, living on the spot. In matters of religion I am quite aware that while the mass of the population is Presbyterian, many—nay most of the landlords are Episcopalians; but then the religion of the majority has been established by law; and the landlords, whatever be their creed, regard the Presbyterian Church as a national institution, which it is their duty to support. The same feeling extends beyond the church to the school. In discussing this question with reference to Scotland, it should never be forgotten that the statesman who established Presbyterianism, established also the parish school. Not satisfied as in England, with setting up a church in every parish, the expenses of which should be defrayed out of the land, the Scottish Reformers prevailed upon the legislature to pass laws enacting that in every parish there should be a school supported like the church, out of the produce of the land. Accordingly, in Scotland the school is regarded not as an affair of the squire or of the parson, but as a national institution. The schoolmaster is not a mere servant of the minister of the parish, but he is a public officer occupying an independent position, and charged with duties recognised as not less important than those of any other public officer. In Scotland, therefore, to furnish the means of education to the people, is not a mere moral duty which may or may not be fulfilled according to the caprice of individuals. By law and by the traditions of the country it is an imperative obligation; and one of the chief burdens upon the land is the expense incurred for erecting proper school premises and providing a salary for the master. Scotland. Religion. Parish school.

15. Experience has amply justified the wisdom of those who laid the foundation of the Scottish school system; and the practical benefit of the system has no doubt influenced the Scottish landlords or heritors (as they are called) in their dealings with the parish schools; for their conduct, of late years at least, has been marked by peculiar generosity. Serious as the practical shortcomings of the Scottish parochial system are admitted to be, it is surely of enormous importance to have it theoretically established, that the supply of an adequate number of efficient schools is a public duty. The recognition of this duty implies that the instruction provided must be such as every citizen can accept, without violating his conscience; and that every holder of property must contribute towards the erection and maintenance of the school buildings and the salaries of the teachers. In England, where no germs of a system of national education exist, these principles are still the subject of vehement controversy. But in Scotland the double obligation is admitted without a dissentient voice. There is no Presbyterian school in Scotland in which a conscience clause is not one of its essential regulations, and since it has been proved that the number of efficient schools is inadequate, there is no party in Scotland which disputes the necessity of an education-rate to be levied on property, and to be administered by the inhabitants of the district in which additional school accommodation is required. Difference between Scotland and England.

16. In those districts of Ireland which I visited, matters are very different. I found the landlords, and large farmers almost all Protestants, while a vast majority of the people, except in Fermanagh, were Roman Catholic. In some districts the landlords are resident; but in others, and especially in Donegal, to be resident is the exception, to be non-resident is the rule. It must be admitted, however, that the remoter parts of Donegal are more fitted for sport, than for social intercourse. In short, the only residents in the county who are superior to the small farmers and labourers, are the landlords' agents, the Established Church clergy, and some of the priests. But these various classes can scarcely be said to constitute one nation. They are united by no ties of common sympathy, or of common religion. Between the landlords, their agents, and the Established Church clergy on one hand and the priests and people on the other, there seemed to me an impassable wall of separation. And, if I may venture to make the remark, one of the worst evils of the Established Church is that the influence of her clergy is almost uniformly employed to perpetuate and widen this unhappy division. Where the landlord is non-resident he is naturally much influenced by the opinions and wishes of the parson of the parish. Nor, being absent, does he personally feel the necessity and advantage of understanding the peculiarities and conciliating the good will of his tenants and dependents. Where the landlord is resident he is too often swayed by the traditional feelings peculiar to Protestants, and is practically prevented by social and domestic influences, from acting with that liberality which common sense would suggest. Ireland.

17. Be the cause what it may, it is rare indeed to find any landlord giving the slightest assistance to the National school. To Church Education schools, and Erasmus Smith's schools, the Protestant landlords sometimes give a small annual donation. Towards the erection of the National school in which the great bulk of the Irish children are educated, they sometimes give timber and more frequently a site, but toward the salary of the master and other annual expenses, the landlords very rarely contribute one farthing. Out of all the schools which I visited, I found not more than six National schools aided by the landlord amongst whom were Lord Arran, Lord Albemarle, and Mr. Murray Stewart. It may perhaps be said that this is exceptional. But I find that throughout Ireland, the Imperial Exchequer contributes annually more than £340,000 toward National Education, while the annual local subscriptions and local endowments do not exceed £12,000. In confirmation of this it is stated in the Report of the National Board for 1867, that only 16·69 per cent. of the sum expended upon the teaching staff in National schools is "locally provided," while 83·31 of the expense is provided out of funds voted by Parliament. Putting the same result in another form, it is stated by an officer of the Board that the average Landlords give nothing to National schools.

amount of local subscriptions for each pupil is 9½*d.*, the average amount of school-fees for each pupil is 2*s.* 7½*d.*, and the rest of the expense, which as I understand is not less than 15*s.* 8*d.* is paid by the Treasury. Calculate the cost therefore as you will, the children in the Irish National schools are educated almost at the sole expense of the Treasury. The burden thus cast upon the taxpayers of the United Kingdom is surely excessive. At all events it is quite disproportioned, as we shall see presently, to the cost of education borne by the Exchequer, either in England or in Scotland. Nor can it be said that it is the people who have chiefly failed in their duty, for while landlords and others contribute only £12,000, the parents contribute £40,883 in the shape of school-fees. It is an instructive fact that in the county of Donegal where the National schools are the only schools for the mass of the people, the landlords and others contribute only £391, while the parents contribute £935; and that in the rich county of Fermanagh the landlords and others contribute £73, while the parents contribute £380.

In Ireland chief cost of education falls on Treasury.

18. Let us now glance at the rest of the United Kingdom. The comparison, or I should rather say contrast, is instructive. In England and Scotland the annual cost of educating a child may be taken to be about 27*s.* Of this sum it may be said roughly that 9*s.* is provided by the parents of the children in the shape of fees; 9*s.* by local contributions; and 9*s.* by the Treasury. Comparing these results with those stated above, it should seem that, whereas in Ireland nearly the whole cost of education in the National schools is paid by the Treasury, in Great Britain the Treasury pays only one-third of the cost. Nor is this all; for while in England every pound expended by the Treasury is represented by more than two pupils, and in Scotland by three pupils in average attendance; in Ireland not quite one pupil can be found in the schools to represent each pound expended by the Treasury.

Irish schools compared with Scotch parish schools.

19. But the contrast between Ireland and Great Britain becomes still more striking if we confine our attention to the parish schools of Scotland, which, like the schools under the Irish Board, are national in character. In Scotland the heritors or landed proprietors pay an education assessment of £47,000 a year towards the salaries of the teachers in parish schools; and in so doing voluntarily tax themselves beyond the amount for which they are legally responsible. So far they are both ratepayers and voluntary subscribers. Again, it must be observed that this sum of £47,000 is entirely confined to about a thousand national or parish schools, which are found only in the rural districts, and is entirely independent of the large sums contributed, partly by the landlords, to the 4,000 denominational schools which are found both in town and in the country. The result is that whereas throughout the whole of Ireland, the population of which is 6,000,000, the local endowments and voluntary contributions from persons of all classes towards the National schools amount only to £12,000; in Scotland, the population of which is only 3,000,000, the landlords alone contribute £47,000 a year towards the national schools in the rural districts of that country.

20. I conclude, therefore, that although Ireland requires an increase in the number, and an improvement in the quality of National schools, the means for carrying these changes into effect, must be obtained not from the Treasury, but from local sources.

Summary.

21. In short, in England and in Scotland the wealth and religious zeal of the upper classes combine to promote the cause of education. Everywhere in Great Britain philanthropists are found ready to contribute toward the erection of schools, and to share in the trouble and expense of managing them. Schools thus conducted succeed, because they furnish an excellent education without offending religious prejudices, and are managed and taught by those in whom the people have confidence. But in Ireland there seem to be few if any educational philanthropists. Almost everything which is done for education is done by Government; and even those schools which are aided by local contributions, such as the Church Education schools, are so conducted as to exclude the mass of the population. With rare exceptions, the only schools of which the Roman Catholics will, or indeed can avail themselves, are schools conducted upon the national principle of protecting the rights of conscience; but to such schools the landlords contribute practically nothing. It is surely vain to expect social peace or contentment where most of the landlords and men of wealth repudiate the duty of contributing toward the education of the mass of the people. It is, if possible, more vain to expect such blessings in Ireland where the very persons who think it the duty of the State to maintain churches and schools for the Protestant minority repudiate the same duty when it is invoked on behalf of the Roman Catholic majority—where the local endowments, which should be used for the religious and intellectual improvement of the whole community are, under the sanction of law, monopolized by a fraction of the Irish people—and where private wealth and beneficence are, for the most part, devoted to the same restricted objects.

II.—Statistical Results of Examination of the District.

Preliminary remarks as to statistics.

22. Having thus stated the general circumstances of the districts assigned to me, I proceed to furnish the Commission with some statistical results. It was, of course, impossible for me, within the limited time at my command, to examine or even to visit every school in my district. Indeed my instructions assumed that the number of schools visited should not exceed 100, and I managed to overtake very nearly that number. I had been furnished before setting out with a list of the schools of every kind within my district. The following is an abstract:—

List of schools furnished by Constabulary.

District of Killybegs.

Sub-Districts.	No. of Schools.	National Schools.	Church Education.	Wesleyan	Endowed	Private.	Monks'.	Nuns'.	Mission.
Carrick-on-Shannon, . .	23 viz.	20	2	0	0	1	0	0	0
Sligo, ...	22 ,,	10	2	0	4	3	2	1	0
Enniskillen, ...	44 ,,	27	13	0	3	0	1	0	0
Killybegs, ...	51 ,,	37	3	2	8	1	0	0	0
Glenties, ...	29 ,,	25	3	0	0	1	0	0	0
Dungloe, ...	22 ,,	19	0	0	0	2	0	0	1
	191, viz.	138	23	2	15	8	3	1	1

Correct.

23. This list had been prepared by the Constabulary; and so far as my experience goes, it seems to have been prepared with care and accuracy. I am not aware that I found a single school omitted which ought to have been included, or one included which ought to have been omitted. In some cases I found schools which looked at first sight as if they ought to have been included, but upon further inquiry, I discovered that these schools were in fact beyond the boundary of the Constabulary district, and therefore properly excluded. I may, perhaps, add that the arrangement by which the inquiries of the Assistant Commissioners were confined within certain recognised districts, having defined boundaries and known populations, proved, in my case at least, eminently judicious. Any other system would have made it impossible to compare the results obtained in Ireland with those obtained in other countries.

Advantage of definite districts.

24. Besides the names and localities of the schools, the Constabulary ascertained, by personal inspection, the numbers and religious denominations of the scholars present in school on the 25th day of June, 1868. I heard a complaint that in one instance the constable had arrived before mid-day, and that therefore the numbers present were less than they should have been. But I took pains to compare the numbers in the Constabulary returns with the numbers which I saw present, and I am satisfied that the returns are, for all practical purposes, accurate. The numbers and denominations of the scholars, however, which I found in the hundred schools which I visited, would give a very imperfect idea of the state of education even in my district; and, therefore, I prefer to state the numbers of the scholars found by the Constabulary present on the 25th June. It is necessary to add that the population of each of the districts was obtained from the Constabulary head-quarters at Dublin Castle. Nature of Constabulary returns.

Before concluding this portion of my report, I feel bound to state, that nothing could exceed the intelligence and zeal displayed by the officers of the Constabulary with whom I was brought in contact during my official visit.

25. The following table exhibits the general results as to the number of children at school in my district, on the 25th day of June, 1868, and other particulars:— Statistical Table.

Constabulary District.	Children.			Religious Denominations.						
	Male.	Female.	Infants.	E.C.	R.C.	Presb.	Other Denominations.	Tota number of Children.	Total Population of Constabulary District.	Proportion at School.
Carrick-on-Shannon, . . .	543	537	2	107	971	1	3	1,082	11,789	1 in 10·9
Sligo, ...	597	590	190	270	1,008	37	62	1,377	16,755	1 in 12·
Killybegs, ...	1,282	1,150	147	525	1,944	45	65	2,579	31,817	1 in 12·3
Glenties, ...	557	465	17	148	831	–	60	1,039	13,270	1 in 12·7
Dungloe, ...	338	203	50	55	536	–	–	591	12,745	1 in 21·5
Enniskillen, ...	880	665	307	975	772	60	45	1,852	18,744	1 in 10·
	4,197	3,610	713	2,080	6,062	143	235	8,520	105,120	1 in 12·3

26. With regard to this table, it is to be observed that the schools and scholars included in it, comprise every school within the district—good, bad, and indifferent. In this respect the table resembles those compiled by the English and Scottish Commissioners, and differs materially from those compiled from the official returns of Prussia and Switzerland. In Prussia and Switzerland every school included in their returns may be considered efficient, or at all events has the guarantee of official superintendence; but in Ireland, Scotland, and England, there is no such security. The schools are of various merit—some, indeed many of them, being rather schools in name, than in reality. But even if we assume that the scholars included in this table attend some tolerable school, the result is far from satisfactory. The only other remark which I desire to make is, that the number of private schools, namely, eight, is so insignificant, that they may be practically disregarded. This, however, represents a remarkable contrast to the state of things in this country. Table includes schools of every quality

27. Taking the six Constabulary districts together, it appears that there was only 1 person to every 12·3 of the population (1861) actually at school on the 25th of June, 1868. That this is tolerably accurate is clear from the fact, that according to the Census Tables, there were, on the 17th of May, 1861, present in school, 1 in 13 of the population. It will be observed that I have taken no notice of the number of children alleged to be upon the roll in Ireland, because any comparison founded upon such numbers, would lead only to misapprehension. According to the Report of the National Board for 1867, there was 913,198 children on the rolls within the year. But this merely implies that at some time of the year 913,198 names appeared upon the school-rolls; and obviously the same name may have appeared any number of times even on the same register. The average daily attendance amounts only to 321,515, so that in order to find this number, no less than *two-thirds* must be deducted from the number on the school roll. But in Scotland the number in average attendance is obtained by deducting *one-fifth*, and in England by deducting *one-third*, from the number on the roll, so that (as I have said) any comparison between the Irish schools and those of Great Britain in this respect, would prove altogether fallacious, and should not therefore be attempted. Number in attendance, not number on the roll of importance.

28. Comparing the results which I obtained in Ireland with those obtained in other countries, it appears that in Scotland a proportion of 1 in 7·9 is in actual attendance. If we confine ourselves to the insular districts which are not so well provided with schools as the rest of the country, the ratio of scholars in attendance to population is 1 in 9·7, so that even the worst part of Scotland is superior to Ireland. With respect to other countries, it is stated, upon the authority of the Duke of Newcastle and his colleagues, that "in Prussia, where education is compulsory," and where, I may add, all the schools and teachers are tolerably efficient, "the proportion of children receiving instruction is 1 in 6·27;" "in England and Wales," where, I may add, the schools are by no means all efficient, "the proportion is 1 in 7·7; in Holland it is 1 in 8·11; in France it is 1 in 9·0" of the population. Comparison of other countries. Scotland. Prussia, Switzerland, England.

29. From these figures I conclude that Ireland is very much inferior to other countries in the amount of education; and it will presently appear to be equally clear that if the quality be taken into account, the contrast is not less striking. Nor let it be imagined that I am setting up the condition of England or Scotland as satisfactory. On the contrary, in Scotland it is the universal opinion, that something must be done to increase the number and improve the quality of the schools; and it is notorious that the same feeling prevails in England. There can be no reasonable doubt, therefore, that if the schools in Ireland are to bear comparison with those of other countries, they must undergo considerable improvement. Conclusion from table.

III.—The Means of Education in Ireland.

30. The means by which education is carried on in Ireland is substantially of two kinds: first, there are the National schools; secondly, there are the Denominational schools. Schools National and denominational.

In both, the ordinary branches such as reading, writing, arithmetic, geography, and grammar are taught. But the peculiarity of the Irish National schools is, that religious instruction is confined to a particular time; that no books can be used in school unless sanctioned by the National Board; and that the National schools alone can receive aid from the Public Treasury. In Ireland as elsewhere the religious is the chief difficulty, and it is met by every National school being subject to (what may be termed) a time-table conscience clause. I mean by this that every National school is bound by a rule which restricts the teaching of religion to a particular hour fixed by the time table. In countries, such as Scotland, where the conscience of parent and child is protected by tradition, by the specific injunction of the Presbyterian churches, and by popular feeling, a stringent rule such as that enforced in the Irish schools may be, and is practically unnecessary. But in countries, such as England and Ireland, where the rival churches claim the right of directing the education of the children, and where the National schools. Necessity of a stringent conscience clause.

teachers are very much under the control of the clergy, stringent regulations as to religious teaching are absolutely required. In such cases the teaching of religion must be confined to a particular hour, in other words, there must be a time-table conscience clause as a fundamental rule of every school aided by public money. In Ireland it is a fact, attested by experience, that the only schools largely attended by children of various denominations are National schools. Whether the teacher of a National school be a Catholic or a Protestant, children of either persuasion readily attend it. This fact proves that the people of Ireland thoroughly believe that the rights of conscience are practically maintained. But further I think that the Protestants of Ireland by permitting their children to be taught by Catholic teachers, show themselves superior in liberality to the Protestants of England or Scotland. For I believe, that much as the working classes in this country object to sectarian education, the Protestant workman would hesitate to send his child to a school taught by a Roman Catholic. This feeling may possibly arise from the fact, that there is no school taught by a Roman Catholic in which the conscience of the scholar is protected by a stringent rule enforced by superior authority. But, be the reason what it may, a system which has inspired such general confidence as the National school system of Ireland, deserves the warmest commendation.

National schools attended by persons of various denominations.

Denominational schools.

31. The denominational schools which I saw are connected either with the Established, or with the Roman Catholic church. They receive no aid from the State, and are in no way subject to State control. The Protestant schools are supported either by endowment or by private beneficence. The Roman Catholic schools are supported by the fees of the scholars, and by aid from the bishops. In the case of boys they are conducted by Christian or Marist Brothers, who have taken the vows of chastity and poverty, but are not in orders. The Brothers receive nothing beyond their living and a place of residence. In the case of girls, the schools are conducted by Nuns, and form part of a convent. I should mention, however, that some of the Convent schools are connected with the Board, and, therefore, National schools.

Peculiarity of these schools.

32. The peculiarity of the Denominational as distinguished from the National school is, that the Denominational school is set up avowedly for religious purposes. The Protestants insist that the Bible shall form an essential part of the school work, and that every child shall read it. The Roman Catholics insist that religious dogmas shall form an essential part of the school work. Both, in short, consider that every part of the instruction should be impregnated with religious ideas and observances. Hence the pauses in Convent and Christian Brothers' schools at stated times for the purpose of prayer; hence the importance attached to the exhibition of images and emblems in the school-rooms; hence the necessity of teachers being—not indeed in orders, but—consecrated as it were to the office of teaching; hence the importance attached by the clergy, both Protestant and Roman Catholic, to the power of entering every school, indulging in religious exercises, and appealing to religious sanctions. The right thus claimed by the clergy in Ireland presents an insuperable obstacle to their obtaining a share in the Parliamentary Grant. In England and in Scotland the State recognises the denominational system which secures to the clergy those special advantages to which they attach so much importance, and which are indeed one of its essential elements. But in Ireland the Government system is intended to be National, and the schools are so conducted as to admit scholars of every creed. Religion is treated as a special subject to be taught separately, and not as a regulating principle which is allowed to influence and modify the lessons given in every subject.

In this respect the system in Ireland is diametrically opposed to the system which prevails in England.

Clerical influence in Irish National schools.

33. At first sight, it might seem that in the Irish system, which professes to be non-sectarian, clerical influence would be less powerful than in a system, such as that administered by the Committee of Council, which is strictly denominational. But there are peculiarities in the Irish system which lead to rather a different conclusion. Thus in England and in Scotland the State-aided schools are managed by a committee, of which the clergyman is only one member; but in Ireland the National schools, except in a few cases in the north, are managed by the patron, or a manager appointed by him. In consequence of the attitude assumed by most of the landlords, and by most of the Established Church clergy, the manager is generally speaking the priest of the parish (simply because he was the first person who applied to the Board for aid), and practically his power in the school is absolute. He can appoint the master, and what is even more important, dismiss him without a moment's notice, and without assigning any reason whatever. The result is, that the schoolmaster is more completely under the power of the priest in Ireland than he is in England (par. 42).

Peculiarity of non-vested schools as to religious teaching.

34. Again, in all non-vested schools (that is in all schools built without any aid from the Treasury), the patron or manager may forbid any religious instruction within the walls of the school except such as he approves: and it is especially to be noted that the *non-vested* schools are more than three times as numerous as the *vested schools* (par 6). The result is, that if the manager is a Roman Catholic, and the school is non-vested, he may prevent the Presbyterian or Established Church clergyman, or any one else, from giving religious instruction in school even at a separate hour; and, in like manner, if the manager is a Presbyterian, he may prevent the Roman Catholic from receiving religious instruction within the school building, or (indeed practically speaking) at all. In this way, the manager of a school is able to put a stop to religious teaching, which he thinks unorthodox; but over and above this, he can compel the teacher, on pain of dismissal, to teach the children their catechism. Hence it is that, according to the usual arrangement, the same person who gives the secular gives also the religious instruction. In order to be able to enforce their wishes, the clergy must of course be managers of the school, and the teachers of the same denomination with themselves. Usually these conditions co-exist, and when they do, there can be no noubt of the convenience of the arrangement; nor am I surprised at the watchful care of the Roman Catholic bishops in seeing it carried into effect. For instance, I myself heard one of them complain of a National schoolmaster, who was also a Catholic, because children belonging to his school came badly prepared for confirmation. The bishop considered it an essential part of the master's duty to prepare the children for his examination in the catechism. It happened, in this case, that the patron of the school was a Protestant, and so the power of dismissal was with the patron; but if the priest had been in his place, the master would certainly have lost his situation. It appears, therefore, that in the Irish National schools, when the patrons are priests, the teaching of religious dogma is quite as essential a part of the school-work as reading or writing. These Irish schools are sometimes called secular, but, having regard to the whole circumstances, nothing as it seems to me can be more inaccurate.

Contrast of the school system in England and in Ireland.

35. Placing the Irish system and the Privy Council system side by side, there are, I think, some particulars in which each in turn is superior and inferior to the other.

36. First as to Inspection. Comparing the class of gentlemen who fulfil these duties under the Committee of Council and under the Irish Board, I presume no one will entertain much doubt as to which has the advantage; and I am fully convinced that the superiority of the British schools is in a great measure due to the character and position of the British Inspector. I have no reason to doubt that the Irish Inspectors are thoroughly competent for the work which they have to do in primary schools; but if an Inspector is to exercise any general influence he must be something more than a good judge of reading, writing, and elementary arithmetic.

Inspection in Ireland without notice.

37. In some respects, however, I think that the Irish plan of inspection is superior to that which obtains in this country. In Ireland, the inspection is without notice. In this respect the rules of the Board coincide with the practice of France, Prussia, and other Continental nations. In England or in Scotland, no Inspector enters a

school without due notice. It is impossible to exaggerate the beneficial effects produced by the uncertainty of the time at which the Inspector pays his visit. The Irish teachers, as a body, are needy, and many of them have business of their own. They are farmers and sometimes private tutors. There are seldom, as I have already explained, any persons of local influence who take interest in the National schools, and with few exceptions the priest rarely enters the school-room. If it were not for the Inspector, who may look in any day or at any hour without a moment's warning, I am satisfied that the amount of instruction would be much less than it is. The rules of the Board assume that the Inspector visits a school three times a year; practically this rule is not always observed, but a thorough examination takes place at least once in twelve months. Although this may probably be thought an excessive degree of superintendence unquestionably it has its effect. But I am inclined to attribute even greater importance to the fact that the Inspector's visit, when it does take place, is unexpected.

Inspectors in Ireland need not be of a particular creed.

38. Again, there is no provision in Ireland requiring the Inspector to belong to a particular religious communion. Schools under Catholic managers are inspected by Protestants, and schools under Protestant managers by Roman Catholic Inspectors. But, in this country, the Inspector belongs to the same communion as that of the managers; and his appointment must be approved by the archbishop or bishop in the case of the Church of England schools, and by other ecclesiastical authorities in some other schools. I know that a demand has been made by the Roman Catholic prelates for denominational inspectors; but I believe that any such concession would be a retrograde step, and is not desired either by the managers of the schools or by the parents of the children. In the few Convent schools which I visited I was told by the Nuns that they had perfect confidence in the Protestant Inspector, and I never heard any desire expressed on the part of the Protestants that the Inspector should uniformly be a Protestant. Besides it seems to be abundantly clear that if the inspection were denominational all confidence in their impartiality would be destroyed, nor would there be any security that the rules of the Board had been obeyed. Indeed, the only ground upon which denominational inspection can be desired is in order to obtain the benefit of a critic disposed to leniency. Lastly I may observe that in Scotland the feeling is decidedly opposed to denominational inspection, and that the Scottish Commissioners, with the concurrence of every witness whom they examined, proposed to abolish it.

Privy Council system more efficient and less costly to the State.

39. Having admitted that, so far, the Irish system of Inspection has certain advantages, I am disposed to think that in other respects the Privy Council system is more efficient, and certainly less costly to the State. In Ireland, the annual expense of a school is defrayed almost entirely by the Treasury, while the managers, who exercise almost absolute power, so far from contributing anything towards these expenses, frequently insist upon the teacher repairing the school-house, and paying rent for it (par. 17). But in England and in Scotland the managers, whose power is much more limited, are required to contribute a sum equal to that obtained from the Treasury. Again, in Ireland, the managers too often use their influence to hinder the collection of school fees, and thus deprive the teachers of a stimulus, not only profitable to themselves, but beneficial to the parents. But in England, and more especially in Scotland, the salary of the teacher is made to depend upon the school fees; so that his own interest, and the success of the school, are made to react upon each other. Indeed it may be observed that in Ireland, the only stimulus to the master, is the prospect of an increased salary, which can be obtained only by passing an examination for a higher grade. The necessary result of such a system is that a teacher, instead of devoting his best energies to the production of the largest number of good scholars, devotes them to enlarge his own information. The most learned man is not always the best teacher; and, therefore, the test of a good teacher should be not the amount of his knowledge, but his capacity of communicating it to his pupils. I would suggest, therefore, that the salaries of the Irish teachers should be raised only in consequence, and in proportion to, their success as practical teachers.

Position of managers.

40. The general result then is, that in England, the managers have a pecuniary interest in the success of their school; and it becomes their interest to secure an efficient teacher, and, if possible, to retain him in their service. But in Ireland the manager is subject to no such salutary influence; and an obsequious is sometimes preferred to an efficient teacher, especially if his character is tainted by independence.

Position of teachers in Ireland.

41. Again, no system of education can be efficient unless the teachers enjoy a reasonable amount of independence, and unless they are provided with adequate salaries, and comfortable homes. But in every one of these particulars the Irish system fails. I have already described the position of the teacher, and have shown that he is liable to be dismissed without cause, at a moment's notice (par. 33). It matters not, in my mind, that managers seldom use their summary power. For the sword is constantly suspended over his head, and this is enough to damp his energy, and crush his spirit.

Insecurity of tenure and poor salaries.

42. I have already observed that the arbitrary power thus possessed by the managers gives undue power to the clergy. But apart from this, such a position is degrading to the school-master. As a Scotch judge once said, "he is something better than a shoe-black." In a small village the school-master is an important public officer. He is the chief instrument for civilising the people and training them to habits of obedience at home and of loyalty to the State, and his tenure of office should be as secure as that of an ordinary foot-man.

43. Again his salary is quite insufficient; upon the average it does not exceed £30 a year without a house, but in the majority of cases it is much less. Out of 4,110 male teachers 2,383 receive £24 or less, and out of 1,985 female teachers 1,023 receive £20 or less. These sums are entirely paid by the Treasury and constitute nearly the whole of their emolument; for in most cases the fees are trifling. In England and Scotland the average annual pecuniary emoluments of certificated masters is £87, and of certificated mistresses £54, most of them being provided with houses. In Scotland the minimum salary of a parish school-master, secured by law, is £35, with a house and garden. This, however, by no means represents the whole amount of his emoluments. In addition to these it must be observed that he holds office practically for life. There is no doubt that the tenure for life has led to serious abuses, and the general opinion is that it ought to be modified. But, notwithstanding these abuses, there can be no question that the position of the Scotch parish schoolmaster, which approaches the level of the minister of the parish, has done much to inspire the teachers with self-respect, and the people with a belief in the value of education. There is one class of Irish officials with whom the school-masters are never tired of comparing themselves—I mean the Constabulary. It is impossible to speak too highly of that body. They are thoroughly loyal and thoroughly efficient, and the pay and privilege which they enjoy are such as to make them perfectly contented. There is no reason why men of the same class of life as those who join the Constabulary should not become teachers, nor is there any reason why teachers, if they were paid a higher salary, and if they were made more independent, and protected against arbitrary dismissal, should not be as loyal and contented as the Constabulary.

Comparison of teachers with Constabulary.

No houses.

44. Lastly, the Irish teachers are seldom provided with houses. The result is, that in the remote villages they live in cabins and wretched hovels like the rest of the people. The capacity to instruct children in the elements of reading, writing, and arithmetic is, of course, an essential qualification for a teacher; but habits of cleanliness, neatness, and decency are not less essential to the office. To inculcate these habits is one of the objects of a primary school; indeed, it is so laid down among the rules of the National Board. Teachers are expressly told that they "should set an example of cleanliness and neatness in their own persons, and in the state and general appearance of the schools. They should also satisfy themselves, by personal inspection every

morning, that the children have had their hands and faces washed, their hair combed, and clothes mended. The school apartments, too, should be swept and dusted every evening, and whitewashed at least once a year." To any one who has visited the non-vested schools which are connected with the Board, or seen the miserable kennels of some of the teachers, these instructions read like a bitter mockery. How is it possible, as an Inspector said to me, for a teacher to lecture children upon their want of cleanliness, when he himself, his wife and children are huddled together, with the baby in one corner and the pigs and poultry in the other? I have myself seen a first-class teacher living in a building called a house—granted, indeed, rent-free, by a nobleman, whose agent was patron of the school—into which, I venture to say, he would not thrust his master's dogs or horses, much less the lowest menial of his household. The four walls were standing, but the door was so badly fitted, that, in a windy night, no candle could be kept alight. In the kitchen there was a fire and some rickety furniture; and above, in a sort of loft, where there was a bed for his children, the joists had given way, the floor was half down, and the sky was visible through the roof, so that on a rainy night the bed must be deluged.

Scandalous case.

45. Under conditions such as these, is it surprising that the teachers should look cowed and discontented, or that the children under their charge should imbibe some of the bitterness and dissatisfaction of their instructors? It is a dangerous experiment to neglect the education of a people, but it is a thousand times more dangerous to call into existence a multitude of schools, to invite the people to enter them, and then to place in each a teacher who, from his inadequate salary, his uncomfortable home, and the precarious tenure of his office, is filled with discontent, and even tempted to disloyalty.(*a*)

Discontent of schoolmasters.

IV.—Irish System to a Large Extent Denominational.

46. I now proceed to show that although in principle the Irish system professes to be non-sectarian, still in practice it is more or less denominational. I think it will be admitted that the object of any National system of education ought to be to establish and maintain an adequate number of efficient schools, which shall be open to every child, and in which secular instruction may be obtained without offending religious prejudices. The rights of conscience being secured, the State or central authority should, as it seems to me, have nothing to do with religion, except, indeed, that the State should not interfere to prevent the clergy or laity from furnishing the children with religious instruction. It can scarcely be said that the Commissioners of National Education in Ireland, take the initiative in establishing schools, but with this exception, I think that I have described with tolerable accuracy the general principles upon which the Irish system was founded.

Denominational character of the Irish National schools.

47. The question now is, whether in administering the Parliamentary grant these principles have been properly observed? I have already explained the distinction between vested and non-vested schools. In the case of vested schools "such pastors or other persons as are approved of by the parents of the children are to have access to them in the school-room for the purpose of giving them religious instruction." In the case of non-vested schools, the patrons or managers are alone to determine whether any and what religious instruction is to be given in the school-room. No doubt such a rule as this must often produce great hardship, by practically depriving many children of any religious instruction during the week; and I have never, I must confess, been able to comprehend the grounds upon which the National Board has granted aid to schools, the managers of which refuse to admit, at certain hours, persons of various denominations to instruct the children in religious knowledge. Nor have I been able to appreciate the difficulty of the clergy assembling the children of their own communion in the neighbouring church or chapel, for a certain number of hours in the week. The Commissioners seem to have rejected both of these plans as impracticable; and they have had recourse to what are termed "modified grants." In other words they assist in setting up rival schools for the avowed purpose of enabling children to obtain religious instruction. And upon the same principle, the Board has officially declared that "they have never refused to endow, in the immediate neighbourhood of a Model school, a well-conducted mixed school under Roman Catholic management; although well aware that it had been established for the express purpose of drawing away from the Model school the Roman Catholic children attending it."

"Modified grants."

48. I must confess myself at a loss to understand in what way the Commissioners reconcile this policy with the principles upon which the Irish system was originally founded. To my mind these grants, and the multiplication of schools for the mere purpose of supplying children with religious instruction, are inconsistent with the principles laid down in Lord Stanley's famous letter, and in fact, amount to a practical abolition of the mixed system of education in Ireland.

49. Let us suppose, for example, a non-vested school under a Protestant patron large enough for the population of the district; let us suppose also that in this school there are fifteen or more Roman Catholics. In such a case, according to the rules of the Board, the Commissioners may, and, in fact, do grant aid to set up another school close by, the effect of which may be to damage and even ruin an existing National school. Now, what let me ask is the object of this inconsistent and suicidal policy? If it be to enable the Roman Catholics or Protestants to have a separate school in which the patron or manager shall be of a different creed from the school already existing, the only effect must be to separate children of different denominations from each other, instead of endeavouring to unite them. To act thus is to ignore the original idea of the founders of the Irish system. But the Board go further, for even where National schools already exist under Roman Catholic patrons or managers, they aid in the maintainance of other schools under the very same patrons, which are intended to be rivals. This they do, not because the new school will be more efficient for secular purposes, but because, being connected with some Convent, perhaps, it is more popular with the Roman Catholic clergy. It is surely preposterous to call that a National system, or to pretend that the Commissioners are seriously bent upon promoting mixed education, when they themselves set up, for sectarian objects, rival schools in opposition to National schools already established.

Commissioners aid rival schools

(*a*) I believe that nothing would tend more to increase the loyalty of the teachers, to promote a conservative feeling among them, and to enlarge their influence with the public, than to attach a dwelling-house and small garden to every National school-house.

For all schools hereafter to be built such an arrangement might be made without difficulty; and the addition of a house for the teacher might, of course, be made in the case of all existing vested schools.

But the case of the non-vested schools requires a separate consideration. Having maturely considered the mode of remedying this defect, I think that it presents an opportunity of introducing a change which would be of advantage to the schools and at the same time relieve the Board from the necessity of continuing the modified grants. I have already mentioned that the non-vested schools constitute a large majority of the National schools in Ireland, and that they seldom, if ever, have a residence for the teacher attached. I need not remind the Commissioners that the patron or manager has absolute power to determine whether any and what religious instruction should be given in a non-vested school. Now, in order to remedy both these defects, I propose that the patron or manager of a non-vested school, as a condition of receiving aid, should undertake to contribute towards the expense of building a teacher's residence, the Treasury, through the National Board, supplying the rest of the money. But in every such house I should require a room to be built for the express purpose of being used as a place in which the children, who are debarred by the manager from receiving religious instruction in the school, might receive such instruction. The expense of building this extra room would be defrayed by the Treasury.

There might be cases in which the non-vested school is not required; but it must be left to the Board to sanction such exception.

Instances.

50. During my tour I heard many complaints of the evil, and indeed cruel effects of acting upon this denominational principle. In one town which I visited, there is a National school of which the Roman Catholic priest is manager, but which was certainly in a very forlorn condition. I saw no signs of the manager taking any interest in it, and I was told by the teacher that since the establishment of a Convent school, the children who used to attend the original school had been withdrawn. In the small village of Ardara I saw two small schools close together, the patrons belonging to different denominations, each receiving Government aid, whereas there ought to have been only one large and really good school for the whole village. On the road from Ardara to Glenties, I met a woman whose school was well nigh ruined by the priest of the neighbouring parish having set up a new National school, of course with the sanction of the Board. The woman was a Protestant, and the manager of the school was a Protestant. To this the priest not unnaturally objected, on the ground that the vast majority were Catholics. In the village of Glenties, or within a very short distance, there are no fewer than four schools, two of which are Church Education schools. One of the National schools has been established for many years; but the patron is a Protestant, and, therefore, the master, though a Catholic, is not so completely under the power of the priest as he would like. The mistress is a Protestant, which (as I have already explained) has many inconveniences, especially if the mass of the population, as at Glenties, is Catholic. To obviate these inconveniences, and in order to have a separate school for girls, the priest is negotiating with the Board for aid to build a new school within a quarter of a mile of the existing school; and he seemed to be confident of success. Lastly, there was a new school near the town of Donegal, which can scarcely I should think be needed. At all events I found the old established school which is under the patronage of Lord Arran, a Protestant, by no means so full as it ought to have been; and I found by questioning the children, and from other sources, that they were in the habit of attending first one, and then another of the schools, just as it suited their own fancy or that of their parents. When there are too many schools the inevitable result is to destroy discipline by impairing the authority of the master, and to demoralize the parents. Dr. Mulreany, however, through whose exertions the new school was established, differs from me in opinion, and told me that he had proved his case before certain persons who were deputed by the National Board to conduct the inquiry.

Bad effects of this denominational policy.

51. One of the worst effects of the policy adopted by the Board is to multiply inordinately the number of schools and to increase the expense. In the districts which I visited, but especially in the towns and villages, this evil was very apparent; and this impression has been confirmed by a wide survey. Thus it appears that in Scotland the average number of children in attendance in each inspected school is 104; in England it is nearly 100, but in Ireland the average number of children in attendance in each National school is only 49·3. The same conclusion follows from comparing the average number of pupils under a single teacher in Great Britain and in Ireland. The following table exhibits the result:—

	England and Wales.	Scotland.	Ireland.
The Average Number of Scholars in Average Attendance:—			
To each teacher, ...	91	84	52
To each teacher or assistant teacher, . . .	82	82	40
To each teacher, assistant teacher, pupil teacher, or monitor,	45	42	27

From these figures it appears that the teachers in Ireland, if equally competent with those of England, should be able to do twice the amount of work which they are now doing—or in other words, that in Ireland double the amount of school work might be despatched without making any addition to the teaching staff. It is obvious, therefore, that having regard to the work done, the number of schools and teachers is excessive, and the cost at which they are maintained is unnecessarily increased.

Board should act consistently.

52. A Denominational system is one thing—a National system is another; but by all means let them be kept distinct. If the Board has established or maintains a school, let nothing be done by the same Board to impair its success—least of all should the Board set up a rival school by its side. Such a policy is not only absurd and extravagant, but it has a tendency to demoralize the people. The Committee of Council in this country, where the system is strictly denominational, never dreams of assisting to build a school if there is an existing school of the same sort, with a conscience clause, capable of accommodating all the children of the neighbourhood; and the fact that the Committee of Council assists two or more schools when one would suffice, is one of the most grievous defects of the denominational system. It is, indeed, the inevitable effect of such a system, but it is one of the grounds which the Scottish Commission have recommended its abolition north of the Tweed. A system administered upon such principles as those which seem to guide the Board in Ireland is not a National but a Denominational system—relieved, unfortunately, from those conditions, which prevent its abuse and control its tendency to extravagance.

Chief reason for sanctioning "modified grants" is to secure a Roman Catholic teacher under the control of the priest.

53. I can understand the reasons which have induced the Commissioners to establish these "modified grants." I admit the importance of providing children with the means of obtaining religious instruction; but if the only object of the Board were to provide religious instruction, a new school and a new staff would not, as I have already shown, be required. The reasons which induced this Board to sanction these grants was very different. It was that all the children might receive secular instruction from a person of the same faith with themselves. This, indeed, is the only way in which all danger to faith can be eliminated, and the clergy can be relieved from the duty of themselves giving religious instruction; besides, of course, it is the only means by which the clergy can obtain the control over the teacher upon which they are so eagerly intent. But I cannot admit that such reasons ought to influence those who administer a grant made by Parliament for united education; on the contrary, they seem to me utterly inconsistent with such a trust. Apart, however, from this, it is not unimportant to show that the same reasons are allowed to influence the administration of public funds voted for education in other countries.

Feelings of the people in other countries with respect to the teacher's creed.

England.

Scotland.

Holland.

54. I have already remarked that neither the Irish people nor their clergy forbid children receiving instruction from teachers of various persuasions. In the United States the same practice exists. But in England, Scotland, and abroad the majority in a locality would certainly insist upon the teacher being of the same creed as themselves. In England, indeed, it would be difficult to persuade a man to send his child to be taught by a Papist; in Scotland such an idea would be deemed preposterous. Nay, it appears from the Report of the Scotch Commissioners that in some northern counties where sectarian feeling runs high, a free churchman will not send his child to a school taught by a member of the Established Church, although the difference between parent and teacher relates only to questions of church government, and although in every school the rights of conscience are protected. In Holland, I am informed upon good authority, that the religion of the teacher coincides with that of the majority of the parents whose children are instructed; and that, if this were not so, there would be grievous discontent. But although the Roman Catholics and Protestants of Ireland accept education from masters without reference to creed, still they do so with evident reluctance. The bishops and priests make no secret of their wishes upon the subject, and I was invariably told by Catholic laymen that they would prefer a Catholic teacher, and by Protestant laymen that they would prefer a Protestant teacher for their children. No doubt, this sectarian feeling is kept alive and aggravated by the clergy of all denominations; and no doubt the same feeling prompted the National Board to introduce the "modified grants," to which allusion has already

been made. Although I am satisfied that the principle of these modified grants is inconsistent in theory with a strictly National system, still I cannot but think that in practice the religious prejudices of the parents as to the opinions and character of the teachers in primary schools ought, as far as possible, to be respected. It is true that, in a strictly non-sectarian system, the creed of the schoolmaster, so far as the State is concerned, is immaterial. But a doctrine, however true in theory, cannot always be adopted in practice; and whatever opinions the fathers of the children may entertain upon the subject of religious instruction, the mothers and the clergy, who possess the real power in this matter, consider religion an essential element in education; and, if religious instruction is to be given at all, there is an obvious convenience in having it given by the schoolmaster.

In England and Scotland the creed of the teacher coincides with that of the majority of the people.

55. It can scarcely be said that either in England or in Scotland any attempt has ever been made to exclude religion from exercising its influence in school appointments and school management; and, indeed, if any such attempt were made it would probably fail. There can be little doubt, for instance, that in Scotland if Lord Lovat or the Duke of Buccleuch were to succeed in getting a Roman Catholic or an Episcopalian master appointed as teacher in a parish school, there would be something like an insurrection. Nevertheless such an appointment would be perfectly legal, and if the master did his duty the faith of the children might be perfectly secure. Again, if an English squire were to appoint a Presbyterian or an Unitarian as teacher in his National school, the clergyman and the people would probably regard it as an affront. But in Ireland it is by no means uncommon to find the master or mistress a Protestant, when a large majority of the population is Catholic. In this matter I was surprised to find so much liberality of feeling. But a liberal disposition must not be strained beyond fair limits, and I must confess that in Ireland these limits have been exceeded. Suppose, for instance, the case of a parish in which the vast majority of the people are Catholics, and there is a National school, the manager of which is a Protestant; suppose, moreover, that the manager appoints a Protestant schoolmaster. It may be that he is an excellent teacher, but it is vain to expect him to possess the entire confidence of the people. Such an appointment has this inconvenience also, that the children cannot receive their religious instruction in school unless indeed the Protestant masters is requested to teach the Roman Catholic children their own catechism. This experiment I have seen tried, and with tolerable success; but, of course, as a general rule, it is impracticable. But to take an illustration.

Instance to the contrary in Ireland.

56. I have in my mind a case, in which the manager of the school is a Protestant, and the vast majority of the people Catholic. The school became vacant. The manager advertised for a schoolmaster, and announced in the advertisement, that no Roman Catholic need apply. A Protestant master was appointed. But the inhabitants of the place, and the parish priest, not unreasonably, regarded the form of advertisement as a slight upon their religion; and although the master holds a first-class certificate, the school is now a comparative failure. The school-house is one of the best—perhaps the best which I saw in my tour, and the master has an excellent dwelling-house and garden. In times past when the teacher of this school was a Roman Catholic, but thoroughly competent, no school in the district was more prosperous. There was mutual confidence between parents, priest, pupils, and teachers. The school was a living power of civilization, and a perpetual fountain of goodwill. But now the children have been transferred to an inferior non-vested school, which is grievously overcrowded, and the obnoxious school has been converted into a standing grievance and a source of discontent. If the parents for whose children a school is intended had the power to choose the master, they would, as in Holland and America, take care to appoint a man who suited them in matters of religion, or if the patron or manager in Ireland were a sensible man, he would, in appointing a teacher, consult the feelings of the people. But if patrons or managers neglect this obvious duty, it is not surprising that the people should be discontented, and endeavour to obtain some sort of redress.

Remedy.

57. The most effectual remedy for this grievance would be that the people of the locality should have a veto upon the appointment of any teacher in a National school or at all events, that the creed of the teacher should correspond with that of the majority of the parents whose children are to be taught. But the National Board has adopted neither of these alternatives. The plan which has been adopted is to aid in the establishment of new schools, the object being to supply the people with religious teachers in whom they have confidence. Finding the religious feelings of the people too strong, the National Board are compelled to set up schools simply to meet the religious wants of the people. In other words, *they have abandoned their principles, and have engrafted a denominational system upon one which professes to be undenominational.*

Convent schools.

58. Before concluding this part of my report I beg leave to draw the special attention of the Commissioners to the Convent schools. Nominally, they are National schools, because they comply with the rules of the Board, but to my mind they are thoroughly denominational. That they are denominational in the eyes of the people, and of the excellent ladies who conduct them, admits not of a shadow of doubt. When I asked whether any Protestant child ever attended a Convent school, the question seemed to excite a smile of incredulity. Nor was I surprised, for out of 73,300 children attending Convent schools only 73—less than 1 in 1,000 are Protestants. Indeed I should no more expect to find a Protestant in a Convent school than a Roman Catholic in a Church Education school, if there were any other school within reach. It is true that the formal religious instruction is confined to certain hours, the books are approved by the Board, and the images and religious symbols are shut up in cupboards or veiled—although in one school which I saw, the veil was of a very transparent type. But the atmosphere of the Convent fills the school, and must obviously be distasteful to Protestants. In the case of such schools to enforce the rules of the National Board is a work of supererogation. These rules are framed to protect the rights of conscience of the minority, but, inasmuch as in these Convent schools there is not, and never will be, any Protestant minority, it seems idle to persist in enforcing them. It has, indeed, been thought necessary to exclude from the office of teacher in National schools, all persons in religious orders, but upon the same principle, I think that nuns and Marist as well as Christian Brothers should be excluded. They are not in orders, but their peculiarities are as obnoxious to Protestants as those of a Protestant clergyman are to the Roman Catholics. Again, it is said that Convent schools are practically on the same footing as other National schools. The rules of the Board expressly declare that "They are subject to the same rules and regulations" as non-vested schools. But, as I understand the rules of the Board, Convent schools enjoy special privileges. In all other schools which are aided by the Board, the teacher must be examined and certificated, but in the Convent schools this most important condition is relaxed, and a grant is made according to the number in average attendance. The reason of this relaxation it is difficult, if not impossible, to understand, because in England, in Scotland, and I believe abroad, the nuns are quite ready to submit themselves to examination. I must say, therefore, that if the school system of Ireland is to be regarded as truly National and unsectarian, it is impossible to defend the exceptional rules which govern those Convent schools.

59. It is, I know, impossible to exclude these Convent schools from sharing in the Parliamentary grant, for I believe that even Archbishop Whately was one of the Commissioners who agreed to admit them as National schools; nor indeed do I think that it would be judicious to attempt to exclude them But it strikes me, that if any such exceptions are sanctioned, there is no reason why they should not be extended, and I shall endeavour to explain the extent to which I should be prepared to go in this direction.

60. The general conclusion I derive from the manner in which the Commissioners of National Education in Ireland practically administer the funds annually intrusted to them by Parliament is, that they have been compelled to abandon the non-sectarian principles, upon which the system was originally founded, and to adopt to a considerable extent the denominational principle. General conclusion as to the National Board.

V.—Should the Present System be Maintained?

61. During my tour in Ireland the question which constantly intruded itself upon me was, whether the National system ought to be maintained as it now exists, or whether a Denominational system ought to be introduced in its stead? Should the present system be maintained?

62. In ascertaining the general opinion upon this subject, I must confess that I experienced great difficulty. So far as the clergy of the Established and Roman Catholic Churches are concerned, there is no room for doubt. They are in a manner bound to oppose the National system; though I must add that some of the Roman Catholics admitted the difficulty of having denominational schools in places where the population is divided in religious opinion, and is too small to fill more than one school. In the towns, however, and in populous places they saw no difficulty. But so far as laymen are concerned, I did not find a single individual who was opposed to the National schools. Catholics and Protestants alike—the man of wealth and the man of humble means—all with one voice agreed in extolling the National schools and the benefits which they had conferred upon Ireland. I conversed with a merchant of great wealth in Sligo, and although he bore the character of a devout Catholic, he spoke in the strongest terms of the importance of maintaining the present system. I met the mayor of a provincial town, who, from poverty had risen to wealth, and he spoke with touching gratitude of the blessings he had himself derived from the National school in which he was educated, and of the friends he had made among his Protestant school-fellows. In Ireland, it is as I have found it in England and Scotland. The mass of the people care little for the denominational character of the school, or rather would care nothing were it not for the clergy. If the Irish laymen were left to themselves and emancipated from spiritual subjection, the National school system would probably be maintained without alteration. Opinions of clergy. Opinions of laymen.

63. But the laity are not left to themselves; on the contrary, they willingly submit to the guidance of their priests, and even sacrifice the interests of themselves and of their children in order to obey them. In Sligo, where there is a Model school which is taught by Roman Catholics and by Protestants, I heard the most bitter complaints from persons of various occupations, because they were forbidden to send their children to the Model school and compelled to send them to the Convent or Marist Brothers' schools, which they thought inferior. By law, of course, they are free to do as they please. But spiritual intimidation is too much for them. In a town further south, I heard of a Roman Catholic who sent his children to a private school taught by a Protestant, and he was persecuted until he withdrew them. In Enniskillen I was told of instances in which persons in a very respectable rank of life were compelled, after a struggle, to withdraw their children from the Model school in that town, and to place them in the Convent school. Again and again I asked what the effect would be if the ban put upon the Model school were annulled, and the never failing answer was that the attendance would be doubled, while the attendance at the Convent, the Marist, and Christian Brothers' schools would be proportionally diminished. It may, perhaps, be said the reason which induces Roman Catholic parents to prefer the Model school to schools taught by Marist or Christian Brothers is because its fees are lower. But even if this be so, it would only show that in the eyes of such parents, a few shillings a year are of more consequence than the faith of their children. Is it not better to believe that in the opinion of the Catholic laity, the Model school is dangerous neither to faith nor morals? Some time ago the Roman Catholic bishops laid down a rule, that no teacher who had been trained at Dublin should be employed in a National school under a Roman Catholic patron. This rule has created the utmost discontent among the teachers, and many, even of the priests, scarcely conceal their opinion, that it is both harsh and unnecessary. But still the rule is generally observed, although even those who submit to it do so with angry reluctance. Reason why the laity act differently from what they think.

64. These facts show, I think, conclusively that the power of the priest is very great, and that in matters connected with education the influence of the priest cannot practically be neglected.

65. Nevertheless, this influence has its limits; and I am convinced that if the chord be stretched a little tighter it may possibly snap under the strain. It is surely a striking fact that in the Model schools which I visited (and it is the same throughout Ireland), there are many Roman Catholic teachers, both male and female, with pupil-teachers under them. And notwithstanding the denunciations launched against these institutions, none of the teachers appear to suffer extreme spiritual inconvenience. The following is a still more striking instance of the people rebelling against the bishop and his clergy. There is an island off the coast of Sligo, which formed part of the late Lord Palmerston's property. When the present landlord came into possession, he found that there was no school on the island. He erected one, put it under the National Board, and appointed a teacher who had been trained. The bishop found that this teacher had gone to the training school at Dublin after the time when it was forbidden to do so. Thereupon, he directed the people to withdraw their children from the school, and threatened to deny the teacher the rites of the Church. The people refused to withdraw their children, and the teacher continued to do her duty; but she was denied the rites of the Church, and has only succeeded in getting them administered to her by some priest who is not within the bishop's jurisdiction. Again, I found at Dungloe a school which had been under the management of the parish priest, but was then under that of one of Lord Conyngham's agents, a Protestant. The way in which this change took place is remarkable. The school had been built partly at the expense of the people of the town; and the teacher, a man of considerable ability, and a popular favourite, was a native of the place. The priest being then the manager, had the power of dismissing the master. He exercised this power, and dismissed the teacher against his remonstrances, and without assigning any reasonable ground. The priest then appointed a new master. But the people were indignant, and demanded that their favourite teacher should be reinstated. The priest still refused. Thereupon the people took possession of the school, reinstated the master, got the priest displaced from his office of manager, and had Lord Conyngham's agent put in his place. I believe that these are not exceptional cases; and that if the circumstances are sufficiently pressing, the people will not always submit to the dictation of their priests. On the other hand, as I have already said, the Roman Catholic clergy, and indeed the clergy of other denominations exercise very great influence over the people. Limits of priests' power. Refusal to obey the bishop. Rebellion against priests.

66. It is sometimes said that it is the duty of the State to protect the people against ecclesiastical influence, and this is one of the reasons alleged for maintaining the National system as it is. In the case of a Church established by law, which is intended to meet the wants of the largest number possible, it may be the duty of the State to visit any attempt to narrow the limits of a National Church. But where a Church is voluntary, it is a mere private matter, whether any man is or is not a member of it, and therefore I cannot think that the State has any concern with protecting its members. Let those who find the yoke too galling withdraw from the Church which imposes it. Those who are too timid to do so deserve to endure the consequences. Member of a voluntary church ought not to be protected by the State.

In framing a nation's system of education the feelings of the people must be consulted.

67. Be this as it may, I think that in framing a school system for a nation it is impossible to frame it successfully, unless the temper and disposition of the people be taken into account. It is very right, and the positive duty of the State to protect the conscience of the minority. But this condition being secured, there seems no valid reason why the religious feelings, or even prejudices of the majority should not be consulted. In other words, I see much reason for insisting that in every convenient locality *there shall be at least one National school, according to the existing type.* But if any more schools are required, I see no reason why they should not be denominational schools with an ordinary conscience clause—the denomination being that of the majority of the people. Nor do I suppose there would be any difficulty in ascertaining the opinions of a locality as to the denomination to which a proposed school should belong. I cannot see why Irishmen should be treated differently in regard to schools from their English and Scotch fellow-citizens.

The denominational school must be accepted in Ireland on the same terms as elsewhere.

68. But if the people of Ireland insist upon having denominational schools they must accept them upon such terms as they have been accepted elsewhere. I am not, therefore, prepared to say that the amount of public aid should be the same in the case of a denominational as it would be in the case of a purely National school. It seems to me that in this respect Ireland should be placed upon a perfect equality with England and Scotland. In England and Scotland only about one-third of the whole cost of maintaining the school is defrayed by the State, the remainder being raised by local contributions and school fees. In like manner the State supplies only a portion of the sum required for building or repairing schools. Thus in England and in Scotland the existence of a certain amount of local voluntary contributions is an essential condition of the denominational system in this country. And the only ground upon which any individual is allowed to manage a school and to use it for religious purposes is because he contributes largely towards its maintenance. As a mere matter of justice to the general body of taxpayers, who are of various creeds, I think that this rule should be inflexibly maintained; nor do I recognise the justice of relaxing it in Ireland. I repeat, therefore, that if the Roman Catholics or the Protestants of Ireland wish the State to aid purely denominational schools they must accept that aid upon the same terms as in this country.

Poverty of Ireland.

69. It may be said that Ireland is much poorer than Great Britain, and that the landed property is in the hands of Protestants. But these denominational schools will exist almost exclusively in towns and populous places, and there can be no difficulty in permitting the inhabitants of such places to rate themselves so as to supply the necessary local contributions. The alacrity with which they impose a school rate will be the best test of their sincerity in the cause of denominational schools.

Summary of plan.

70. To sum up the case. The fundamental principle of every efficient scheme of National education is that there must be an adequate number of efficient schools for the whole population. If there exist already in any locality the requisite number of schools nothing more is required. But if schools are still wanting they may be supplied in two ways.

71. On one hand the inhabitants of a locality or certain private individuals may prefer what are called denominational schools, the chief object of which is to inculcate religious truth, but which also communicate secular knowledge. In such schools the State might fairly contribute towards the secular part of the instruction, which would be tested by Inspectors, while the ratepayers of the locality or the private patrons of the school would be left to supply the rest of the funds required. As I have said the proportion to be so contributed might be the same as it is in this country. But it must be carefully observed that, before any proposal for a denominational school is entertained, there must be at least one National school (proper) open to children of all creeds, and to the maintenance of which no local contributions by rate or private subscriptions would be required.

72. On the other hand, it might be that neither the inhabitants of the locality, nor any private individuals were ready to contribute the necessary funds. In this case, the schools required would be erected and maintained by the State, and by school fees; but they would be National schools (proper), such as I have described. In erecting and maintaining such schools neither local rate nor voluntary contributions would be required. As the denominational schools would be chiefly in towns; the National schools (proper) would be chiefly in rural places.

How money to be obtained.

73. But whence, it may be asked, would the required funds be obtained? It may be doubted whether Parliament would consent to increase the present grant of £340,000, but if the changes contemplated in the Established Church are carried into effect, there would be ample means for supplying any deficiency.

Hope that instructions have not been exceeded.

74. In making these suggestions, I trust that the Commissioners will acquit me of having stept beyond my province. It was idle to attempt to pass by the great question which is agitating the people, not only of Ireland, but of this country, viz.:—Is it possible, or is it just, to maintain the National school system of Ireland, without alteration? If it is impossible the inevitable question arises, what changes are judicious and practicable. These questions have occupied much of my thoughts, and I trust that I have contributed something towards their solution.

VI.—Quality of the Education furnished by the Schools.

Quality of education.

75. I now proceed to discuss the quality of the education furnished in the Irish schools. The subjects of instruction, are, of course, reading, writing, arithmetic, geography, grammar, and sometimes music and sewing. The only good specimens which I saw of the two last, were in the Convent schools. I should say generally that the reading was always very tolerable, but of course the scholars of one school differed much from those of another in their power of understanding and explaining words and phrases. Experience had taught me that

Dictation.

the best and easiest test of intelligence in the child, and good teaching in the master or mistress, is writing from dictation. This opinion was confirmed in Ireland. The sentences which I dictated, were such as these:—The days of the week; "I am grateful for all the benefits which I have received;" "Some of the apples are sour, some are acid;" "Snakes may be divided into two separate families, viz.:—those which have poisonous fangs, and those which have none." Some of these are taken from the ordinary reading books; some I had tried in schools elsewhere. I sometimes dictated four lines also from one of their reading books.

> "The wild duck seeks the sedgy bank,
> Or dives beneath the glistening billow,
> Where graceful droop or cluster dank,
> The osier bright and rustling willow."

76. To some these questions may appear too simple, but if they had seen the answers they would at all events agree with me in thinking that simplicity was not their worst defect. Before, however, proposing any of these sentences to a particular class, I generally showed it to the teacher, and asked him whether he thought that it would be beyond the powers of the children. Nor did I ever examine any child beyond the standard which is fixed by the National Board.

Arithmetic.

77. In arithmetic, I always began by numeration and notation, and my experience is, that wherever this test is satisfied, the school has been well taught. When it is not satisfied, the school has been badly taught. I then proceeded through the ordinary rules. In a very few cases I found the children able to solve questions in decimals; but although an ordinary sum might be worked, anything like a problem requiring reflection

generally proved too puzzling. Thus it was very rare to find a class of boys or girls who could solve the following simple problem :—A jacket and waistcoat are worth twenty-four shillings; the jacket is three times the price of the waistcoat. What is the price of each?" The amount of geography which the children possessed was not great; but it seemed to me one of the most useful branches of knowledge which they possessed. Very many of the scholars, even in the most secluded places, were familiar with the principal states and towns in America. The reason, probably, is, that they had friends and relations in the United States; and most of those above seventeen, of which there was not a few, expected to follow their example.

Teachers and children.

78. Considering the emoluments and position of most of the teachers, the want of local superintendence, and the apathy of the upper classes, I am surprised that they do their duty so well. The material with which they have to deal, is, no doubt, excellent. So far from their being any lack of intelligence in the ordinary Irish school-boy, it is impossible to imagine any creature more bright and intelligent. And it is perhaps singular that in the very wildest parts of Donegal the children exhibit the same intellectual smartness. But, notwithstanding these natural advantages, I must confess that, during the whole of my tour, I saw no school, except, perhaps, the Model school at Sligo, which could compare in excellence with the best British or National school in England, or with the Parish or Inspected schools in Scotland. This might probably have been said even before the Revised Code was introduced; but since its introduction I feel no doubt upon the subject. Between one National school taught by a certificated master and another, I shall not attempt to draw any distinction, though, of course, they varied in merit; but in the Convent schools, where the teachers are uncertificated, I found the reading, writing, geography, and sewing equal to the others; but in arithmetic, I should say they were inferior. I shall presently describe a certain number of the schools which I visited, and state the result of the examination. But before doing so, I may remark generally that in discipline, and in what may be called school-morality, the Irish is inferior to the ordinary school in this country. In the first place, the Irish teachers did not handle their classes with the same skill and precision as the English or Scottish teachers; but that might be because the classes were much smaller. In the next place, no one could fail to observe the want of that scrupulous honour and self-respect in school which marks a good teacher and a well disciplined pupil. For some time I was in the habit of relying upon the statements of the masters as to their emoluments, particularly as to the amount received for school-fees, and as to whether or not they had farms, but in some cases I found that their statements were so inaccurate, that I abandoned the attempt to frame statistics based upon them.

School discipline.

Again, the idea that copying or prompting is wrong in the pupil, or ought to be checked by the teacher, seemed quite a novelty. In the Model school at Enniskillen, after repeated warnings given by one of the Head Inspectors, who happened to be present, and within a few yards of the schoolmistress, some of the children persisted in copying from their neighbours. And in one of the best Convent schools in Ireland, even after a most solemn warning, delivered by a Chief of Inspection who was present, it became necessary to turn one girl out of the examination room. These are glaring instances, and I was surprised to meet with them in schools of such reputation. But, in truth, the practice of prompting and copying from each other is almost universal, and the inveteracy of this habit is proved by the fact that the pupils persisted in attempting to indulge in it even when carefully separated from each other.

Copying and prompting.

Inspectors.

79. I cannot help thinking that the superiority in these respects exhibited by the schools in this country arises from the great strictness of the British Inspectors, and from the social position which they occupy as compared with the teachers. In England, from the moment a child of thirteen enters upon the career of a teacher, the rules against copying or prompting, are rigidly enforced, and the penalty for disobedience is professional ruin. The result is, that the lesson which a teacher has learnt under such conditions he impresses with unusual zeal upon the pupils, and it is impossible to deny that the result is in every point of view most satisfactory.

Illustrations.

80. I now proceed to furnish some illustrations of the teaching in the Irish schools. In order to obtain a standard by which to measure these schools, I took the opportunity of examining the Model school in Sligo, and one Convent school in Dublin, both of which are considered to be very favourable specimens of the Irish system. In order to ascertain the merit of the Irish schools as compared with the schools in this country, I took the opportunity of putting the questions I had put in Ireland to the scholars in a London school of good reputation. The following are the results:—In the London school I examined twenty-six children, one of whom was sixteen, two fifteen, and the others between fourteen and eleven years of age. The passage in dictation was taken from an Irish reading book. It has already been transcribed. Out of the twenty-six papers, two were right, the rest had thirty-four errors. In explaining the word "acquiesce" none were right. In notation and subtraction, thirteen were right, and thirteen were wrong. In the question "Find how much 15½lbs. of beef costs at 7½*d.*" thirteen were right and thirteen were wrong. In the problem of the jacket and waistcoat seven were right.

81. In the Dublin Convent school I examined the papers of thirty-eight girls, all of whom except three were above twelve years of age, and of whom as many as twenty-three were seventeen and upwards. I should add that some of those examined were Monitors. But of these thirty-eight, only twelve could work correctly the question, what is the cost of 15½lbs. of beef at 7½*d.*; of these twelve, only one was thirteen, the rest were between sixteen and nineteen; again, out of the thirty-eight, as many as fifteen were wrong in notation and subtraction. In writing from dictation, the lines already quoted, only twenty-two were right, the rest made twenty-seven mistakes; again, out of the thirty-eight only nineteen could spell and explain the word "acquiesce," and only ten could work the problem "If a jacket and waistcoat cost twenty-four shillings and the jacket is three times the price of the waistcoat, what is the price of each?" It will be observed that while the girls in the convent schools were much older than the children whom I examined in London, the results in London are much more satisfactory, although by no means strikingly good. Indeed, speaking generally, I should say the Irish are inferior to the British schools, and I may add the American schools which I have examined.

82. In the town of Sligo the bishop has succeeded in extinguishing the ordinary National schools and has prohibited the Catholics from using the Model school. The heart-burning and discontent caused by this prohibition are feebly denied by the clergy, but the evidence, which I have had upon the point, is to my mind conclusive. There is scarcely an intelligent Catholic parent in Sligo, who does not feel the hardship of his children being deprived of the best secular education which can be obtained. The general answer given by the clergy to this complaint is that the bishop has provided schools conducted by Marist or Christian Brothers, which supply as good an education as that which is supplied in the schools under the Board. I know not what was the condition of the National schools before they ceased to exist. But I must remark that, unless the Model school be superior, the prohibition to attend it is obviously unnecessary. It seemed to me that in this Model school the instruction in the elementary branches was good; but the Commissioners, who thoroughly examined the school, are better judges of this than I am. Of this, however, I am satisfied, that in the female department, arithmetic, spelling, and writing are better taught in the Model school than in the Convent school; and I also think that the male department of the Model school is superior to the schools conducted by the Marist Brothers, of which there are two.

83. In one, St. John's Seminary, conducted by Marist Brothers, which is held in the premises once occupied by a National school, there are two divisions or departments. In the upper division there are two masters, one

being Director. There were thirty-one on the roll and twenty-seven present, each of whom paid £1 per quarter. In the lower school or division there were eighty-four on the roll and sixty-five present, each paying 10s. per quarter. I was told that altogether the fees amount to £240, of which the lower school yields £60. This I may observe, in passing, forms a remarkable contrast to the financial condition of Sligo Model school. In that school there are 356 on the roll, almost all Protestants, and of the same or even superior rank to the children in the Marist Brothers' school. But the fees do not exceed £132. So that a Model school which is more than three times as large as the Marist Brothers' school produces little more than half the amount of fees. There seems to be no doubt, therefore, that the scholars in the Model schools might be made to contribute in fees much more than they do at present.

84. I examined fourteen of the best scholars in the senior department of St. John's seminary, their ages ranging between eighteen and thirteen years. They read as usual very tolerably, and showed no want of intelligence, they had also a knowlege of ordinary geography. But in compound division six out of the fourteen were wrong, and in writing a sentence taken out of one of their school-books, as an exercise in dictation, there were five failures.

85. In the lower school of the same institution I examined nine, of whom five were fifteen, and four were between fourteen and twelve. In taking down and adding up the following sum :—

	340
	4,001
	60,200
	64,541
Three were wrong in adding	100,002
	164,543
Four were wrong in adding	1,000,101
Six were wrong	1,164,644

In multiplying £55 12*s.* 9¼*d.* × 23, six were right and three were wrong. And in writing a sentence from dictation, in which the words "mayor," "mare," "rode," and "carriages" occurred, four were right and five were wrong. I have no doubt that in a good National or British school in England, or in a parish or inspected school in Scotland, younger children would have answered better.

86. Besides what is called St. John's Seminary, which is intended for the better classes, there is in Sligo another school, also taught by Marist Brothers. This school is intended for the lower classes. The premises, I was told, were only temporary, although they had been used for a National school ; but they certainly were very bad, low in the roof, in wretched repair, and miserably furnished ; the offices were disgraceful. The upper room was divided into two parts by a curtain. Altogether there were present 167. The boys, in dress and demeanour, were like those in a ragged school in London or Plymouth ; though I may state, generally, that I was much struck by the superiority and politeness of the Irish boys as compared with the children in England, but more especially in Scotland. The number of masters was quite inadequate ; but I did not fail to admire the gentleness, patience, good nature, and devotion which distinguished these brothers. What surprised me a good deal was that the fees obtained amounted to £17, whereas generally the fees obtained in National schools are trifling. This fact, coupled with others, proved to me conclusively that if the Roman Catholic clergy chose, they could obtain, in the shape of school-fees, much larger sums from the parents. In this school I examined twelve of the scholars between fifteen and twelve ; in arithmetic two could not write down and add up thousands ; three could not write down ten thousand ; four were wrong in millions. In compound subtraction two were wrong ; and eight out of twelve failed in a simple sum in compound multiplication. Out of seventeen examined in dictation not more than two could write the days of the week, together with a simple sentence containing such words as "grateful," "benefits," and "receive." And, lastly, I selected from the junior class six, but they could not read, except with difficulty, more than one figure, and found it impossible to distinguish between 01 and 10, which I may add was easily done by infants in the Model school.

In this school I had some conversation with one teacher, an Englishman, who told me he came from Lancashire, and had been brought up in a Protestant National school. His religious faith had certainly not suffered from the ordeal through which he had passed.

87. It will be observed that both these schools were conducted by Marist and not by Christian Brothers. I was curious to know the reason, and I was informed that Christian Brothers are subject to their own Head, while the Marist Brothers (in Sligo at least) are subject to the bishop. This, of course, gives the bishop more absolute control over the education of his people.

Wretched condition of some Teachers.

88. As an illustration of the wretched condition of some National teachers I will take the case of a school near Sligo, taught by a woman. The situation of the school shows that it is absolutely required, but the building is poor enough. The school was not open when I was there, but I saw the mistress in the house, where she lives with a relation. The attendance is generally forty.

The Government Grant, ...	£14 0 0
Fees, ...	0 12 6
	£14 12 6

But out of this she has to pay £4 rent for the school-house, besides paying rent for a dwelling-house, so that after deductions made, she has about £7 a year. There are some Protestant gentlemen in the neighbourhood, and some farmers tolerably well off. But the poor woman gets nothing from either source ; indeed, some tolerably well-to-do farmers send their children for 1*s.* a quarter. To live alone upon the wretched pittance would, I should think, be impossible, but the relative with whom she lives enjoys a pension. The patron of this school is the Roman Catholic bishop, but he does nothing to aid either the teacher or the school. Probably the principles under which he acts, do not allow him to do more. The facts connected with this school, I had from sources which I believe to be trustworthy.

89. I will now take a parish in which the landlord is an absentee and a Protestant. He is represented by his agent, but the landlord himself is patron of the school. In this parish the school is admirably built, and consists of two departments, one for boys and one for girls. In the boys' department I found 35 present. They read, as usual, tolerably. In notation and addition I examined 18, a large majority being above ten, I dictated the following sum :—

201
5,600
220,001

But only four were right in taking the figures down and in adding them up. In the second class of which

there were 12, some could not distinguish between 001 and 100. In the third and fourth class of which there were 10, and of whom I examined 8 in compound multiplication, I found that only 2 of the 8 were correct.

I gave two monitors, one aged fifteen and another eighteen, a simple problem in division, and neither could solve it, although the same problem had been readily solved in other schools.

90. In this school, besides an excellent house and garden, the master had—

Government Grant, ...	£44	0	0
School fees, ...	3	0	0
Local contributions, ...	17	10	0
	£64	10	0

This is a case in which the master's salary is more than sufficient; the defect is that its amount does not depend upon his own exertions. Besides, it must be observed, that while the population is to a large extent Catholic, the master is a Protestant, and the circumstances connected with his appointment, made it particularly offensive to the Catholic population; indeed the priest avowed that he did all in his power to withdraw the children from the school, and to induce them to go to another school in the neighbourhood.

91. In the female department I found 33 present. The school and the accommodation for the mistress are excellent; she is a Presbyterian; her salary is ample, but it does not sufficiently depend upon her own exertions; it amounts to £47 10*s.*, of which £4 is derived from fees, besides a house and garden.

The first class, aged between eight and six, read tolerably. In the second class of sixteen, I examined twelve; their ages being between fourteen and eleven; out of the twelve only five were correct in writing down and adding the figures—

10
106
72
5005

In a simple sum in subtraction only four were right.

The reading was moderate, but in writing from dictation the sentence, "I am grateful for all the benefits I have received," there were eighteen errors in twelve papers. I may also mention that two out of the twelve could not write correctly the days of the week.

92. There seems to be no doubt that much discontent exists with reference to the state of education in this neighbourhood. During the life of the late proprietor I was told the master was very efficient, and the school was very well attended. But he was a Roman Catholic, and upon his promotion to be an organising teacher the present master was appointed. It is evident that he is not successful, not, probably, from want of ability, but from want of energy, and from not possessing the confidence of the people. There appears to me less excuse for appointing a Protestant master or mistress, because the Protestant rector of the parish has a school especially for Protestants, which is taught by a mistress. It is worth noticing that the people have some idea of applying to the Board for assistance towards another school—although the school accommodation is ample—simply upon the ground that the teacher is unsuited to a Catholic population, and it is possible that the application may be successful.

93. In ——— school, which is held in a room over the master's house, I found seventy-five present, of whom thirty-four were boys, and forty-one were girls. The master is a Roman Catholic. The room, which is low in the roof, ought not to contain more than sixty-seven, and consequently the atmosphere was most oppressive. In the second class I examined eleven children, between ten and eleven years of age. In taking down and adding up four rows of figures, the highest of which was 5,005, only two were right out of eleven, but in subtraction five out of eleven were correct. In the fourth class in compound multiplication, five were right, and four were wrong. In the same class I examined nine in dictation. They made nineteen mistakes.

I examined two monitors; they worked fractions, and read tolerably, but none could explain the meaning of the word "acquiesce." In this school the master has from the Board £44, and the fees amount to £9 11*s.* 3*d.* He has besides a house and land valued at £8 per annum.

94. During my tour I doubt whether I met anywhere more intelligent children than in the neighbourhood of Carrick and Glen Colmkill; nor have I ever seen more distinct proofs of a general desire for education. The places of which I speak lie to the west of Killybegs, in that broad promontory which stretches westward into the Atlantic. As an illustration of the quick-witted humour of the Carrick boys I may mention the following incident. I was examining the school at Carrick, in presence of the schoolmaster and schoolmistress, the priest, and my car-driver, who took special interest in schools. Before me stood a little barefooted Irishman of about twelve or thirteen, with a bright intelligent face, fine dark eyes, and black hair. His name was "Moses Erskine," I asked him to spell "excellent," which he did. I asked him what it meant. The boy hesitated. But the priest said—"Do you know anybody who is excellent at anything?" "Yes." And "who is it," rejoined the priest. "Myself," was the prompt retort. "And what are you excellent at," continued the priest. "At dancing, sir." I found that Moses was celebrated for his powers at an Irish jig, and that he was by no means shy of giving strangers "a taste of his quality." Being asked whether it would be "indecorous" to see Moses in action, I said certainly not. Presently the rest of the scholars were allowed to go. The door was shut, and Moses was left alone with us. But I observed that the windows outside were filled with the eager faces of his school-fellows. At first there was a difficulty about music, but the schoolmaster whistled an admirable jig, and Moses set to work with a vigour and natural grace which did him infinite credit. And as one step succeeded another, increasing in quickness and complication, the little wretch's feet looked, as one of the party said, like "electrified drumsticks." When Moses stopped, he was duly congratulated and rewarded. Carrick boys

95. Most of the schools in this district are under the patronage of Father M'Neely, who lives at Carrick, and to whom I am much indebted for the readiness and courtesy with which he supplied me with information. The landlords, of course, have given sites; but not one farthing is paid by any of them towards the maintenance either of the school-house or of the teacher. The clergy of the Established Church are vigorous supporters of the Church Education scheme, and, in scrupulously obeying the dictates of their own consciences, feel themselves bound to offend the consciences of others. The school-houses are generally rudely built, square in shape, with mud floors, benches, and a few maps. The parents of the children speak Irish, many of them no other language. But they display an astonishing zeal for education, and obviously appreciate its advantages. At Kilcar, Malinmore, and Cappagh, the school-houses are much too small for the number of children in attendance. Indeed, at Kilcar the master is compelled to assemble some of his children, and to teach them in the open air. But notwithstanding these many disadvantages, I was much struck with the ability of the teacher and the proficiency of the scholars. I put the same questions, which I had put in other schools, and I found them answered very creditably. During my examination of the school at Malinmore, several men who had been working at

the harvest came in, and listened attentively. Observing this, I took the opportunity of conversing with them. They turned out to be small farmers. One of them who gave his name as James Hagarty, told me that two years ago there was no school. He gave the land without, as I understood, the leave of his landlord, and built the school with the help of the neighbours. At that time it was supposed that it would be too large, but at the time of my visit, it was evidently too small. Properly the accommodation was not suited for more than sixty, but sixty-five were actually present, and this at harvest time, the most unfavourable period of the year for school attendance. The master had £24, and the mistress only £14. The master complained that the fees were too low, and were, in his opinion, not well paid; in this opinion, however, the farmers did not seem to concur. He also complained that in consequence of the resolution of the bishop and clergy he had been deprived of the privilege of going to Dublin to be trained.

96. Besides the National schools, the Convent schools, and those taught by the Christian and Marist Brothers, there are the Church Education and the Erasmus Smith and Robertson schools. These are in connexion with the Established Church. The average number in attendance at the Erasmus Smith schools amounts to 4,654, and at the Church Education schools about 40,000, of whom not more than 4,500 are said to be Roman Catholics. It is obvious, therefore, that the operations of the Church Education Society can produce no serious effect in civilizing the people of Ireland. In the neighbourhood of Enniskillen, where Protestants are numerous, the Society has numerous schools. Of the twenty-three Church Education schools in my six districts thirteen were in this neighbourhood. I will now give some specimens of those schools.

Church Education schools.

97. In the best Church Education school which I saw, and which was held in an upper room, the lower part of the house forming the house of the master and mistress, I found thirty-nine boys and girls present. The master had been trained at Kildare-street, and was in the first class. I examined first of all ten of the scholars. The reading was tolerably good. But out of the ten four were wrong in writing down sums which I dictated, while five out of the ten failed in compound multiplication. I then examined the class which was reading Third Book, their ages being between nine and twelve. Nine could spell correctly the days of the week; and their knowledge of numeration was very imperfect. I examined seven in the highest class in dictation. The sentence selected was—"Snakes may be divided into two separate families, those which have poisonous fangs and those which have none." There were five errors in all; one pupil had one error, and another had two errors. In this school the master and mistress had a free house and some land.

	£	s.	d.
The master's salary was	55	0	0
Of which £7 10*s.* 0*d.* was given by Lord Enniskillen.			
School fees,	8	0	0
	£63	0	0

There were no other local contributions.

98. In another Church Education school the school building was tolerable, but the master had no house.

	£	s.	d.
As master his salary was	30	0	0
As clerk he had	7	0	0
Church Education Society,	0	15	0
Total emolument,	£37	15	0

The ages of the children examined were from thirteen to seven. The number present was twenty. The reading, as usual, was tolerable, but the spelling poor. Five attempted to write "some of the apples are sour, some are acid." The errors were as follows—one made one error; two made two errors; two made three errors; so that there were eleven errors in all. Only one could write thousands; none could subtract 99 from 5,302; none could subtract 99 from 523 without the master's help.

99. In another Church Education school the master was very old, having been a teacher for more than forty years. He was, as usual in such cases, appointed by the advice of the clergyman of the parish.

	£	s.	d.
His salary was	14	0	0
Church Education Society,	1	15	0
	£15	15	0

Besides he had a free house and turf. There was twenty children present, of whom three could read a little and spell. According to the Clerical Inspector, whose report I read, "The answering of the children was satisfactory, as far as they go in Scripture and Catechism, also in arithmetic in a few instances. Fair spelling." None, however, could tell the difference between 01 and 10, but two or three could answer when I asked the question, "If there are six birds upon a tree and three fly away, how many remain?"

100. In another Church Education school, which was patronized by a person of rank and influence, the mistress had £30 a year, a free house, and firing. The reading and spelling were tolerable. But in arithmetic the state of matters was deplorable, although it appeared that the Inspectors reported it as satisfactory. Only one was right in writing down 10,042, and adding up three lines of figures. None could do a simple sum in the compound rules, and, to the astonishment and disappointment of the teacher, none could reduce 1*s.* 6*d.* to halfpence.

101. Upon the whole, I should say that the Church Education schools are inferior to the National schools, and of course very inferior to the Inspected schools in this country. Indeed, I should say that there are very few uninspected National schools in this country which are not superior.

If the clergy of the Established Church persist in opposing the National Board it seems incumbent upon them to provide some better machinery for educating the people than the schools which are connected with the Church Education Society.

I am, &c.,

PATRICK CUMIN.

ROYAL COMMISSION OF INQUIRY INTO PRIMARY EDUCATION (IRELAND).

REPORTS OF ASSISTANT COMMISSIONERS.

L.

REPORT

UPON THE STATE OF

PRIMARY EDUCATION

IN THE

WEST CONNAUGHT DISTRICT,

BY

WILLIAM JACK, ESQ.,

ASSISTANT COMMISSIONER.

CLASSIFIED ABSTRACT OF THE SCHOOLS

IN THE

WEST CONNAUGHT DISTRICT,

COMPILED FROM THE CONSTABULARY RETURNS.

Whole Number of Schools, 262.

Constabulary Districts.	Total Number of Schools in the District.	National.	Church Education.	Presbyterian.	Wesleyan.	Monks'.	Nuns'.	Erasmus Smiths'.	Irish Church Mission.	Irish Reformation.	Private.
Castlebar, . .	25	12	1	2	1	1	1	–	–	–	7
Ballina, . .	52	34	3	4	1	–	–	1	–	–	9
Westport, . .	46	33	2	1	1	1	1	–	2	1	4
Belmullet, . .	17	15	1	–	–	–	–	–	–	–	1
Clifden, . .	48	15	–	–	1	1	2	–	28	–	1
Tuam, . . .	30	11	4	–	–	3	2	–	1	–	9
Newport, . .	44	26	2	3	–	1	–	–	9	–	3
Total, . .	262	146	13	10	4	7	6	1	40	1	34

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Report of William Jack, Esq., Assistant-Commissioner.

January 6th, 1869.

1. My Lords and Gentlemen,—Shortly after you did me the honour to request me to act as one of the Assistant-Commissioners in conducting an inquiry into the state of primary education in Ireland, and the circumstances which help or hinder its progress, your Secretaries indicated to me the seven constabulary districts of Castlebar, Ballina, Belmullet, Newport, Westport, Clifden, and Tuam, as likely to occupy me sufficiently during the term assigned to my inquiry, and as containing schools of all the various types found in West Connaught. All the primary schools in these districts—246 in number, after making certain necessary corrections—appeared on lists handed to me, furnished by the constabulary; and I was directed to endeavour to ascertain by suitable examination or otherwise, their real educational condition, and whether these schools adequately supplied the wants of the country, and to report any result which appeared to me to throw light on the questions submitted to the Royal Commission. As no other Assistant-Commissioner visited West Connaught, I did not consider myself precluded from any inquiry there, which presented itself naturally in the course of my work, merely because it might take me into contiguous constabulary districts. In fact, however, I transgressed the limits indicated to me only in a very few instances, and the results which I shall report, may be considered to be gathered from that part of the country.

Chapter I.—Statistical Results of Inquiry.

2. Of the constabulary districts which were referred to me, five, including nearly half of that county, are in Mayo, and two in Galway. The Tuam district is not coterminous with any of the other six, which form together a long triangle, bounded on the north by thirty miles of coast, stretching from Killala Bay to Erris Head, and facing the Atlantic, for nearly sixty miles, from Erris Head to Slyne Head. The third side of the triangle is drawn inland from Ballina, at the head of Killala Bay, through Castlebar, to Westport, and southward through the wildest of the South Mayo and Connemara mountains, beyond Clifden. Along this line the three most important towns in Mayo arrange themselves, and the population is probably more concentrated than anywhere else in the county. What remained of my district, included only the smaller towns, Belmullet, Newport, Louisburgh, and Clifden, each with about 1,000 inhabitants, but each serving as the local centre of a scattered rural population. District. *a.* Geography.

3. There appeared to be no manufactures, and the people depended almost entirely on the produce of the earth. The fisheries are of limited extent, and do not occupy or provide for a numerous population. *b.* Occupations.

4. The county of Mayo supports one person for every five and a quarter acres, which is very much the same proportion as in Wales, when the mining county of Glamorgan is left out, or as in the counties of Aberdeen, or East Lothian. Considering that Mayo includes a wide tract of mountainous country, the cultivated part of it may be reckoned fairly, but not extravagantly populous. Education encounters no such difficulties from that cause, as it must face in the counties of Argyll, Inverness, or Perth. *c.* Density of population.

5. Within this district principally, I find that I have examined and reported on 200 schools. Of these 115 were National schools; 28 of the Irish Church Mission (besides 2 orphanages); 22 more, Church and Wesleyan schools (including 8 supported by the Achill Mission, and 2 by the Wesleyan Methodists); 25 "private" schools, including under that name one or two middle class adventure schools, 4 maintained by private benevolence, and the "hedge" schools or "pay" schools, which number about 20; 7 Presbyterian Mission non-National schools; and finally 3 convent or monastery non-National schools. I obtained valuable additional information from the teachers of 35 other schools, which I either visited briefly, or found in vacation, or was unable to overtake. Schools visited.

6. I found present— Classification of schools, and number of scholars present.

	Children above 6.	Infants under 6.		Children above 6.	Infants under 6.
In the 115 National schools, . .	4,089	692	In the 7 Presbyterian, . . .	87	28
,, 28 Irish Church Mission, .	589	219	,, 3 Convent and Monastery, .	146	55
,, 22 Church and Wesleyan, .	278	99			
,, 25 Private, ...	514	135	200	5,703	1,228

7. These figures, however, scarcely give an accurate idea of the numbers of children who attend the different classes of schools. I examined 85 non-National schools, of which there were 104 on my lists, and 115 National schools, of which there were 142. Of the 19 non-National omitted, 10 were convent and monastery schools, and from the numbers present on the day when the constabulary visited them (§ 162), I should think it fair to estimate 1,188 children as the number which I might have found actually present. The remaining non-National schools were almost all visited (82 out of 91), while of the National schools about every fifth one, (31 out of 142), was omitted. Altering the figures then, according to the per-centages of omitted schools, and supposing them to have contained the same average number of children as those visited—I should have found, had I examined the entire 246 schools of the district— Estimated distribution of scholars in different classes of schools.

	Children above 6.	Infants under 6.		Children above 6.	Infants under 6.
In the National schools, . .	5,059	855	In the Presbyterian, . . .	96	31
,, Irish Church Mission, .	653	243	,, Convent and monastery, .	868	320
,, Church and Wesleyan, .	308	110			
,, Private, ...	571	149		7,555	1,708

8. These new figures may be considered to give a fair idea of the extent to which the different types of schools supply the wants of the population. It is probable, however, that the per-centage for the schools of the Irish Church Mission is higher than it would be over the whole range of the two counties, as I visited Clifden, the centre of its activity in Connemara. A similar remark no doubt applies to the convent and monastery schools.

9. I re-arrange these figures as per-centages— Per-centages of distribution.

In the National schools, . .	67	per cent. of children above 6.	50	per cent. of children under 6.
,, Irish Church Mission, . .	8½	,,	14	,,
,, Church and Wesleyan, .	4	,,	6¼	,,
,, Private, ...	7½	,,	8¾	,,
,, Presbyterian, . . .	1¼	,,	2	,,
,, Convent and monastery and Christian Brothers', .	11¾	,,	19*	,,
	100		100	

* The per-centage of infants here given is calculated on the basis of the very few of these schools which I visited personally. The constabulary do not appear to have acted on any uniform definition of "infants."

SCHOOLS TESTED BY INDIVIDUAL EXAMINATION.

10. To these schools, the general tenor of my instructions, the importance of the question whether the English Revised Code was suited to the circumstances of Ireland, and a desire to have something a little more definite than my own hastily formed impressions, as a help to my judgment of the educational character of the Irish schools in general, and of their different classes, induced me regularly to apply the test of individual examination. I made no attempt to decide how far the infants were "suitably instructed," as they are not examined individually according to the code. It would have been useless and mischievous to have insisted on testing schools, in the course of my rapid visit, by a pedantic application either of its standards, or of any tests for which they had not been in some measure prepared beforehand.

Nature of test applied.

11. I attempted to discover something as nearly as possible identical with these standards, and at the same time corresponding fairly to the actual classification of the schools examined. The children above infancy in most of them, fell naturally into *three* classes—those reading the Third Book of Lessons, and those *above* and *below* it. If the children in the last class left school to-morrow, they could scarcely be expected to retain much of their education in later life. Not a few are certain to leave soon—the remainder are in the way of getting an education likely to be of permanent use to them. Those above the Third Book are generally the elder, the better taught, and the more regular scholars. The Third Book class itself corresponds fairly to the fourth standard of the English code, and I expected children in it to go as far as, say, compound multiplication, and to write and spell a fair passage of four or five lines with perhaps not more than three mistakes. Those above it corresponded to the fifth and sixth standards. Below the Third Book, there were Second and First Book children. I expected those in the Second Book to do simple multiplication, and to copy a line of print; and those in the First Book to write some monosyllable, and to add a little. These requirements correspond tolerably with the National school "programme of minimum proficiency," and as I afterwards found, with that of the Irish Church Mission. The others had naturally set before themselves something of the standard of attainment commonly accepted in these, which form the majority of the popular schools, and I applied to them the same tests substantially, although I was perhaps more disposed to make every allowance in their favour which appeared consistent with the ultimate comparison I wished to institute. Wherever the number of schools tested was large enough to make it safe to disregard the innumerable individual circumstances which affect the result of a rapid visit, by a new examiner, armed with an unfamiliar testing apparatus, I think my figures may be taken to give a fair approximation to the truth. But they could scarcely be relied on for more than to point out generally what were good, what were bad, and what were average schools. The sources of uncertainty, inevitable in the application of my test, made it useless as a means of discriminating and arranging the schools according to their individual merits. but it sufficiently separated them into these three classes.

Classification of schools according to "Results" alone.

12. I took a school to be below the average, which obtained only 40 per cent. of possible passes, in an examination of this kind, held according to its own classification of the children. Another which obtained 80 per cent. or more I considered to be good. In this way I found 25 bad, and 10 good, out of the 115 National schools. Among the 28 Irish Church Mission schools 4 were bad, and 1 good. Of the 22 Church and Wesleyan schools 3 belonging to the General Irish Reformation Society, and 5 of the Achill schools were bad, and 3 of the type of the Parochial schools, were good. Of the private schools all the hedge schools but 1, and 2 of the 4 schools maintained by private subscription were bad—1 of the private adventure middle class schools was good. Six of the 7 Presbyterian schools, and 2 of the 3 convent and monastery schools were below the average.

Gross results.

13. I add the total per-centage of "actual" to "possible" passes obtained by each—

National,	51 per cent.	Convent and Monastery,	40 per cent.
Irish Church Mission,	57 ,,	Presbyterian,	36 ,,
Church, Wesleyan, Achill Mission,	55 ,,	Hedge,	22 ,,
Private adventure (middle class),	66 ,,		

14. These figures give the few private adventure middle class schools an advantage, but their number is so small, that the fact can scarcely be looked on as important. The same thing may be said with respect to the Presbyterian and Convent and Monastery schools. In the comparison between the National schools on the one hand, and the Church and Mission schools on the other, it is to be noted that the total number of children subject to the examination test, is—

Numbers of children taught in each kind of school.

In the National schools, ... 36 per school.
In the Irish Church Mission (deducting two orphanages), . . 19 ,,
In the Church and Wesleyan, ... 13 ,,

and the school staff in the former consists of 115 principal teachers, 25 assistants, and 21 monitors, for 115 schools, while in the Irish Church Mission schools there are 28 principal, and 10 adult assistant teachers, with 2 paid monitors, for 28 schools; a larger staff for just over *half* as many children. The Church and Wesleyan schools, have scarcely ever more than a single teacher to each, but he has only *two* scholars to teach for every *five* under the National master.

ULTIMATE CLASSIFICATION OF SCHOOLS.

15. I went over the same list again carefully, taking the figures of results only as an aid to my judgment of the school in the whole circumstances, as they were explained to me at the time. I find that I may classify the schools visited as follows :—

Number of Schools examined	Class of School.	I.		II.		III.		Data insufficient for estimate.	Per-centage of Class.
		Distinctly above average.	Per-centage of Class.	Average.	Per-centage of Class.	Distinctly below average.	Per-centage of Class.		
115	National, ...	23	20	58	50	27	23	7	6
28	Irish Church Mission, .	2	7	14	50	7	25	5	18
22	Church and Wesleyan, .	0	0	14	64	8	36		
25	Private (including 18 hedge schools), ...	1	4	4	16	20	80		
7	Presbyterian, . . .		0	2	28	5	71		
3	Convent and Monastery, .		0	1	33	2	67		

16. The per-centage of schools distinctly below the average is less in the National schools than anywhere else, and the Irish Church Mission schools come next in order; but, in addition to their 25 per cent. of bad schools, there are 18 per cent. where the number of children examined is so small as to make it impossible to form any estimate of their intrinsic character. It cannot but be regarded as serious if so many of even the National schools should deserve to be thus classified, and the system might fairly be reproached with this result, were not the circumstances of the teachers (chap. III.) such as to make it difficult for Inspectors to insist more strictly on creditable work. The fact that they have 20 per cent. of really good schools to boast of, is more, I think, to their credit, than the fact that they show 23 per cent. which are inferior, is to their disadvantage.

17. I attempted to discover how the schools were accomplishing the educational work necessary to the well-being of children growing up in them, according to their own classifications. The three following tables include the classes where such an inquiry was practicable or worth making:— What the schools profess to teach.

In the National Schools.

Infants.	Under 3rd Book.	In 3rd Book.	Above 3rd Book.		
692	2,921	326	37	=	3,284 children between 6 and 12 years of age.
	277	316	148	=	741 children over 12 years of age.
	3,198	642	185	=	4,025 Total over 6.

18. On arranging these as per-centages, I find that 15 per cent. are infants, and that of the remaining children 79 per cent., or 4 *out of* 5, being under the Third Book, will retain very little if they leave school, as a large number of them certainly will, without having advanced into it. The number of those in or above it is, in fact, very nearly the same as that of those above 12 years of age.

In the Irish Church Mission Schools.

Infants.	Under 3rd Book.	In 3rd Book.	Above 3rd Book.		
219	311	59	18	=	388 children between 6 and 12 years of age.
	80	67	48	=	195 children over 12 years of age.
	391	126	66	=	583 children over 6.

19. Accordingly 38 per cent. are infants, and 24 per cent. children over 12, leaving 38 per cent. between 6 and 12. In the National schools, on the other hand, there are 15 per cent. infants, and 16 per cent. over 12; so that there are 69 per cent. between the two ages specified. It would obviously be absurd to institute any comparison between the two types of schools without weighing so striking a difference. Difference of the two classes of schools as to age of scholars.

In the Church and Wesleyan Schools.

Infants.	Under 3rd Book.	In 3rd Book.	Above 3rd Book.		
99	169	33	6	=	208 children between 6 and 12 years of age.
	22	17	32	=	71 children above 12.
	191	50	38	=	279 Total above 6.

The infants number 28 per cent., and the children above 12, 19 per cent., so that there are 53 per cent. remaining between the standard school ages. In respect of the age of their pupils, these schools occupy a middle position, therefore, between those of the National Board and the Irish Church Missions. Of the remainder, the most numerous class, the Hedge schools, defy classification of any kind. There are too few of each of the other types to make it worth while to attempt it.

20. Everyone practically familiar with education has been led earlier or later, in estimating the effective merit of any class of schools, to discard any very strict standard of what ought to be, and to content himself for most purposes with comparing what is actually done with what is done elsewhere under similar circumstances. There needs no demonstration to show that the facts stated above are in themselves unsatisfactory. The Third Book ought to be reached by a child, regular in its attendance, by 9 years of age; there remain on the average three years of school-life. The number of children in or above the Third Book ought, accordingly, to be nearly as large as that of those below it; instead of being only 21 per cent. of the whole school, it ought to be 50 per cent. But it is difficult to make fair allowance for the influences which hinder education, and which, although they may be successfully combatted in this school or that, never fail to impress themselves on the general mass. I have accordingly, so far as the published figures permit me, compared these Irish National school results with those exhibited in the British schools actually inspected for Government. What might have been expected.

21. The last Report of the Committee of Council on Education shows that 690,000 children were presented for examination out of an average attendance of 1,081,000, and that 1,758,000 passes were obtained. I found the *actual* attendance in the Irish National schools to be very much the *average* attendance for the year, and I shall assume it to be so for the purposes of this comparison. An average attendance then of 4,717 children (under and over 6 years of age) in the National schools gave 6,253 passes. The per-centage of passes in elementary subjects, to average attendance, was thus 1·63 in Great Britain, against 1·32 in West Connaught. The general indications of the position which West Connaught holds among the schools of Ireland, which I gather from the last Report of the National Commissioners, lead me to expect that the other Irish schools would not at present show results quite equal to those obtained in Great Britain. In West Connaught the results are distinctly inferior. What is done in Government schools in Great Britain.

a. Total passes.

22. Again, I find that of the entire 690,000 children presented, 174,000 are in standard IV., or above it. The proportion in Great Britain of those above 6, who would be classified as in or above the Third Book may therefore be said to be a little over 25 per cent. In West Connaught it is 21 per cent., so that the Irish schools, estimated according to their own classification of their scholars, show a distinct, though not excessive, inferiority to the British—an inferiority still more marked, if they are estimated according to the results of examination. The better schools of the Board show clearly how much improvement might be got out of the Irish scholar and teacher. *b.* Per-centage of passes in higher standards.

23. It would serve no useful purpose to follow such a comparison farther. It will suffice to show that the effects we might expect to find wrought by the numerous discouragements of the Irish teacher's life (chap. III., *infra*) are actually produced. The British standard is by no means a Utopian one, and I think it ought not to be difficult, considering the extreme quickness of the Irish people, to make their schools exhibit a marked superiority in elementary work, instead of a distinct inferiority.

24. I issued a circular to the teachers of schools I had visited, and of some others which I had not been able to overtake, inquiring— Statistical inquiry as to attendance.

I. How many children (boys and girls separately) were *on the rolls* of the schools, for *each quarter* of the year, distinguishing them as (1) infants under 6 years of age; (2) children between 6 and 12; (3) children over 12?

II. How many children, discriminated in the same way, were in *average attendance* for the same quarters?

III. How many children had attended school during the year—(1) less than 50 days; (2) between 50 and 100 days; (3) between 100 and 150 days; (4) between 150 and 200 days; (5) over 200 days?

25. I obtained returns from 145 schools, 5 of which did not reach me in time for tabulation. The answers obtained to questions II. and III. controlled each other, so far as to enable me to detect any decided and irreconcilable discrepancy, and I regret to say that I found myself compelled in consequence to reject altogether 41 of the returns sent me. I had no reason to doubt the *bona fides* of the teachers, in any case; but it was impossible to make use of the figures where they appeared to me to confute each other. I asked Rejected returns.

nothing from the masters of the private schools, and the amount of incorrect information I received, mainly from schools which keep regular records, surprised me greatly. There is no *prima facie* reason to be doubtful of the general accuracy of those which I give from the remaining 99 schools.

Roll compared with average. *a.* National Schools.

26. In the National schools, the practice is to strike off from the roll all who have been absent consecutively for a quarter of a year, so that the number left includes the whole of those who have been in the school for any time within that period.

27. I found the numbers in 64 National schools for the four quarters ending June 30th, 1868 :—

	1st July, 1867— 30th Sept.	1st Oct.— 31st Dec., 1867.	1st Jan., 1868— 31st March.	1st April— 30th June, 1868.
On Roll, . . .	5,378	5,517	6,016	6,062
Average attendance, .	2,474	2,280	3,077	2,130

28. Even the excessive difference between the number on the roll and the number in average attendance (the proportion being about 2 to 5) is not so striking, as the way in which the average attendance fluctuates while the roll steadily goes up, through the year. It mounts from 100 in the last quarter of winter to 135 in the first quarter of the year, and falls from 135 to 93 in the next. In fact a great mass of the children, who never appear there at any other season, flock into school from January to April. A glance at the table below, which shows the details out of which these figures are made up, and arranges them into per-centages, will tell us who these children are.

Fluctuations in average, shown according to ages.

29. I have taken the last quarter of the year as the unit of comparison.

Per-centage of average attendance.	1st July, 1867— 30th Sept.		1st Oct.— 31st Dec.		1st Jan., 1868— 31st March.		1st April— 30th June, 1868.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Under 6,	105	114	100	100	98	95	93	93
6 — 12,	112	109	100	100	137	134	95	96
Over 12,	106	95	100	100	161	145	84	82

30. These per-centages show that the attendance of the girls is irregular in the same quarters, and very much to the same extent as for the boys. The infants appear to be scarcely at all variable, being only a little less numerous in the cold spring months, a little more numerous in the warm days of summer and autumn. The children over twelve, on the other hand, increased from the last quarter of the one year to the first of the next, from 100 to 161 boys, and from 100 to 145 girls. Next quarter, when "spring work" called them away, the number fell to 84 boys and 82 girls. In fact, nearly half of the actual average attendance above these ages appears in school only for the winter quarter, and, of course, not necessarily for the whole of that. Among the children between six and twelve, who form the main body of the school, are a number of younger ones, who may be supposed to fall off like the infants, and a number of elder ones, who increase like those above twelve; the general result giving a rise to 137 boys and 134 girls, followed by a fall in the "spring-work" quarter to 95 and 96. It is frequently said (and these figures show it to be true), that the school of the first quarter of the year is so different from that of the other three that they could scarcely be recognised as the same. The entire number of grown scholars is nearly doubled, and some of the smaller children appear to be turned out to make room for them. My detailed reports will show that the accommodation actually given in the schools is frequently no more than sufficient for the ordinary average of the other quarters, and some schoolrooms must be so crowded in winter as very seriously to interfere with the possibility of doing proper and satisfactory work in them. It is the same with the school staff, which is called on suddenly to supply the needs of this mass of half-grown ignorance.

b. Non-National Schools.

31. The Non-national schools, which for this purpose I classify together (leaving out all except the Church, the Irish Church Mission, and the Presbyterian schools, as too few in number to be worth tabulating), exhibit less unsatisfactory results.

	1st July, 1867— 30th Sept.	1st Oct.— 31st Dec.	1st Jan., 1868— 31st March.	1st April— 30th June, 1868.
On Roll, . . .	668	674	740	729
Average attendance,	400	415	478	454

32. The rise from the last quarter of the old to the first of the new year is only from 100 to 115, and the fall in the spring and early summer is to 109. Every 2 children in average attendance in the school correspond to 1, instead of (as in the National schools) to 3, who are loitering outside. These results are obtained from 22 schools, of which 15 belong to the Achill Mission and Irish Church Mission, where regular attendance is encouraged by special payment. The 4 Church Education schools included, are, however, quite as regular. The 3 remaining seem to be as irregular as the National schools.

Whether the Revised Code be applicable to Ireland.

33. My statistics enabled me farther to answer a question to my own satisfaction, to which I had addressed myself at first with some interest, viz.: how far the principle of the English revised code—according to which the main part of the State grant (about 6*s.* out of 10*s.* per child in average attendance), is made to depend on the number of passes obtained in the three elementary subjects—might be applied advantageously to Ireland.

Difficulties.

One of the greatest difficulties in its way was foreseen and encountered in the feeling certain to grow up among teachers, that under it, they would receive nothing for a considerable portion of their work and that not the least laborious, that, namely, which they spent on dull children, and on others who had attended for less than 100 days. It has not been found easy even in England to silence their complaints by the obvious and reasonable answers which may be offered them. It would be far more difficult in Ireland. In Great Britain the percentage of those presentable for examination by age and attendance was 77·7of the average attendance of the schools. In Ireland (65 National schools, excluding those attached to workhouses) the average attendance was 2,473, and of these 2,040 (82 per cent) were presentable by age and attendance. The Irish per-centage,—fractionally reduced on a full comparison for those who in Great Britain have already appeared once in the sixth standard, —would therefore be very much the same as the British. But there is nothing on the one side of the channel to correspond to the fact, that while 2,040 is the average attendance of the children over six, 6,579 separate children have passed through the schools and appeared on the school rolls during the year, so that for every single scholar thus qualified, there would be two disqualified, for teaching whom the Irish master, whe gets next to nothing from any source independent of the State, would be paid *nothing at all.* No calculation showing that the system would work well as a whole would readily reconcile teachers to payments made on a basis so unsatisfactory in relation to details. It is certain, besides, that this difference between the roll and the average, extravagant as it is, is even more absurdly exaggerated in special cases. In six schools, for instance which I happened to have grouped together for local reasons, in the district of Ballycroy near Newport, I found that only 100 children over six were presentable on account of age and attendance, out of 604 such children in attendance during the year—that is one in *six* scholars for these schools, against one in *three* as the average of the district.

1. Irregular attendance.

34. There is another point to which it is necessary to advert. The list of punishments for one school district

published in the Appendix, will show how numerous are the charges of "falsification of school accounts" and "neglect of practical rules" mainly devised to render such falsification difficult, which are brought and which are held to be proved against some of the Irish teachers (*infra*, § 204 and 205, and Appendix A). Almost all these falsifications are made under the temptation of a money gain, to which no one is more accessible than a man steeped to the lips in poverty, as are many of the Irish teachers. The last report of the Committee of Council on Education, page xcix., shows that "the practice of making false entries in the register" of the number of attendances has appeared in Great Britain. It is the easiest form of deception, it is one for which a teacher with little conscience, and a keen sense of his own interest, can make the most plausible excuses to himself; and falsification has been held to be proved in a great number of cases, even under the present system, which presents greater difficulties and fewer temptations than one resting mainly on a capitation grant. 2. Alleged danger of inaccurate returns.

35. The question next arises whether the scale of Government aid on the principle of results adopted in England, would meet the wants of the Irish schools? I was able to calculate this in three ways, and I was surprised to find that, however I looked at it, it would lower the present incomes, many of which will certainly bear no nearer approach to starvation. 3. Amount available under the code.

36. The English code is calculated to charge the State with about 10*s.* per head on the average attendance. The sixty-five schools would thus divide among them £1,236 10*s.*, or £19 0*s.* 6*d.* per school, a sum considerably less than that (£27 per school, *infra.* p. 122) which they now derive from the State. The result for the whole of Ireland would be £158,112 10*s.* 0*d.*, which, divided among 6,372 schools, gives £24 17*s.* This is, as nearly as possible, the sum (£152,488 15*s.* 6*d.*) now paid to principal teachers in ordinary National schools. Instead of the farther sum of £72,700, now paid to assistants, workmistresses, and monitors, for teaching monitors, in good service salaries, in premiums for order and neatness, &c., there would but be £5,500 left for all these purposes. *a.* Calculated on average.

37. In the 115 Irish National schools which I saw, there were present 692 infants, and 4,089 children above that age. Making no deduction whatever, and assuming that every child obtained three passes, we should bring up the payments to the *maximum*. The amount that *might* thus have been obtained is— *b.* On Maximum possible.

	£	*s.*	*d.*
692 infants at 6*s.* 6*d.* + 4*s.*	363	6	0
12,267 passes at 2*s.* 8*d.*	1,625	12	0
4,089 average at 4*s.*	817	16	0
	£2,816	14	0

38. The maximum amount which could have been derived from the State under the system of the Revised Code would therefore have been £24 10*s.* per school, which is about £2 10*s.* less than is now paid by the Board.

39. The actual passes obtained were 6,253 instead of 12,267, and the sum total of the State aid according to my examinations—making no farther deductions—would have been £2,015, and would only have given £17 10*s.* *per school* instead of the £27 actually paid. It is, I think, sufficiently obvious that this sum of £17 10*s.* added to an average payment of £4 from school fees and local subscriptions together (*infra.* § 178) would be totally insufficient to keep any kind of system afloat. It is possible, of course, to retain the principle of payment by results, altering the scale of payments and the conditions under which they may be obtained. But no change that could be made would be likely to meet the difficulties arising from the excessive irregularity and the extraordinary difference between the number in average attendance and the number on the roll. I confess that I doubt how far any practicable modifications would surmount those which must be encountered in the application of the Revised Code to the circumstances of West Connaught. *c.* According to passes obtained.

40. These were the general Statistical deductions from my inquiry into the condition of the schools. Before I proceed to details showing the distinctive characters of the different types, I shall indicate the results of a parallel inquiry.

41. I was anxious to ascertain by personal examination, how far the education which has been given for the last thirty-five years has succeeded in producing an educated people. The statistics of the Census of 1861 on Irish Education, are an aggregate, I believe, of an immense number of opinions offered by a crowd of unknown witnesses. The questions which they answered were these—how many, distinguishing sex and age, could neither read nor write—how many could read but not write—how many could do both? It was not impossible that by a counterpoise of errors something approaching the true result might have been arrived at. If it happened, however, that these questions were asked hurriedly, and answered by the heads of families, without any attempt being made to verify them, the great bulk of the errors would probably be found to lie on one side of the truth. Whatever the value of the answers might have been at the time, at all events the statistics founded on them are now eight years old, and I resolved (so far as the limitation of my stay in Ireland permitted) to make one or two attempts to answer the same questions for myself. Adult Education. Extent to which the people past school-age are educated. Census of 1861.

42. Nothing would have been so likely to serve my purpose as an individual examination of the men of the County Militia, but that force, unfortunately, has not been called out for the last three years. I was thrown back on villages, and after consultation with a District Inspector and a Head Constable, I selected three of these as likely to give me a fair approximate idea of the actual condition of education among different parts of the population beyond the age of fifteen. Villages visited.

43. The first was within two miles of Castlebar, the county town of Mayo, and until recently the schools there were those nearest to its population. I visited ten houses out of twelve—all the adults in the two others being absent at the time—in Snugborough, and nobody refused me the information I wanted. I considered that fair writers were able to read, and I took the best information I could get about one or two men who were absent at harvest in England. There were in all 34 persons above fifteen years of age—14 males and 20 females—of whom 10 males and 10 females could read—some with great difficulty—and 8 males and 4 females could write. I obtained 10 signatures out of the 12 obtainable from these 34 persons. First village.

44. My second village was Murrisk, between Westport and Louisburgh, two considerable Mayo towns, and about six miles from either. Since 1844, a National school for boys and another for girls, have existed under the patronage of the lady to whom the village belongs, and they are superintended and encouraged by her. I should fancy the people a little better off than most of the inhabitants of small villages in Mayo, and they have enjoyed the benefits of education at least as long as the average of their neighbours. I found the schools very thinly attended (there were present twenty-six in the two—there being about sixty families in the immediate neighbourhood); and I was told that the children kept hanging about the road a great deal in summer for the chance of a sixpence for guiding strangers up Croagh Patrick or to the "stations" on the slope of the hill. The population is half fisherman, half agricultural, and most of the villagers seem to do a little in both ways. Second village.

45. I inquired into the educational condition of all the thirty-one families nearest the roadside. The sergeant of Constabulary who accompanied me states that none of these families were recent incomers. They had resided regularly there for periods varying from thirty to seventy years (the average being forty-six years). The entire number of persons above fifteen in the thirty-one families was 96, and of these 17 could read and

write, 7 could only read, and 72, or *seventy-five per cent.*, could do neither the one nor the other. Several of those who could read and write were absent in England and elsewhere, and I only obtained *seven signatures from the ninety-six persons above fifteen*—of whom probably seventy at least were present to answer for themselves. No fees were charged in the schools, and I did not learn that any opposition had been made to their progress. The people had only shown themselves extremely indifferent to education, and it was thought that the peculiar circumstances of the place might have had their influence. The result was very much below the average of the other places I visited personally, and it gave a disheartening proof, how education, organised under Government inspection and locally superintended, may fail for a quarter of a century to make a serious impression. Of course some of the persons above fifteen, now living, had reached that age when these schools were established, and were beyond their influence. But the per-centage was below what might reasonably have been expected from the constant education of even half the children of school age since that time. The present teachers receive their entire salaries from Government, except that the mistress has a room rent free. These salaries amount to £18 for the master and £16 for the mistress.

County Gaol. 46. At Castlebar I thought it possible that I might learn something of the state of popular education in the county gaol. Unfortunately for my object, I found it nearly empty. It had once had 500 within its walls. When I saw it there were only fifty-one prisoners. Ten were debtors, drawn probably from all classes of society, and five were in hospital. I examined the remaining thirty-six. There was no inmate under nineteen. The grown prisoners used to be regularly taught, but since the number has fallen so much, more of the necessary work of cleaning the gaol, &c., is required of them, and the gaol school has been closed for the last year. The Governor believed that his prisoners represented fairly the lower labouring class population, as none of them were under sentence for very long terms. I should think the estimate fair for the men, but perhaps a little hard on the women. I obtained eleven specimens of handwriting from the thirty-six. I should add that one prisoner who was there because he had signed his name a little too freely, had bound himself by a vow neither to read nor to write for a certain period, and he might probably have furnished a twelfth. The remaining twenty-four—two-thirds of the whole number—could not write at all. Of the twenty-two men, eleven could write, and one of the fourteen women made the attempt.

47. The reading was of course a little better. Of the twenty-two men, eight, and of the fourteen women, eleven could not read at all; eleven of the men and three of the women could read with effort an easy sentence from the Second Book, containing nothing beyond dissyllables; and three of the men could read well.

48. None of the women could count at all, but six of the men were able to find for me the price of seven lbs. of coffee at 1*s.* 1½*d.* per lb. Of the other sixteen a few thought they might remember how to add or subtract a little on the slate, but most could do nothing, and those that could, could not turn it to any use.

49. The great majority of both sexes (thirty out of thirty-six) belonged to the county, and one or two came from Sligo or Galway. The women, when they had anything to do, worked at agricultural labour, and some had been in service. Of the men, seventeen were of the labourer or lowest servant class; two were rovers, a gipsy and a vagabond who had been fourteen or fifteen times in gaols throughout Ireland; and three were handicraftsmen.

50. The village of thirty-four inhabitants above fifteen years of age, two miles outside the prison walls, was certainly superior to the village of thirty-six within—especially in the fact, that four of the women in Snugborough could write decently. There were fifteen readers in the gaol, and twenty in the village. Upon the whole, the men of the gaol did better than the men outside, and the women very much worse. If so slight a comparison could justify any inference, it would be that a very little knowledge is sufficient to keep women out of prison, but that it is rather more dangerous to teach a man the merest elements of learning, than to leave him totally ignorant. In fact, from what I saw, I should suppose the Governor was justified in considering his subjects, as in the matter of elementary education, only a slightly unfavourable specimen of a Mayo village.

Fourth village. 51. There was another village, Dooagh, in the Island of Achill, which is one of the most curious aggregations of miserable huts I have ever seen. Altogether, taking in a dozen houses which straggled a little towards the outskirts, there were 141 huddled close, very much as if they had been shaken out of a bag, and had lain as they fell. There was scarcely anything that could be called a street, and a stranger set down in the middle of the village would have found it difficult to get out again. The roofs rise from walls four or five feet high, built up out of a few irregular big stones, and the floor is mostly the natural soil. The people, however, are not so badly off as the miserable look of their dwellings would lead one to suppose. Most of them rent two little plots of ground, one in the immediate neighbourhood, one on the hill-side, about two miles away—the one for early and the other for late sowing—and they migrate to the latter for three or four weeks in the summer or autumn. The sea comes up to their doors, and if they had nets or organization, no doubt they could not fail to make it produce as much as the land. They form a colony, which appears almost autochthonous, the members of which find it so difficult to distinguish each other, that they are compelled to resort to patronymics, and similar makeshifts. There is John Mangan (*Strong*), and Michael Lavelle (*Hugh—i.e.*, the son of Hugh), and John Macnamara (*Tom Owen*, viz., the son of Tom the son of Owen), and so on. There has been a National school in the place since 1855, and the teacher taught a private school in the neighbourhood previously. The school made a very creditable appearance, and with the help of the master, the father of the pupil-teacher, and a youth of twenty-one, who was a pupil, I went over all the families, inquiring how many of them above fifteen could read, or write, or both. I believe that an individual examination would have given very much the result, at which, occasionally after balancing conflicting opinions as to a person's title to rank in one of the classes, I was able to arrive. In the 141 families there were 583 persons, of whom 407 were above fifteen. Of these 164 could read and write, somehow. A very few were returned who could read, but not write. Whenever, from conflicting testimony, the matter was a little doubtful, I took the more favourable answer. There are *two* in *five* then, of the population who can go as far as, say, an easy dissyllable book, or farther, and the same number who can at least write their names. The remaining *three* are probably unable to do so much. Education is gratuitous, under the rivalry of schools which pay 1*d.* a week for attendance. Accordingly, a Dooagh man appears to consider that he is rather conferring an obligation on the teacher by sending him his children to be taught, without stimulating him by the hope or prospect of reward.

Comparison of results, 1861 and 1868. 52. Dooagh is better than Murrisk, and about equal to Snugborough and Castlebar gaol, and I incline to believe that, with the two latter, it gives a fair idea of the actual state of popular education in a village in Mayo, while Murrisk shows us what is the condition of localities below the average. A number of the persons above fifteen, got, or failed to get, their education before the present system was inaugurated; but, after all allowances have been made, I think it is impossible, in the face of facts like these, to say, as is sometimes done, that, thanks to the National schools, the Irish people are now among the best educated in Europe. They are, certainly, very imperfectly educated in these specimen villages of Mayo. The result is not in itself so surprising, when we remember that *nearly half of the children above six* in the whole of the National schools which I have tabulated, have attended for *less than fifty days* in the year (*infra*, § 167, non-pauper schools).

53. The statistics of 1861, gave the following results for county Mayo :—

	Males.	Females.
Can read and write,	33 per cent.	15 per cent.
Can read only,	11 ,, ,,	11 ,, ,,
Can do neither,	56 ,, ,,	74 ,, ,,

54. The three villages—Murrisk, Snugborough, and Castlebar gaol, show the following results for 1868 :—

	Males.	Females.
Can read and write,	44 per cent.	14 per cent.
Can read only,	11 ,, ,,	18 ,, ,,
Can do neither,	45 ,, ,,	68 ,, ,,

55. In the result for Dooagh, the sexes are not separated, but so far as it goes it confirms the others. My inquiries appear to indicate that the Census figures of 1861 still fairly represent the condition of female education in Mayo, but that the education of men has considerably advanced. As they exhibit it, even that is very far indeed from being satisfactory. But the state of the women is simply deplorable—three out of every four women above fifteen years of age, being unable either to read or write, and half of those who are able to do anything, being only capable of reading an easy sentence with effort. The statistics of 1861 gave very much the same results for the whole of Connaught, and those for all Ireland were not so much better as might have been hoped. It is proper to remember, in estimating the work done by the National schools, that emigration may have removed an excessive proportion of the better educated of the labouring classes since their foundation.

Female education.

56. I turned to my statistics showing the comparative attendances of boys and girls, for some hint of the cause of the very marked inferiority in the results of female education among those who have passed 15 years of age. There were found on the rolls of eighty-seven schools 4,731 boys, and 3,634 girls, or 57 per cent. of boys against 43 per cent. of girls. There is a slight further difference in favour of the boys as regards the regularity of attendance, 71 per cent. of the girls, and only 66 per cent. of the boys, not having attended for 100 days. These figures go some way to explain the great difference existing between adult male and female education, but not all the way. They show that the parents are not so anxious that their girls should learn (believing no doubt that education is of less importance in their case, as it is not so likely to help to advance them in life), and that they take less trouble to see that they come regularly. A mixed school where sewing is not taught, and mixed schools are the common type, is always less popular with mothers. There may even be a little feeling that the mixed school is not in itself a suitable place for girls much over twelve years of age. But the true explanation must be sought in the fact that the girls leave school too soon to have formed habits of reading and writing, and that their circumstances give them far fewer opportunities of keeping them up than is the case with men. The remedy, if there is one, can be found only in the improvement of all the schools, and especially in the creation of new ones more interesting to girls, and better adapted to their special wants.

County Lunatic Asylum.

57. I made the same inquiries at the County Lunatic Asylum as at the prison. Its inmates are almost all, persons whose relatives are unable to pay anything towards their support, and they belong mainly, no doubt, to the ordinary agricultural class, which forms the staple of the population of Mayo. Infirmity of mind must have prevented some, in whom it was early developed, from acquiring the rudiments of education, while in other cases the brain may have been exceptionally active in youth. Accordingly, the figures which were given me as the result of an inquiry by the Medical Superintendent of the Asylum, throw little light on the state of popular education in the county.

Mayo County Lunatic Asylum.—Inmates at Midsummer, 1868:—

	Males.	Females.
Well educated,	6	2
Can read and write well,	11	7
Read and write indifferently,	7	3
Read only,	14	4
Can neither read nor write,	37	51
Unknown,	4	15
	79	82

58. There were probably not two inmates under 18 years of age.

59. I speak with great diffidence, but it appeared to me likely that the introduction of some system of teaching might have an important influence as a remedial agency, and that a patient sent home with additional means of healthy occupation in the acquired faculties of reading and writing, would probably be less likely to return as an inmate, as patients apparently cured often do at present.

Supply of schools.

60. The inquiry how far the educational wants of a country are supplied by actually existing schools, is a little indefinite, and I doubt whether it is possible to offer any precise answer to it, without a distinct understanding as to what is held to be sufficient. It would be easy to say where schools are needed, either on the assumption that the State was to disregard, or that it was to take account of, existing denominational agencies. The great majority of the children of Ireland of school age, no doubt appear on the rolls of the National schools, and the fact implies that they have actually attended them for at least a day or so in the year. In the main it is so in West Connaught. There are comparatively few districts quite out of reach of some National school, and those which are so, are almost always supplied by some denominational agency. In addition there are the hedge schools, worthless indeed to an extent that no one who has not seen a few of them could readily believe, but which could not be ignored in any attempt to discuss the adequacy of the present school supply. There are comparatively few districts where no school of any kind has penetrated. But such districts still exist.

Instances of inadequate supply.
1. Erris.

61. Thus there is a wide tract of wild country in the north of Erris, between the sea and the high road from Ballycastle to Belmullet, which needs three or four schools suitably placed, and which has only a single school for a considerable population. A traveller starting from Newport, Mayo, along the main road running up through Ballycroy to Bangor, crossing Carrowmore lake, and coming to the sea at the head of Greyhound Bay, coasting round for over twenty miles, landing near Ballycastle and striking southward through Crossmolina, back to Newport, would inclose a district of country containing probably 400 square miles, within which there appear to be nine National schools, and so far as I could learn, scarcely any others. It contains much wild bog and barren mountain, but there is a widely scattered population, no doubt requiring schools in many localities.

2. Tuam.

Round the episcopal city of Tuam, again, there is a wide space empty of National schools, which is only supplied by a few hedge schools of the common type.

Extra supply. Denominational and other schools.

62. In the Clifden and Achill mission districts, the missionary schools occupy a large extent of field; in the latter they are almost as numerous as those of the Board, but much less numerously attended; in the former they are twice as many, and the attendance is somewhat in the same proportion. Their school-houses are much more satisfactory erections than the average National school-rooms, and their masters are better paid. The additional Church schools, the Presbyterian schools, the Convent, Monastery, and Christian Brothers'

schools, the private Adventure schools, and, perhaps, even occasional Hedge schools, fill up in a temporary way many of the graver deficiencies in the educational supply. There are few places where there are too many, and, as in most of the rooms which I visited there was a fair number of empty seats, I doubt whether there are many localities where the *mere erection of additional buildings* would materially affect the educational position of the county. In most instances where it might do so there is a conflict between the landowner and the Roman Catholic clergyman which must be settled somehow as a preliminary measure. The nature of these quarrels I shall be able to illustrate sufficiently at a later period, but the people continue uneducated so long as they remain open. In one place I was visited by a deputation from the parents of a village, inhabited by sixty families, which was delivered over to a miserable hedge school established a month before my visit, in a cow-house which its regular occupant had left empty for her summer pastures on the hill side. They said that they would be willing to send their children anywhere, even to a Mission school, if there were one, rather than let them grow up in their present condition. Six years ago their landlord had proposed to build a school for them, but their priest, who lived fifteen miles away, would not let him (that is, he told him he would denounce it, and keep the children away from it), except on condition that he should have all the power himself. It was just a fight, in their opinion, to decide which of the two parties should have the authority over them, and between the two they had a sorry time. No one dreamt of the little community setting up any permanent school on its own account, without the consent of priest or landlord. It would not, perhaps, be very easy for it to do so; in some cases, where a site might be refused under the actual law, it would be impossible. But I have seen no country where the idea of such non-dependence seemed to be so utterly foreign to the people.

Example of causes preventing supply.

Population in 1868.

63. I tried to find out whether the population had increased or diminished perceptibly in the interval between 1861 and 1868. The result of my inquiries was unsatisfactory. On the one hand, on the authority of the Record of Births, Deaths, and Emigrations, in the county of Mayo, kept by the Registrar-General, the population is given as 257,119 in 1866, as against 254,796 in 1861 (Thom's Statistics of Ireland, p. 761). I inquired, on the other hand, of the constabulary, and found that at Castlebar they estimated that there had been a fall of 11 per cent. in the seven years—from 14,884 in 1861 to 13,241 in 1868. The Head-Constable at Ballina estimated the fall in his district at very much the same. At Clifden there was an estimated fall from 7,973 in 1861 to 7,179 in 1868. In the parish of Achill, which was returned as having 5,776 inhabitants in 1861, the population was estimated by the constable as 4,175 in 1868. These returns uniformly showed a decrease, in place of the slight increase estimated by the Registrar-General. I concluded that it was better to accept the statistics of the Census than to attempt any unreliable correction. In general, I think it is clear that in the neighbourhood of the towns of Castlebar, Clifden, Ballina, there has been a perceptible decrease. In the rural districts, except in Achill, the population must either have remained stationary or slightly increased.

Conclusion, showing school work in county Mayo in 1868.

64. In the last report of the Commissioners for National Education the average attendance in the 268 National schools in Mayo is stated as 11,417. In my district sixty-seven per cent. of the children at school above six (two-thirds), and fifty per cent. (one-half) of those under it, were in the National schools. I have explained that the Irish Church Mission, and the Convent, Monastery, and Christian Brothers' schools, are, probably, considerably more numerous there than for the parts of the counties which I did not visit, and, together, they include eighteen per cent. of the school children above six, and thirty per cent. of those under that age. I believe, therefore, that it is fair to say that throughout the county three-fourths of the average attendance is at the National schools. On this basis, we have an average attendance of 15,223 children of all ages in all the primary schools actually open, including the hedge schools. On the basis of the population of 1861, this is a *total school average attendance* of *one* in *seventeen*. As far as I could judge from what I saw, the children attending middle class schools in the county are not numerous enough to raise this beyond *one in sixteen*. That fraction probably measures the actual school-work of every kind in Mayo, and it is easy to compare it with whatever other fraction may be accepted as the standard of satisfactory performance. About a quarter of this work is done by the agencies of the denominational and hedge schools, which can scarcely be considered as in any way permanent.

65. I have referred in this calculation only to county Mayo, as I visited a much larger extent and a much less exceptional portion of it than of county Galway.

Chapter II.—Non-National and Workhouse National Schools.

66. These were the general results of my inquiry, but so stated they would probably afford a less complete representation of the actual state of education in West Connaught, than a few details illustrating the characters of the various types of school. I shall take the denominational schools first in order.

Irish Church Mission Schools.

67. The largest class of these belonged to the Irish Church Mission. With three exceptions, they were situated in Connemara. The number which I visited was twenty-eight; in addition, there were the two orphanages, conducted on the Mission principles, but supported by separate funds. Before entering the district I informed the Rev. Mr. D'Arcy, Rector of Clifden, that I was anxious to visit and examine these schools, with the consent of those who had authority over them. Mr. D'Arcy told me that everything would be freely open to me, and I have to thank him and the other clergymen concerned for acting invariably in the spirit of that promise.

68. These schools are in the strictest sense denominational. They are established and maintained for the purpose of "proselytising," a word which, I need scarcely add, I adopt merely because it is accurately descriptive. To teach secular knowledge is not their first object—it is rather to propagate what their supporters consider religious truth, and to attack prevailing religious error. Among their weapons in this warfare, these schools take, I believe, a prominent place, and it is felt and found that the better the secular knowledge given in them, the better they are attended, so that there is more of an open door for the vitally important religious truth. I do not doubt that their promoters look on the removal of ignorance of the elements of reading, writing, and counting, as in itself a valuable result. But it is merely an incidental one, and not in any sense their principal object. Of 984 children on the rolls of twenty-eight schools, 604 were children of Roman Catholic parents, 214 of converts, 118 of original Protestants, and 48 of mixed marriages. A first visit is enough to convince one of the character of the schools. The walls are generally covered with placards containing texts of Scripture. If the children sing, it is always a hymn that is offered—in one case I found that nothing secular could be supplied. The copy-book head lines are short texts. A boy who is told to write anything from memory, writes a hymn or a commandment. A visitor who is not shut off from an examination into the religious instruction, as I considered myself to be, could hardly fail to find that the children's memories are well stored with the words of the Bible.

Religion of scholars.

Limitation of inquiry to secular work.

69. I considered it to be my duty to investigate the condition of these schools simply as places of secular education, as sources of moral influence, and centres of healthy discipline. It was not to be expected, therefore, that I should arrive at the same opinion of their value as their promoters. I took no notice of an important part of their work—that which they considered to be most important—and in estimating the usefulness of a school, I paid no attention to its possible influence as an agency of conversion. I regarded it only as doing a certain

amount of the work of elementary education in the place. After these reserves, which I am bound to make, I proceed to describe what I found in the mission schools.

Packing of schools

70. I was frequently struck by the fact that the number in actual attendance was considerably above that shown by the school registers, as natural for the preceding days, weeks, or months. I do not doubt that in the majority of cases I saw most of the readily available children on the roll at the time. Thus in eleven schools, I noted the average attendance for the previous month as 280, whereas the actual attendance on the day of my visit was 426. I noted four where there was no similar discrepancy, and in the remainder, for one reason or another I did not take the trouble to compare the figures and the facts. This "packing" of the schools, as it is sometimes called, is a practice which has two sides. In the first place, it may be reasonably represented that an examiner should have opportunity to see all those who can be collected, who at the time are really under the school influence—in the second, it may be said that his idea of the character and nature of the work would be truer, if he saw the school as it would appear to an unexpected visitor on an ordinary occasion. Between these two views it was not necessary that I should select. It was necessary that I should remember that a school prepared for a visit according to the first plan, ought not be judged in the same way as if it had been prepared on the second, and it was according to the first plan that the mission schools seemed generally to present themselves.

explained.

Excessive proportion of infants and overgrown children.

71. Another point strikes a stranger at once—the large proportions of the two classes which may be looked on as the fringes of the school—the infants under six, and the children over twelve. Thus, out of 802 present in twenty-eight schools, 219 were under six, 388, being only 48 per cent. between that and twelve, and 195 over twelve. The explanation is to be found in the conditions under which these schools are generally held.

Food and clothes given.

72. They all give free education. They supply pens, copies, slate-pencils, slates, and books for nothing. In so doing they follow the example of the other denominational schools, Presbyterian or Roman Catholic, which I visited. But they go further. Everywhere, I think, except at Ballinahinch and outside Connemara, they give food during a portion of the winter, and more or less clothing. The regular arrangement is, that each child attending school receives half a pound of Indian meal per day, and each "total orphan" a pound. The same children who get food get clothing, a jacket, a petticoat, or a pair of trowsers according to their wants. The amount varies in different schools, but it appears to come to about a suit of clothes in the year. The food is distributed from, say, January to June, sometimes for a longer, occasionally for a shorter period. In a single case I found that breakfasts are supplied in addition all the year round, and this is a relic of a system which was once more common. The food and clothes are given to all the poor, to 429 out of 592 children present when I registered the facts, or to three out of four of the entire attendance. There appears to be no serious attempt to keep out children who can only walk a little, and accordingly a child of three years of age can by attending a mission school, obtain, from that time forward, three pounds of Indian meal a-week for its family, and a suit of clothes every year.

Explanations.

73. It is proper to add that the funds from which these gifts are supplied are not the general funds of the mission. I am not aware whether there is a special "food and clothes fund" common to the mission schools, but the clergymen or some local friends appear generally to contribute. The food and clothes are distributed, however, by the managers and teachers, and the people make no inquiries as to the quarter from which they come.

Popular feeling on the subject.

74. It is easy to understand under what influences this system may have grown up. In the dead of winter, and in the dreary spring, before the new potatoes blossom, starvation seems never quite out of sight of a cabin door in Connemara. When "the meal" has gone done, I am told of cases where the people are seen wandering by the shore, trying to gather a few cockles, to keep life in. On the other hand, it is not to be wondered at, that those who do not avail themselves of it should speak of it, like an old National teacher, who appeared to me as far from bigotry as most people, as "a scandalous system of purchasing the consciences of the poor." The Roman Catholic clergy talk against "souperism" with a vehemence of which there is not the least reason to doubt the sincerity, but the bitterness which their words quicken in the hearts of the people, is oftenest there already. The great bulk of the food and clothes getters are not "converts," or children of converts—they are children of Roman Catholics. They attend, not as a necessity, but naturally as part and parcel of the understanding implied in their being scholars (so it was generally put to me), the Protestant Church and Sunday school. I only remember one case, where, on inquiry, I found that they did not all go. It is felt by their neighbours, and said repeatedly by the priests, that unless the parents are themselves secret converts (and they would be thought no better of in that event) they are educating their children to what they know to be the ruin of their souls, for the sake of these paltry bribes. To believe that of a neighbour is to despise him heartily, and such a feeling expresses itself readily in open hostilities.

School staff.

Male and female teachers.

75. In these schools the teacher is often a married man, and his wife is registered as the female teacher. With fifteen or twenty children it must sometimes be hard enough for them both to find employment. The nucleus of the school, containing the best taught and most regular scholars, is often made up of the two families which are the centre of the mission settlement, those of the teacher and of the Scripture-reader. In addition, I found to my surprise when it was no longer possible for me to verify the fact in more than a single case, that a few of the elder boys are probably themselves salaried "Irish teachers." In the case I refer to—

Extra teachers.

Omey Island—I found fifty children present; of the fifty, five were, I was informed, Irish teachers, and one absentee was an Irish teacher also. I am told that these teachers are paid for "teaching Irish outside the school to persons not attending the school as well as to those that are." There are said to be six other Irish teachers connected with the same school whose ages are given me as about twenty-six, twenty-six, twenty-nine, thirty-two, thirty-six, fifty, and there are thirty of the fifty children who were present whose names lead one to suppose that they may be related to them.

Work and pay of extra teachers.

76. After I had visited their schools, I asked information with respect to these Irish teachers from the two clergymen principally connected with them, but I received no answer. I find, however, the following facts, with reference to the mission district I visited, in the official report of the Society for Irish Church Missions. In the parishes I examined there seem to be, in all, 20 schoolmasters, 16 mistresses, 87 Irish and English teachers. There are 160 of these text teachers altogether employed by the society and they receive a total of £615 2*s.* 8*d.*, so that their average income is £3 17*s.* or about 1*s.* 6*d.* a week. The work was described to me by a mission teacher who acted in this capacity for six or seven years. "They go about in the district, when and where they choose, gather together as many scholars as they can, and teach them texts and Irish language." Once a month the "reader" goes round with the teacher and sees what he has done. The pay depends partly on the number of scholars with whom the reader is satisfied, and in my informant's case it varied from 4*s.* to 8*s.* or 9*s.* a month.

Nucleus of school.

77. I do not know whether many of the eighty-seven Irish and English teachers are themselves grown up boys attending school or are relations of other pupils. If they belong to any considerable extent to either class it is obvious that in this way, and wherever the families of the reader and the teacher include a fair number of children, there is a considerable nucleus of a school, depending on direct payment or immediate official connexion. In addition there are sometimes a few "original Protestants" belonging to an agent or a shepherd.

The parents of the other scholars (429 out of 592) receive a payment for the attendance of their children which must go far to maintain the family for half the year. The children of Roman Catholics receive it as well as converts, and in either case those of the children are regularly taught the "One Hundred Texts" and the "Romish Controversy," and attend at Church and Sunday School.

Effect of system on minds of children.

78. From everything I could gather either inside or outside of the schools I cannot doubt that this system is acting precisely as it might be expected to do. The children feel that they are sought after, and take liberties. The teachers are anxious above all things to keep open the door for sound Protestant influences, and permit liberties. The parents are looked on by their neighbours as selling their children's souls for bread, and the worst feelings of sectarian bitterness and the worst manifestations of sectarian violence are common. I have heard of them mostly as proceeding from the Catholic majority; the Protestant minority, whatever it thinks, is generally thankful enough to be allowed to exist in peace and quietness. The hearty contempt which all men entertain for those who sell their faith for bread is the natural soil for every feeling of animosity and act of violence.

Schools. *a.* Orphanages.

79. The schools themselves—considered as schools—are of nearly all kinds. Two institutions called the Connemara Orphanages, the Ballyconree Boys' Orphanage and the Glenowen Girls' Orphanage, Clifden, deserve a little special notice. The orphans are brought from all parts of Ireland. At Ballyconree, the number from the county Galway, which includes Connemara, and a great deal besides, was twenty-three—the number from the rest of Ireland, thirty-five. In Glenowen, the number of Galway girls is twenty; from the rest of Ireland, twenty-seven. The orphanages began, I believe, as for the Connemara district alone, but are now open to all Ireland. They are maintained on Irish Church Mission principles, but supported by separate subscriptions. There were forty-seven girls and fifty-eight boys present, and they were classified as seventy-one children of Roman Catholic parents, eleven children of mixed marriages, and twenty-three Established Church, including converts and original Protestants in nearly equal proportions. These children are not reckoned in my former account of the numbers present at mission schools.

80. The boys' orphanage at Ballyconree was the best taught mission school I visited. Everything gave the feeling of life, healthy organization, strict supervision, careful exaction of work. I examined it in the usual way, giving only a rapid glance at its general circumstances and surroundings. The orphans were doing very much such work as I should have expected to find in a good English certificated school. They could not go very high, and failed when they tried, but they knew ordinary work and felt that they knew it.

81. The girls' orphanage I thought scarcely quite so satisfactory. It must be difficult to manage a school where the girls range from six to twenty-one. It may possibly be harder to find occupation for growing girls than for lads, but it appears to me that it would be very much for the good of those who are left, if no girl were allowed to remain after her fifteenth year. Of the forty-seven girls, eighteen are above that age; in a school which the conditions of its existence make mainly elementary, it is, I think, impossible to employ them profitably, and I doubt whether so many as are found here can be usefully occupied in extra work either for the house or for the Boys' orphanage.

82. The remaining schools are of all types. Some of them, whatever may be their value in a proselytizing sense, are utterly useless in any other. I suppress the names in this place, but all the particulars are given in the reports on individual schools, which I have forwarded to the Commission.

b. Of questionable utility.

83. At A, I found two scholars, besides the five children of the teacher, who is the wife of the Scripture-reader. The National school, vigorously taught and well attended, is within a couple of hundred yards, a very much inferior building, and receiving a very much inferior income (£15 and no residence against £36 and a residence). The National teacher who preceded the present one appears to have been converted by the mission agency, and now teaches a mission school.

84. At B, the school has been established for six months. There were seven scholars, four belonging to the Roman Catholic herd in a bedroom of whose house it was held, and to whom probably the mission pays rent. The seven are all Roman Catholics, and all get food.

85. At C, a school established seven or eight months ago, there are eight Roman Catholic children on the roll. They are the family of the farmer in whose cow-house (renovated) the school is held. Their ages range from four to twenty. I found six present. Another family had sent three other scholars, but they went home six weeks ago. The family which constitutes the school used to send their children two miles to the nearest National school. Now, the father, the master tells me, gets £4 a year as rent for a cow-house about nine feet square, and he draws food in the winter for as many of his eight children as he allows to attend.

86. The school at D has been taught for the last nine years by an old woman who is hopelessly deaf. She is just leaving.

87. At E there is a school where I found that the averages for the preceding five months had been between eleven and thirteen. Eleven of the children belonged to three families—the teacher's, a Scotch agent's, and an English farmer's. The rest seemed to come and go, and from the averages it is clear that there could seldom have been more than three or four other scholars present. I find that the average age of the children attending this school is seven years, nine of the nineteen present being under six.

88. The school at F has two teachers for an average attendance of thirteen pupils.

89. At G, on the other hand, the attendance rises to nineteen, six being the children of the two teachers.

90. At H there is a school with a curious history. It was a National school, redeemed, I was told by the late Bishop of Tuam, on the repayment of the public money invested in it, after he differed with the Board. It now belongs to the Irish Church Mission. It is in a small Roman Catholic village, with fifteen or twenty houses. The school is taught by the daughter of the gamekeeper of a neighbouring estate, and is attended solely by more or fewer of her brothers and sisters. There were two little sisters (one four and one seven years of age) present on the day of my visit, and the doors were only opened about half-past eleven. Before last winter two other pupils used to come, but a bridge was swept away, and they have not been able to attend since. Out of his private resources, the landlord maintains another small school for his tenantry, and it is rather nearer the gamekeeper's house than that taught by his daughter. The landlord's school is in no sense proselytizing, Presbyterians and Roman Catholics both availing themselves of it.

c. General.

91. Such schools are obviously set up and maintained to give the Mission principles a footing in the locality. As schools, they have little effect, and their disappearance would scarcely have any damaging result on the secular knowledge of the children. The rest are better, and do their secular work with a success which is quite comparable with what is obtained in the National schools. I have pointed out that the total number of passes is rather higher, but there are fewer schools which may be called really good.

Teachers' incomes.

92. The incomes of the teachers are very much better than those of the National schoolmasters. In twenty-seven schools there are thirty-seven teachers, whose joint salaries amount to £1,285, and almost all of them either have houses in addition, or lodgings rent free. The income, *per school*, is thus, on an average, £48, and a house in five cases out of six, against £31, and a house in one case out of six (*infra*, §§. 178, 179), under the system of the Board. In fact the mission teachers are comfortable and reasonably cared for, and they are less disposed

on their own account, to shift about from place to place. They are often, however, transferred to new stations, by the authority of the society.

II. Other Church and Wesleyan Schools. Church Education and General Irish Reformation.

93. The next group of denominational schools includes those belonging to the Church Education Society, the General Irish Reformation Society, Erasmus Smith's trust, the Wesleyans, and the Achill Mission. The schools of the Church Education Society appear generally to derive no direct benefit from its agency, beyond the training of teachers for the service, and the systematic inspection of the schools. They are maintained partly by local subscription, partly by endowments or salaries assigned for church offices, such as those of parish clerk, organist, and sexton, which are frequently attached to the office of schoolmaster. The General Irish Reformation Society often assists these local efforts. There appears to be no very direct attempt at proselytism, but the right of using and appealing to the Bible at any hour of the day is insisted on as fundamental. The schools are of very various degrees of merit.

a. Of questionable utility.

94. One of them is that at A. The master is an old man, of about sixty-three, who acts as Scripture-reader, but not regularly, though "on account of being a convert, he has as much to do about that as about his school." His school-room is a sod cabin, about nine feet square, and five feet high or so, to the slope of the roof. He and his wife live in it. It has a hole at the top which is used indifferently by the smoke and the rain, and the floor is the natural bog. There are only four small panes of glass in the one window, but there is the door to fall back on for light. The furniture of the school-room consists of a double bed, a table, a chair, two bits of forms, and a kind of settee between the fire and the table, consisting of a few sods, with a cloth spread over them. Children and poultry trot out and in, and fill the remaining space. I found seventeen of the former present, but only six could read, and two managed an easy sum in simple multiplication. They were all Roman Catholics, except two, of one of whom, a girl of about fifteen, the teacher inquired whether she was an English Protestant, a Methodist, or a Presbyterian? She told him she was the whole of them, an answer which appeared to give him great satisfaction, as he added with enthusiasm, "That's right, that's right—and you're a Scripture reader too, thank God"—adding, for my information, that he called them all so who could read the Scriptures. Within a few hundred yards of the spot there is a vested National school, with a Roman Catholic teacher, which has been subject to the relentless opposition of the Roman Catholic clergy for the last five or six years, and which had just been shut up a few days before my visit. There was nothing else in the neighbourhood, and it was into this school that their action tended to drive the children. If they learned as little Protestantism in it as they seemed to learn reading or writing, perhaps there was not much to alarm their priests, even in so terrible a consequence. Here and elsewhere they treat a thoroughly inferior "proselytizing" school with a contemptuous indifference with which they seldom favour a vested National one.

95. Another, of something of the same type is at B. The teacher and his wife live in a room off the school-room. In the school-room itself, the family (with five children) of a "caretaker," whom the clergyman took into his service a year ago, when he was out of a situation, have taken up their home. Six of the other scholars belong to the Scripture-reader, one is the teacher's child (or grandchild), and the two left belong to another "caretaker" of the clergyman. These make up the fourteen children whom the teacher reckons he has "in the gross." They are, of course, all adherents of the Established Church. The master, "the same age as Trafalgar," has been a Scripture-reader a good deal about the country, and does a little in that now, as he would not like to be idle. He takes good care that his scholars learn the Catechism, and there are testaments and one or two other reading books. There are just two slates—no maps, no blackboard; what school furniture there was looked rather out of use. The master informed me that his highest class were "youngsters in reading," and that they were now practising the first chapter of St. John's Gospel. His second class was spelling and beginning to do a little reading, "but very slyly." There were two writing copies, and another child might have had paper given him, but neither he nor his teacher had an additional pen to use with it. Three tried arithmetic, one failing in compound addition, one in simple division, one in simple addition.

96. A third was at C, and seven children, belonging to the Protestant Orphan Society, constituted the majority of the pupils. When a Protestant father dies, leaving children under twelve years of age, they are eligible as Protestant orphans, and are boarded out with as respectable poor Protestants as can be got to take charge of them for £5 a year, for food and clothing—a payment, no doubt, less than would be needed to maintain them in any poor-house in the country. Where the mother is left, the society enables her to bring up her children till they reach twelve or a little longer. It is generally anxious that they should be taught, and it locates them, if possible, near some Protestant free school. The mistress at C tells me that the General Irish Reformation Society, from which her salary is mainly derived, exists principally for the purpose of bringing Roman Catholics under the Word of God, but none of them attend at present. She has no reading books, except a basket of two dozen Bibles that was sent her some short time since. The work is of the most elementary kind.

b. General.

97. I should be doing great injustice to the Church schools if I represented these as fair specimens. Of the six others which I saw, one gave a rather advanced education to its senior scholars, for whose sake it appeared to me a little to neglect the remainder, and it had gained several competitive distinctions; two others did good work; and the whole six were quite up to an average half dozen of National schools. They do not appear to be attended by many Roman Catholic children, nor to be subject to anything like the violent hostility which the Roman Catholic clergy direct against the schools of the Irish Church Mission, the vested National schools, or those containing teachers trained in the denounced training school of the National Board.

Popular feeling with respect to these schools.

Religious persuasion of scholars.

98. Of the ten visited there were two with 9 Established Church and 36 Roman Catholic children on the roll. In eight others there were 154 Established Church, 4 Roman Catholics, and 2 Presbyterian children. It is obvious, of course, that these are congregational schools, and that it is only in the other two that anything approaching to proselytism is possible, or would be much worth trying. One of them is the school A, which I have described above. The 4 stray Roman Catholics and the 2 Presbyterians who wander into the remaining eight, are scarcely numerous enough to awaken the activity of their spiritual guardians.

Smallness of attendance.

99. The actual attendance in four of these schools was under twelve per school, and it is easy to understand how difficult it must be to maintain any kind of life or efficiency under circumstances so depressing. One or two of the best are kept up chiefly for the children of the middle classes, and two of them have the benefit of a small endowment.

Schools endowed by Erasmus Smith.

100. Among the Church schools I may reckon the two, on the foundation of Erasmus Smith, at Killala and Mullifarry, close to each other. They were the only specimens of this class in my district. They appear to belong to very different types. In the one, the charity is used as the means of giving free education; in the other, the pupils pay 5*s.* per quarter, which is a fair middle-class fee in the west. The salaries amount to £17 10*s.* in the one case, and £25 in the other, but there is a farther gratuity of £5, which comes generally, if things go right. The master has a residence, and holds his office at pleasure of the Board of Governors, to whom an Inspector of their own reports. The parish clergyman of the Established Church appears to have a kind of superintendence, but it seems not to be accompanied by much real authority. The scholars of all denominations have the same religious instruction, except that the Roman Catholics do not learn the Church

Catechism. In one of the schools the religious knowledge follows the secular teaching, according to the practice of the Board, and the Roman Catholic children are free to leave if they choose, but they have never done so in fact. There are no children admitted under six, a regulation which I would fain have seen more generally adopted in ordinary schools. The inspection takes place twice a year—once in the winter with notice, once in the summer without. In one of the schools (ten present) there were fifteen Established Church, one Roman Catholic, and three Presbyterians on the roll; in the other (seventeen present), there were eighteen Established Church, and two Roman Catholic children on roll. Both are in the immediate neighbourhood of schools almost entirely Catholic, and of others almost entirely Presbyterian, and the mixture is one indication among many, that the people do not themselves look on their children as endangered by their association with other denominations, even in schools like those of Erasmus Smith's charity, so long as they see no reason to be afraid of proselytism. They appear, like those of the Church Education Society, to be regarded as comparatively innocent in their religious tendencies. At present their endowment maintains a permanent school for the children of the Established Church, while the Presbyterians in the neighbourhood support one by themselves, and another with the assistance of the State, and the Roman Catholics derive the support of their schools wholly from the State. Without this endowment there might perhaps have been two others occupying their place, conducted on the principles of the Church Education Society and supported by subscriptions. But it is not improbable that the children of a mixed population might have been gathered together in a mixed school. Both appear to be looked upon as practically Church schools, and in one of the two the parish clerkship is given to the teacher, just as if he had been the parochial schoolmaster. The secular work shown was very much on the level of that in ordinary National schools.

Wesleyan Schools.

101. I saw two Wesleyan schools, and there was another in my district, which was in vacation at the time of my visit. Of these, only one, that at R. in county Galway, was strictly for the education of the poor. It is a small school with twenty-eight on the roll, and fourteen or fifteen in average attendance. I found eleven present. The children are all Roman Catholics, and the education is free. I was struck by the fact that the religious extracts in the National school-books (which are those in use), supply all the religious teaching given in the school, or sought by the people. The Wesleyan Mission Fund gives a salary of £30, and a house and garden to the teacher—solely towards the decent up-bringing of a small neglected Roman Catholic population, and without making the slightest attempt to proselytize. I met with no similar instance of general benevolence on the part of the denominational societies.

102. The second school was in Westport with two Established Church children, two Presbyterians, and fifteen Wesleyans on the roll. The fees were 2*s*. 6*d*. to 10*s*. a quarter, and as the fact indicates, the school was practically for the children of the middle class.

103. The third in Castlebar I did not see. Its average attendance was eleven, and the lowest fee paid, was, I understand, 5*s*. a quarter, so that it also was substantially a middle class school. I believe it was mainly attended by Wesleyan children.

Achill parish, National and non-National.

104. The last of the group of Church schools which I visited were those in the Island and parish of Achill. The name has become so famous in connexion with Irish education controversies and efforts, that, as I was able to see the whole of the schools in the parish, with a single exception in the small attached island of Inishbiggle (about eighty inhabitants) in the Sound, which was in vacation, I shall give a short account of them all. The parish is cut into two parts, Achill Island and Curraun, by a strait known as the Sound of Achill, which narrows to 100 yards,. At the inland end of the parish two seas almost meet across a ridge of ground, scarcely more than half a mile in breadth. The population of the island and the half island together is about 4,175 (reported by the constabulary), and this includes the two small islands of Inishbiggle and Achill Beg. The latter has eighty-three inhabitants, and until recently it contained a National school. But in every such remote locality, it is difficult to induce anyone to settle who has a chance of occupation on the mainland, and the £15 a year on which a probationer has to exist, is apparently insufficient to tempt anyone at present to try school keeping in that solitary spot. Excluding Inishbiggle and Achill Beg, there remain nine National, eight Achill Mission, one monastery, and one private subscription school, for 4,000 inhabitants. Only three of these are in the peninsula of Curraun—a fourth which appears to have belonged to or to have been vested in the Roman Catholic Archbishop of Tuam, at Belfarsad, was recently burned down, and the Grand Jury awarded £50 as compensation for loss occasioned by malicious damage. In the remaining nineteen schools, I found actually present, on the day of my visit—

Children present.

	Males.	Females.	Total.
In the 9 National schools, ...	204	114	318
„ 8 Mission schools, ...	97	77	174
„ 1 Monastery, ...	7	–	7
„ 1 Private subscription school, ...	2	10	12
	310	201	511

Circumstances of visit.

105. The mission schools in the north had gone into vacation a day or two before my visit, and I was indebted to the kindness of the incumbent, the Rev. Mr. Barker, and of the missionary Superintendent, the Rev. Mr. Heather, for re-assembling the children. I think that perhaps I may once or twice have seen more than the average number of pupils. In one case, through the teacher's zeal I certainly did so. On my first visit to him I found that there had been six children present (four of them his own), on the previous day, and that eight had been his average for the preceding month. On my return two days later, I was gratified by an actual attendance of eighteen. But such a result was exceptional, and the tabulated averages corresponded very fairly with the numbers found actually present.

Comparison of attendances.

106. The schools of the Mission are much less numerously attended than those of the National Board. In the district to the west of the mission colony, the two mission schools, Slievemore and Rockfield, had only 41 children present—the two National schools, Slievemore and Dooagh, having 117. All four are at present substantially denominational, there being only three Roman Catholic children in the two mission schools, and no Protestants in the two National schools. Protestant children used to attend Slievemore National, which is under lay Established Church patronage, till the others were established—one nine months previous to my visit, the other two years before.

Rewards given by Mission to scholars.

107. The Achill Mission Trustees are proprietors of the entire northern half of the island, but I did not hear it said that they employ the influence this circumstance gives them, unfairly, for the purposes of proselytism. Education is gratuitous in their schools, books and school requisites being given freely. They have introduced besides a practice of paying the children of all their tenants who attend pretty regularly, one penny per week, as a premium, and their object appears really to be attained. The average attendance of five of the mission schools varies between 95 and 108, in the four quarters of the year, while in six of the National schools it ranges between 137 and 239. The practice has, of course, made it impossible to collect fees in the other schools, and education there is free. The mission farther provides a suit of clothes per annum. It is the theory that the

ildren must attend for ten months in the year, to entitle them to this reward, but I was told in two of their hools, that all practically get it either on the ground of regularity or of poverty. The offer of these advan-ges is thought by the National schoolmasters and as far as I can judge, by the Roman Catholic population, be of the nature of a bribe, and the feelings with which it is perhaps not unnatural that some persons should gard those who have set up a mission to convert them, are probably much embittered in consequence. There ppears to be a good deal of such irritation between the two religious persuasions.

108. Looking at them as purely secular, the two best of the National are superior to the two best of the ission schools. I should consider two others of each kind "fair;" the remainder—half the schools of oth kinds in the parish—are extremely unsatisfactory, in their present condition, even for a remote and inly peopled district. General result of examination.

109. One of these five National schools has just been re-opened, after having been closed for two years. It is n exceptional case, but it may serve to illustrate what I shall have to notice again and again—the way in which ne low salaries paid to the National teachers interfere with and often prevent the reasonable possibility of neir success. The school supplies about 120 families, who have no other within reach. There are no voluntary ontributions actual or likely. The people have little money, and if they had, it is not in paying school-fees nat they would be disposed to spend it. They live in a district reached by no regular road; but there is a foot-rack for four miles along the slope of the hill, which overlooks the Sound. There is no house for the master, and robably no lodging but in some one-roomed cabin, which he must share with the family. The priest, his patron, ves ten miles off, and there is apparently no sort of society in the place which is likely to sympathise with a lad ho reads books. Nobody will come here who can get anything elsewhere to do, and a slip of a boy of eighteen sent down as probationer, at £15 a year, to open the new school. He has to print an alphabet for his scholars—e has to manufacture slates for them out of the slates of the old roof—there are just two books in his school orty-five children) and three copies. To add to his distress, a parcel containing books and school-stock—the price f which, unless he happened to be more fortunate than most teachers, he himself must have already paid—went own on its voyage to him the week before my visit. There are a good many of his pupils bigger and stronger nan the master, and he says himself that they are "very bold and cross," and that unless the priest kept them fear a little, he would have no chance whatever with them; without that he "would not take £1,000 and stay ere." The other day he gave "a little tip to a big boy" who told him that if he did it again, he would draw is slate (an adapted roofing slate) "red out of his head." It is no doubt a case of exceptional savagery ltogether, and I saw nothing so wild, and heard of nothing quite so uncomfortable, elsewhere in the west; but is just to these remoter districts that the £15 schoolmaster of the National Board finds his way. As, in two ases out of three, school-fees amount to little, and local contributions to nothing, it follows of necessity that eachers avoid places which promise them no advantage but the certainty of solitude. Given the actual social ondition, the past and the future of the education of such a wild district are alike written in the salary of en pence a day "in the gross," which is paid to the schoolmaster. Instances of difficulties in Achill. A.

110. As far as I could gather, the same story with a few variations had been repeated in the same neighbourhood, t the school which had been burnt down. The teacher, preceding the last, continued for some time as probationer, nd is said to have been at length dismissed by the Board, for failure at his examination. A young man succeeded im who seems to have had a very stormy time of it. The population are said to be as wild as their neighbours in ne locality I have just been describing, and at last the school-house was burnt down. The grand jury awarded 50 damages for malicious injury, and the burnt-out teacher was off to England two or three days before my isit, as a harvestman. The people were very "rough" and "bold" and constantly threatening to beat him, and s he gave evidence which led to the award of the grand jury, which saddles the district with the damages, I was old that they had threatened to pitch him into a lake in the neighbourhood, and he was glad enough to get lear away. In fact, a boy at £15 a year is totally unfit to hold his own in such a situation. B.

111. Of the remaining eight indifferent Mission and National schools, I consider three of each kind as spoiled y a competition which, except possibly from the religious view-point, is attended by none but evil consequences. t B., for example, there are three schools, all on the road side, within three-quarters of a mile of each other—ne mission school with an average attendance of eight, the monastery school with an actual attendance of seven, ne National female school with nineteen present. One good school, creditably managed and taught, would do etter work than the three together, if the seventy or eighty children who are, I am told, available, could e brought to attend it together. Now, the mission school tempts with its penny a week and its clothes—the nonks used to give food, but that has ceased since the potatoes became so cheap—and the National school has nly gratuitous education to offer, under a probationer mistress, younger and less experienced than either of the eachers of the other two. Causes of deficiencies. *a.* Denominational rivalry.

112. I do not know all the reasons for the failure of the two remaining, but competition is not the only, nor ndeed the principal cause. The scale of payments is insufficient to tempt any but the poorest class of National chool masters to come to Achill and settle there. They are £14, £15, £15, £16, £16, £18, £20 and a house, 27, £30—or an average payment of £19 per annum. There is not a halfpenny of local contribution, the whole f these salaries coming from the state. Three of the schools divide among them £4 8*s.* 6*d.* in fees—the rest etting nothing at all. The mission salaries are by no means extravagant, but they are very far superior to these, ne lowest being £24, the highest £40, the average £31, and five of the eight teachers having houses rent free. *b.* Low Salaries in National.

113. The two additional schools, the monastery school and the private subscription school, had too few pupils n the day of my visit to make it proper for me to express any distinct opinion on their merits.

114. It appears then that there are twenty schools for the population (including the school in Inishbiggle). et they are so distributed as to leave considerable districts almost without teaching. Thus Shraheens is one of ne largest villages in the island, and the nearest school is two miles away. Near the crown of the ridge by hich an old road crosses the southern end, is a hamlet, the children of which are not likely to find their ay to any of the existing schools. The island of Achill Beg is completely neglected. The mission efforts—do not know whether from choice or of necessity—appear to be confined to the people on the estate of the ission trustees, and denominational exertions are never likely to proceed on any principle of division of labour. *c* Defective distribution.

115. The system of payment adopted in Achill is apparently much less objected to than that in Connemara. he amount is, of course, smaller, and it does not appear that there is any excess in the attendance f infants, nor is the proportion of children over twelve at all larger than might have been anticipated. I have ointed out that, probably in consequence of these weekly payments, the attendance is really much etter in the mission schools than is usual in West Connaught. On the other hand, that in the National chools is very much worse. The fluctuations in the four quarters of the year range from 100 to 114 n the mission schools, from 100 to 145 in the average National school, from 100 to 174 in the National chools of Achill. I cannot doubt that the regularity in the paid schools, and the irregularity in ne others, are alike due, in large measure, to the system of payment. A feeling has grown up that nose which are unwilling or unable to pay for regular attendance, should not expect to get it, and the Regular attendance in Mission Schools. Irregular in National. Common cause.

Object of Mission schools.

parent, instead of looking on himself as benefited by the State support of schools, to which he contributes nothing, considers himself rather ill-used because his scruples do not permit him to accept the money and clothing which is offered to him, and which a few of his neighbours obtain.

116. The mission schools are maintained partly for aggressive and partly for conservative purposes. I saw Achill before Connemara, and the children had not been classified for me under the names with which I became afterwards familiar—"Roman Catholics," "Original Protestants," "Converts," and "Mixed Marriages." Occasionally there appeared to be some difficulty in determining the religious denomination to which a particular child belonged. As nearly as I could come to it, there were 48 children (23 per cent.) original Protestants, 123 (or 58 per cent.) children of convert parents, and 41 (or 19 per cent.) of Roman Catholics. It appears therefore that the mission schools are in the main conservative, meant to sustain rather than actively to propagate the Protestant religion. I do not think that feeling runs so high between the two parties as it does in Connemara.

Distribution of population.

117. In the southern part of the island, which does not belong to the mission trustees, I found 12 Established Church children in the private subscription school, and three others on the roll of a single National school. The population there is thus scarcely at all mixed, and there are no proselytizing schools, so that there is little room for religious bitterness. On the mission estate, and the small estate on which the monastery is built, I found 191 Roman Catholic and 5 Established Church children in the National, 7 Roman Catholic children in the monastery, and 114 Established Church, and 28 Roman Catholic children in the mission schools. In the peninsular part of the parish, the mission colony is gathered close to the rectory—the rest appears to be altogether Roman Catholic. It is only on the mission property therefore that there is much mixture of religion (119 Established Church, against 219 Roman Catholics), and the reputation which the trustees appear to have as considerate landlords seems to have rather kept down religious animosities, though it certainly has not extinguished them.

General result.

118. The general result of the educational work that has been going on in the north of the island, under the joint agency of the missions and the National schools, is not, I think, too favourably represented by my inquiries (p. 106) into the case of Dooagh, and according to them North Achill stands higher than the average of the county. South Achill and Curraun are certainly lower, so that education appears to be best in the district where the mission schools are chiefly found, although within that district itself, it is certainly not best in the mission schools.

III. Hedge-schools.

119. The next most numerous class I found to my surprise to be the "hedge" schools. They appear to have been native to the country, and are still "racy of the soil." They are set up by any one who can read and write a little, and who is near starvation enough to have no other escape from it. The teachers are responsible to no one, and are sustained rather by the common conviction of the neighbours that the "poor creatures" teaching them need charity, than by any belief that they give, or can give value for the money they are paid; certainly they are never stimulated by unreasonable demands on the part of exacting parents. The common belief is that these hedge schools have become entirely extinct in the progress of civilization. Unfortunately they are very far from extinct in West Connaught. Every schoolmaster is an absolute monarch in his school-house, and the contrast between this sense of unlimited power, and his squalid and hopeless poverty, is said frequently to make the hedge schoolmaster an extremely discontented man. The National teacher is near enough starvation; the hedge school teacher often could not exist at all without the scraps and leavings of the poor, which "God be good to them, they often send him, and never find themselves the poorer for."

a. Teachers.

b. Scholars.

120. The school work begins some time in the morning after the scholars come in, and is left off some time in the afternoon when the master is tired, but the children arrive pretty much when they choose, and go away when it suits them. They seem seldom to be organized in classes, so that a little irregularity puts nobody about, and it is no doubt extremely attractive to the parents, and to the children. Sometimes a little Irish is taught; generally the pupils learn nothing but the catechism (on which they spend pretty much the same time as is done in the National schools), and the spellings of the long words in the "Universal Spelling Book" or the "Reading made Easy." A child is promoted to "read" at about ten or eleven years of age, and as there is a very limited amount of reading lessons in his spelling-book, he soon becomes master of them. Between its covers he finds an amount and variety of information, agreeably diversified, which is surprising. The latter half of the book contains geography in 4 pages, arithmetic in 3, a chronological account of remarkable events in 3 more, The accomplished Gentleman, or Principles of Politeness and of knowing the World, by Philip Stanhope, Earl of Chesterfield. To which is added the Economy of Human Life, translated from an Indian manuscript, written by an ancient Brahmin; the whole concluding with a description by Massillon, of the character of a true Christian, and a memoir of "Kerry's pride and Ireland's glory, the far-famed and indefatigable Daniel O'Connell." Lord Chesterfield's work appears to have made a deep impression in the hedge school. The child who happens not to say, "good morning, ma'am," or "good evening, sir," as he comes in or goes home, gets cuffed for his pains. When he does, his salutation is scrupulously returned, with a "good morning, miss," or "good evening to *you*, sir," which makes him contented with himself, and with all the world. He must never begin to read, without "By your leave, sir," meant either for his teacher or his book. I doubt, indeed, whether the hedge school is necessary to teach Irish children a politeness which comes natural to them, though it is not always instinctively manifested in these forms. At all events, this, and the catechism are its main achievements. Arithmetic is very rare indeed, at least in the summer, and there is little writing, as the school is crowded, and the desks are few, or none. Usually, it is held in the teacher's one-roomed cabin, and the children assist with the hens and pigs at the cooking of their instructor's meals.

c. Subjects of instruction.

Hedge-schools clustered near Tuam.

121. These schools are especially numerous in and around Tuam. In the town itself, and within a radius of three or four miles round it, I found as many as seven, and I visited them all, as well as two more a little farther from the same centre. In Tuam, a place of just over 6,000 inhabitants, three of these private schools manage to maintain themselves, although there are two Protestant schools, two convent schools, a school taught by the Christian Brothers, and in addition, two middle-class schools. In the three private schools, I found 107 children present, all Roman Catholics. They are kept up solely by fees, and as I was informed by one of their mistresses, they are not supported by the Roman Catholic clergy, as no priest ever looks near them. In the convent and Christian Brothers' schools, a free education is, no doubt, given (438 scholars were present on June 25th), and the private schools throughout the west are as empty of Catholic emblems—except that there is usually one highly-coloured religious print hung up on the wall, if the school is the cabin of the teacher—as the National schools themselves. I recollect one only with a statuette of the Virgin. Why they should flourish in Tuam I am at a loss to imagine. The people pay voluntarily for a wretched education, if it can be called education at all, while they have gratuitous instruction offered them under the sanction of the ministers of their Church. They are not indeed directly opposing their clergy in sending their children to the private schools, but those of the convents and the Christian Brothers are known to be viewed by these authorities with much greater favour. I was unable to see the latter (§. 158), and unable in conse-

Explanations offered.

Discussed.

a. In Tuam.

quence to inquire whether anything in their arrangements helped to explain the surprising, and to my mind, unaccountable success of these private schools. Religion, I should imagine, is less frequently introduced than in those which are taught by the religious orders. Indeed as far as I could get information, though it is never excluded by express arrangement from any part of the school time, no more attention is paid to its inculcation than in the National schools themselves. There were no Protestant scholars present in any of the hedge schools I visited.

122. The six private schools which I found surrounding Tuam, find their support and the ready explanation of their existence in the absence of National schools, and in the causes of that absence. On one road out from Tuam the first National school is twelve miles from the town; on another, eight. Two hedge schools appear in these empty spaces. A third private school of a rather superior type stands opposite a deserted National school, where they had to take down their signboard some twenty years ago or more, in consequence of the Roman Catholic archbishop's opposition to the system. The dispossessed master appears never to have been classed, and is now teaching a fourth hedge school a few miles off. The National school in fact does not seem to flourish in the neighbourhood of the old episcopal city. *b.* Near Tuam.

123. Let me give one or two examples of these "private" schools. The mistress in one of them had taught for five and twenty years. As was to be expected therefore she taught "just in the old way"—her pupils came round her by "fits and starts," and for the most of them she was candid enough to say that "shouting at them was all she taught them." The rest were drilled in reading, writing, catechism, and a little calculation. Her twenty-nine scholars had eight copies among them; but there was no "calculation" of any kind. There were only four who tried to read. As for sewing, she told me she considered that they "were not fit for that improvement." What they get from her therefore is little enough. They pay her 2*d.* a week for it—which is a very high fee for Connaught. Some of them perhaps deserved her energetic denunciation of their discipline—"Ah, you ruffians, you're a disgrace to any school." Examples of various hedge-schools. *a.*

124. Take another case. The master was lame of a hand and a leg. He had just left the school in which the constabulary had returned him to me, because he was unable to keep up the £1 rent; and a farmer who had an empty cottage, a wretched place enough, a mile and a half away, gave him the use of it in return for the teaching of his two children. There were twenty-eight others present—half of them boys and half of them girls—half his old scholars and half new ones. None of them could cipher; and only one, a boy of thirteen, showed a copy, which was poor enough. The master had had ten who could write and cipher, but they were all absent at harvest work. The average age was very much that in an ordinary National school. There were few reading or spelling books; the Catechism did duty—in this instance only, as far as I saw—for everything. Of course there was no grammar or geography. Of the thirty, only eight or nine professed to read. *b.*

125. Another was about three miles away from this, and was partly supported, the master told me, by an annual subscription from His Grace the Roman Catholic Archbishop. There were twenty-three pupils. The master, a young and active-looking man, educated in St. Jarlath's, Tuam, could not be responsible for their arithmetic at present. In fact, only one boy could do a sum, and the same boy was the only one with a copy. The room was a dark, low-roofed little cabin, and there was no proper furniture. There were forms round the wall and one double desk. Two were brought up to read to me; one in the monosyllable part of the spelling book, which she read by spelling, and the other in the narrative part, which was fairly done. The master preferred that I should not trouble myself with the others, as they were all alike—about half the school spelling and not reading, the other half reading. *c.*

126. In another there were twenty-six children. There was only one reading, and two were writing very badly. Nobody counted—nobody did grammar, of course. The master had four or five who could cipher, but they were absent; and he even had "grammarians," but none of them were about, at the time of my visit. The school forms were simply rough lumps of wood, planted across two stones, so placed that the scholars sitting on them might have the support of the wall for their backs. *d.*

127. In summer when the days are fine, these school-rooms are probably not unhealthy. The children run in and out freely, and the master turns them out occasionally in a body, and settles them under the roadside hedge from which they take their name. In winter the weather makes this impossible, and the schools are crowded. There the children stand the long day through, in the reeking atmosphere of these miserable cabins, packed together, so that they can scarcely move. Nothing can well be imagined more unhealthy, unless it be the journey home which succeeds these vapour baths, in the cold wet winter afternoon.

128. I examined one school near Clifden, *al fresco*. The week before my visit the farmer, who had lent his cow-house for the school in the spring and early summer, had brought back its tenant from the hill side, and the scholars had to leave. There were twenty-nine altogether grouped round the mistress, who administered learning from a chair nearly opposite the door of her old school. A kind of hope was entertained,—but there seemed no ground for it—that some other place might be discovered in time. On fine days they came, as they used to do, only that the limited discipline implied in the mere existence of enclosing walls had disappeared, and classification or class teaching were of course impossible. About one in three had been writing, and half as many counting, before the school had been turned out. The rest, with these exceptions, could only spell and not read. The fee was 1*d.* a week, and nobody gave anything more. *e.*

129. I suspect that the same account might be given of another school, which I visited without success. It is planted in an admirable situation, at the mouth of two converging valleys. It was half-past eleven when I left the spot. There had been school the day before, and one scholar actually turned up with a book in his hand, but ran away as fast as possible when I tried to speak to him. The teacher did not appear at all. The school-room (there was no doubt it was the right place, for I got two independent witnesses to speak to it) was a cow-house with a small brown cow inside, and the floor was covered with ferns and other bedding. There were no forms or seats. There were holes in the roof large enough to let a stone as big as a man's head fall through. *f.*

130. Take another case. A married woman, whose husband is a carpenter, lives with him in a house the floor of which is about twelve feet by fourteen. He does not always carry on his work at home; but there were a hatchet-block and something like a bench and plenty of shavings in the school, so that he must have been working there on the day of my visit, and these things occupied a good deal of the floor space. I found sixty-four children present; two and a half square feet for each child, if the floor had been free. The writers pay 2*d.* a week; the others, 1½*d.* There are no counters, none learning to sew, and only thirteen professing to be able to read; the rest are spelling. The uncle of the mistress preceded her, and she began school-keeping in the same house about thirty-five years ago as his assistant. She and her school have been there through the whole generation in which the education controversies have been raging, and have survived them all. *g.*

131. One last example is that of a school kept by an old woman of seventy-two. A few of her pupils try reading—most spell. For herself she never got beyond "command" in writing, and she does not think it worth while (as that besides was a long time since) to carry them on in that subject at all. Of course they don't count. They *h.*

are very irregular in the hours at which they come; some not till one o'clock or so. Hers was the first hedge school I saw, and as I looked in on a Saturday to ask if she would let me visit it next week and examine her scholars, I could scarcely believe that her cabin was the school or herself the schoolmistress. It was a little dark hovel, with the floor a foot below the level of the street; with a bed in one corner and a heap of turf in the one opposite. The poor old woman made her 2*s.* 6*d.* a week honestly. Without having to appeal to the poor-rates she kept herself out of the workhouse. She respected herself, and probably was respected by her children because she could read a book in the Irish language.

General results.

132. I found that twenty-three schools of the type which these may be considered fairly to represent, were in actual operation in my district; and I visited almost the whole of them. They are apparently more numerous during the winter months, springing up wherever there is a neglected population, or one which the disputes of its superiors have deprived of learning. The less permanent are opened in any empty cottage or cow-house; the others generally in the cabin, which is the living and sleeping room of the teacher and his family. In one I found that the only furniture, besides a single chair, consisted of three beds; another school-room was created out of charity to the schoolmistress by the wife of a harvestman, who had gone to England, taking in the mistress and her scholars to share her cabin and keep her from being lonely till her husband's return. In twenty hedge schools I found 347 boys and 285 girls present—an average of thirty-two for each. Among them I do not reckon four private subscription schools, maintained by local proprietors, two of which were fair and two extremely unsatisfactory; nor four private pay schools, where the fees were obviously adapted to the circumstances of the middle classes, one of which was worthless, while the two others which I saw took rank above the average National school in elementary subjects.

133. In the hedge school proper there is never more than the rudest attempt at school furniture. I saw with surprise and delight a bit of an old shutter, about two feet square, made to do duty as a black-board in one of them, but there was nothing of the kind elsewhere. There are no maps, and, of course, no geography. Grammar is looked upon, I am assured, on all sides, as a pure waste of time; and time is never wasted on it. One teacher stated with pride that in winter he had one boy learning "the sciences," which turned out to be the familiar "orthography, etymology, syntax, and prosody;" but I had none of these sciences produced. In most of the hedge schools there is "a little calculation," but they can rarely show a visitor any of it in the summer. I found sewing taught to the girls in a single instance. There is extremely little writing, because a kitchen-table has to serve for desks, and there is frequently a lack of pens or a famine of paper. I should fancy that of the 700 children, actually present in midsummer, seventy perhaps might be able to do something at writing, and perhaps 150 could read. The remainder can at most spell.

Religious teaching in private schools.

134. In the largest of the private schools I examined, attended by sixty-four Roman Catholic pupils, and one of the Established Church—a school which has been established for more than forty years in Clifden—I was surprised, after all the excitement which the quarrel between the mixed and the denominational systems causes, to find that no religious knowledge whatever is taught except on Saturday and then for only half the day. In the National schools it is customary to devote half an hour to it every week-day, in addition to the half Saturday. This school appears to have gone on quietly in the centre of the Irish Church Mission district, where popular feeling on the impropriety of excluding religion is supposed to run unusually high, for forty years, without a complaint from any one. When there are boys to be presented for confirmation, the teacher tells me, a little extra time on week-days is sometimes given to their religious training. I have had many other casual indications—that for instance of the Wesleyan school at R—— (§. 101), where no religious knowledge is taught to the children (all Roman Catholics) except what is found in the National school-books—that the people would not themselves be discontented with a system in which the whole ordinary teaching is not leavened by religious instruction, and that the objections to it are rather stated for them than felt by them.

Inferences to be drawn.

135. I doubt whether I saw all the hedge schools in the district—though I inquired about all that were returned by the Constabulary, and discovered some half dozen for myself. They are scarcely called schools, and, indeed, scarcely deserve the name, and they change their situation so often, and spring up so suddenly, that it is excessively difficult to fix them in returns. Three, for instance, had been discontinued in the course of the two months between my visit and that of the officer who prepared my schedules; and when I was in the neighbourhood, I heard of three or four others casually, after I had made arrangements which prevented my visiting them. As a class, they are sufficiently perplexing, and their existence in such numbers is a phenomenon which needs explanation. For my own part, I think they prove little more than—1st. That the people are really anxious to have education, or something that is so called. 2nd. That many of them have no idea what it might fairly be expected that their children would learn in a reasonable school. It is true that the fees paid (largely in kind I believe), come in the main from a very poor class of the community; and so far, these schools show that there is more money than is generally believed, out of which fees might be paid, were the people more willing. But I am told universally that in State aided schools two-thirds don't pay, that perhaps, one-third really cannot, and that another third will not, being firmly convinced that, as the State has taken the main burthen on its own shoulders, there is no need for them to pay anything. The indisposition in National schools is so great, that an attempt made all over the country to force fees against the feeling of the Roman Catholic clergy would certainly half empty them, whatever may be the truth as to the ability of the people to pay. It is said, sometimes, that the existence of these hedge-schools demonstrates the unsatisfactory character of the instruction otherwise available, or the unsuitableness of the principles on which it is given, to the wants of the people. It would be absurd for a moment to compare the education in the National schools with that in the hedge-schools, although it may be true that the people think a good deal of time wasted in the former on grammar and geography, which ought to be saved for plain work. The force diverted from these channels in the hedge-schools is not, however, sufficient to bring them within sight of the level of the National schools in reading, writing, and arithmetic. With respect to the argument that the hedge-schools show that there are objections on religious grounds, widely entertained by the people against the National system—it is disposed of at once by two facts:—1st. That hedge-schools are set up and maintained—and even more freely than elsewhere—in and near Tuam, where, except that in the workhouse, there is no National school at all. 2nd. That the education in the hedge-schools does not appear to be of a more religious character than that in the National schools—that more time is not devoted to it, and that the masters, so far as can be inferred from general inspection, look neither more able nor more disposed to give it, nor to impress it on the minds of their pupils.

Neither (1st) that larger fees might be obtained for National schools;

nor (2nd) that National schools are unsatisfactory as to religion.

IV. Presbyterian schools.

136. The next class of schools which I visited or inquired about, were those of the Presbyterians, one maintained by the Scottish Ladies' Society, and the others by the Connaught Scriptural and Industrial Mission, which supports altogether forty schools in Connaught.

of two classes:

a. Congregational.

137. They may be divided into two distinct classes, six being maintained mainly for a Presbyterian population, ten being almost entirely Mission schools for non-Presbyterians. In some of the latter the principle of the mixed system—the separation of the secular and religious teaching—is voluntarily adopted, but the Roman

Catholic or Episcopalian children are not told to leave at the time of religious instruction, and they seem to wait cheerfully with their companions for the General Assembly's Shorter Catechism. As in the schools of the Irish Church Mission, the scholars learn texts and hymns, and the schools are maintained, no doubt, mainly for "proselytizing." Education and requisites are generally given for nothing; but there is no food and no suit of clothes. The teachers are commonly young girls under twenty, receiving about £20 a year, whereas those in the Irish Church Mission field get about £40, and when they act as married couples they have £70 or £80. Three of the schools are National, two, passing, I should imagine, by a rapid decline out of that stage of existence, as the average attendance must be fifteen to entitle to any grants, and in one of the cases I found only four children, and in the other only one, present. These schools obtain from Government two-thirds of the lowest probationer's salary, and the mission makes up something in supplement. *b.* Missionary.

138. The six maintained for Presbyterians had on their rolls 95 Presbyterians, 7 Established Church, and 5 Roman Catholic children. The ten others had on their rolls 11 Presbyterians, 69 Established Church, and 186 Roman Catholic scholars. It is easy from these numbers to see that the first class are entirely distinct in character from the second, though they are maintained by the same society, and though their support may serve the same general objects.

139. In estimating these schools I take no account of the denominational or missionary purposes they may serve. I consider them solely as places of secular training and moral influence.

140. They are very frequently too small to make any healthy competition among their pupils possible. What can be done in A, with an average attendance for the preceding quarter of 7, 3 of them under six years of age; or B, with an average of 8, 4 of them under six; or C, where there are only two families on the school roll, supplying 9 children; or D National school, which 1 child sometimes frequents (whom by good fortune I was able to examine); or E National, which 4 children of a single family attend with creditable regularity; or F, where the 6 scholars present belong to two families; or G, with 10 children; or H, with 11, of whom 5 are under six years of age? This extreme limitation of numbers indeed appears not to be altogether displeasing to the authorities of the Connaught Industrial and Scriptural Mission. At K I found two of their schools within, I should think, a mile of each other, the one of which had 10 when I visited it, 3 being infants, the other of which had just gone into vacation, but had enjoyed an average of 7 for the preceding week. I have enumerated ten of the sixteen schools of the society, which were on my lists, and there are only forty in the five counties. I attempted no selection, and I believe that I only omitted to visit one or two of those in my district, in the neighbourhood of Ballycastle. Small attendance. Ten cases.

141. I have said that it was difficult to see how any good could be done in these ten schools. In the five of them where I examined the children I could not see that any particular good was done (leaving denominational interests out of account) which could not easily have been attained without their existence. The two K schools were, the one within half a mile, the other within a mile and a half, as near as I could judge, of a National school, taught by an Established Church teacher, and under Established Church management. Its buildings were amply sufficient to accommodate the pupils of all the three schools, and the salaries of the two Presbyterian mistresses might have been saved to the subscribers, without any bad effect on the education of the district, or any increase of charge to the Government. Such an arrangement would have been, on the whole, more favourable to the "rights of conscience" than that which exists at present. There are twenty-one children on the roll of the school where I found ten present, and fifty-three on the roll where seven had been in the previous week, and out of these seventy-four, representing an attendance of say twenty, there were only one Presbyterian, eighteen Established Church children, and fifty-five Roman Catholics. In the National school there were present twenty-one, and on the roll there were fifty-one, of whom thirty-six were Roman Catholics, fifteen Established Church, and no Presbyterians. The school-room is capable of accommodating twice as many, and there is a second below, now disused, equally large. There is thus a population (ninety-one Roman Catholics, thirty-three Established Church, one Presbyterian) very well suited for mixed education, but its Presbyterian friends from the north appear to maintain two small schools for the express purpose of preventing it. In the National school, which their policy discourages, and which until recently was a Church Education school, the only religious teaching is that of the Protestant Establishment, and it is given, of course, under the protection of the rules of the Board. I was told, with reference to such instances as these two, that it was frequently easy for a person familiar with the story of their foundation to understand the justification of their existence better than a stranger; and I do not know what weight might be properly assigned to explanations of this character in particular cases. Efficiency of schools. Case showing that the two Protestant denominations do not amalgamate.

142. Another curious example of unmixed education is that at E. This is a National school, the patron of which, some years ago, was the rector of the parish. It appears to have been one of those very small schools (between fifteen and twenty in average attendance) to which, under pressure from the denominations, the Commissioners have agreed to assign two-thirds of their minimum salary, or £10 per annum. The entire available population—Established Church and Presbyterian, seems at present, from what I am told, unable to supply more than eighteen children for the school roll. The Board's regulation was meant, no doubt, to admit small schools, virtually existing for denominational purposes, but willing to adopt the fundamental practices of the mixed system, while the extreme limitation of the amount of State aid was intended to compel their patrons to make some local effort for their support. Accordingly, the school at E was probably unable to exist without additional funds. It was used by both Episcopalians and Presbyterians—a National school, within a quarter of a mile, being frequented by the Roman Catholics. Some three or four years ago the rector transferred the patronage to a Presbyterian minister in the immediate neighbourhood. At present, the school appears to receive supplemental salary from the Connaught Scriptural and Industrial Mission Funds. How long this has been so, I do not know. The teacher was an Episcopalian, a probationer, who had failed twice in his examinations, but meant to go up again. In February of last year he was appointed by the rector parish clerk, with a salary of £10. His patron, the Presbyterian clergyman, told him, he says, that he must either resign this appointment or lose his school, and he chose to retain the former, and was dismissed. Fifty yards from his late school, across the road, the rector has a small lodge, into which he transferred the dismissed teacher, who will derive his support from his parish clerkship, and subscriptions. The E National school has, at present, an average attendance of 3·8, and the only four children who attend it at all, belong to one Presbyterian family. The E Church Education school was in vacation at the time of my visit, but there had been three present, the day before vacation, and the attendance had been as high as seven, and fluctuated down to three. It is likely, I should suppose, that the Commissioners may, in the circumstances, withdraw their grants from the former. Their rules, however, appear to prevent them from doing so in the quarter when the attendance first falls away (Part iv., sec. 4, 1, *e*)—and the patron claimed grant for the new teacher, for the part of the quarter ending March 31st, during which he had taught in the school. Two months elapsed without any official action being taken or intimated in the case, only the salary did not come. The patron had written again, about a fortnight before my visit, but the Education Office continued its silence. The amount claimed is £2 10*s.*, and the patron Another case. Patron's grievance and complaint.

thinks that he is entitled to an official acknowledgment of his letters. Once, previously, payment for this same school had been delayed for several months, and he at last wrote directly to one of the Commissioners, after which the money came. He is manager of five other schools, supported by the Connaught Mission, and he states that although the principle adopted in all of them is that of combined secular and separate religious instruction, and although he takes nothing to do with the religious training of the Roman Catholics, the Office is managed so badly, and gives so much annoyance, that upon the whole, he prefers to continue his schools as they are, losing all the benefits of State aid and superintendence, and maintaining them out of the Connaught Mission funds. I fancy that, besides, they are almost too small to receive any money grants according to the regulations of the Board.

143. It is impossible not to contemplate for a moment this spectacle of denominational education in full force—the 5 Episcopalians, the 4 Presbyterians, and the 45 Roman Catholics, within a quarter of a mile of each other. The only school worth calling one is no doubt the last, which, however, unfortunately is in the yard of the Roman Catholic chapel, so that an additional obstacle is interposed in the way of the attendance of Protestant children. Unable to compose their irreconcilable religious feuds, the 4 Presbyterians and their teacher defy the 5 Episcopalians and their teacher across the road. A large part of the livelihood of the Episcopalian master is paid him for Church services. The salary of his opponent seems to come from the subscriptions to the Connaught Scriptural and Industrial schools. It appears as if funds might be obtained sufficient to support separate schools for 4 Presbyterian children, for 5 Episcopalians, and so on wherever it seemed necessary, and as if the energy of the Presbyterians were sufficient to protect the consciences of their people against the dangers to be apprehended from their fellow Protestants of the Establishment, as well as the more serious risks that might threaten them from other quarters.

Details of perplexing cases.

144. I confess that I have been extremely perplexed—being unable to take account of denominational reasons—to understand the existence of several others of these Presbyterian schools. Take that in H. In the same street there are the National schools, under the management of an Established Church layman, with good buildings, good male and female teachers, and numerously attended, and, about 300 yards away, the parochial schools, partly supported by endowments, with excellent buildings, not at all crowded, and with male and female teachers. Between the two, in a miserable little upper room, are the 5 infants and 6 small children who make up the H Presbyterian mission school. The Established Church schools contain 1 Roman Catholic, 27 Established Church, 2 Presbyterians. The National schools had on their rolls 258 Roman Catholics, and 3 of the Established Church. The Presbyterian mission school has 1 Presbyterian, 3 Established Church children, and 11 Roman Catholics on its roll. In the whole three there are just three Presbyterians, and two of them are not in the Presbyterian school.

145. At C, some six miles away, I found myself just as much puzzled. The only children attending belonged to two well to do families—one Presbyterian, the other, half Presbyterian. The eldest boy of the first family went past the door to the National school; the four younger children, three girls, and a younger boy, finding this mistress's school close beside them, attended it. The other family, five in number, would no doubt have gone to the National school had they not found this on their way; or as that would have been a considerable distance for them, and as their father is a man of some influence, they might have been the occasion of setting up a real school, in a locality near their own house, which needs it extremely, and which is now supplied by the most wretched hedge school, I believe, that I saw in the whole country. Nobody else attends, and the teacher finds it extremely lonely. The National school is well taught, and its manager is a Protestant layman.

146. At D, there is a coastguard station and apparently room for a school. There is a National school there, but it is under the patronage of a Presbyterian clergyman some distance off. The Mission subscribes £10 to it; the teacher is a young Presbyterian girl. There are 13 Roman Catholics and 1 Established Church child on the roll. There are no other Episcopalian children in the neighbourhood, and there are no Presbyterians or other Protestant Dissenters. The Government appears to have been regularly paying salary; but the attendance, as I found it was 1. Why the school should be a Presbyterian one, and why the Mission should not transfer its teacher and its £10 to some other locality, nothing but denominational or historical reasons can explain.

147. F Presbyterian school is another difficulty. In the National school, which is under lay (E.C.) patronage, which is very much looked after, and which appeared from everything I saw to be taught with a great deal of energy and success, there is an Episcopalian teacher. There are 46 Roman Catholic children, 43 Established Church children, and 3 Presbyterians on the roll. I found in the F Presbyterian school 6 children present. There are 27 on the roll, and of these 6 are Presbyterians, 14 Episcopalians of the Established Church, and 7 Roman Catholics. The schools are within a quarter of a mile of each other; the buildings are excellent in the one case, and miserable in the other. The mission school, as far as I could judge, only did harm to the secular education of the neighbourhood.

148. The school at G is one to which I turn with some satisfaction after these riddles; it is a National school, and, as usual, under a young mistress. The State pays her two-thirds of a probationer's salary, £9 6*s.* 8*d.*, and the mission gives £12 13*s.* 4*d.*; there are 27 Presbyterians and 1 Roman Catholic on the roll. It is not a good building, and not easily accessible; it is, of course, substantially a congregational school, but it is large enough to have some chance of doing real work. Within a mile and a half there is another National school, all the children being Roman Catholics; within the same distance there is an endowed school with 18 Established Church children, and 2 Roman Catholics. In the immediate neighbourhood there is a fourth which was formerly under the Board, and which is still kept by a dismissed National teacher; the school was built by her or her friends. In this there is a little mixed education, 23 Roman Catholics, 6 Established Church, 4 Dissenters, and 1 Presbyterian appearing on its roll. All the four lie within a circle a mile in radius, and their fusion would be mixed education in reality.

General result.

149. I have mentioned in detail a considerable number of my seventeen schools, and I need not go further. All that I actually saw, appeared to me inferior—two of them, possibly, because I saw them in rather unfavourable circumstances; more, because it is only an excellent teacher who can manage to keep a little healthy vitality in a school attended by less than a dozen children, and the average of actual attendance in each of eight of these schools on the day of my visit was six and a half. All but one of them were under mistresses, half of whom being just out of school-girlhood, were probably without the patience, and generally without the skill, necessary to manage these handfuls of children.

Inferences.
1. Strength of denominational feeling.

150. I have often asked myself what light the existence of these schools and their character throws on the question to which the attention of the Royal Commissioners is naturally so much directed, as to the duty of the State in relation to the present mixed system of education. They show, I think, that the voluntary energy of the denominations is a force on which a great deal of reliance may be placed, at least in West Connaught. It appears to be quite able to maintain a school for two families, or for one; it is as ready to set up and support one against a Protestant as against a Roman Catholic rival; it has so much superabundant vigour that it can even carry a Presbyterian flag into a district where there is only one Protestant (an Episcopalian) within reach of it, and assist

the Government to maintain a school with an actual attendance of one child. Were the State to retrace the steps it has taken in the direction of denominationalism, and to rescind the rules under which it now admits schools with an attendance below twenty-five to partial privileges, this denominational energy would, no doubt, be perfectly able to repair the breaches, but it could scarcely continue, in addition, to sustain the mere fragments of schools which I have described. On the other hand, West Connaught, remote and romantic, may possibly be a country, for which it is easy to obtain subscriptions, and I believe that not £50 out of £1,200, which is the annual income of the Connaught Scriptural and Industrial Schools, is raised in the province itself. It might, perhaps, be imprudent to infer what it is capable of accomplishing in ordinary cases, from the vigour of denominationalism, under such exceptional circumstances.

151. On the other hand, this extravagant multiplication (from a secular point of view) of petty schools, appears to show how alone the denominational spirit can be fully satisfied. Half of them seem to have no rational explanation, except that they may be thought useful for holding congregations together, or for keeping scattered units of a great religious body in mind of the far off Church and Catechism of their youth, or for proselytizing. A few may be maintained on educational grounds only; the official report talks of them as part of a wide field of missionary labour, and says that they are under the constant and immediate oversight of the missionaries of the district, and are greatly helpful to the work of the missionary Scripture-reader and colporteur. 2. Difficulty of prescribing limits to its action.

152. So long as congregations supply sufficient children to make even a tolerable school and perhaps longer, as—the limit fixed is an average of fifteen—the mixed system of the present day meets the first of these wants completely. The other two cannot possibly be met by the Government of a mixed country. It can scarcely undertake to maintain separate schools, which no teacher can keep reasonably efficient for half-dozens of children; still less, of course, can it subsidize a system of proselytism.

153. These schools seem to me to prove that there is an extremely strong tendency to denominational action, and at the same time that it is likely to survive all conceivable legislation, even under a system giving grants to all sects alike, and leaving them at liberty to proselytize at all times of the day. Even then the State would be compelled, both on financial and on educational grounds, to refuse to sustain separate schools for half a dozen children. The zeal of the religious bodies would probably supply these deficiencies, and it is difficult to say what work of that kind it is not adequate to overtake.

154. Beyond these plain inferences, the Connaught Scriptural and Industrial schools seem to me to throw very little light on the question. It is, of course, unimportant, except so far as the Presbyterians themselves are concerned, that they may induce some of their rivals to smile at what may be thought the inconsistency between their zealous support of the National system of mixed education as a whole, and their separatist action in Connaught.

155. I regret extremely that the data on which my estimate of what I may call the Roman Catholic denominational schools rests are so limited. In the district assigned me there were thirteen of this description. One of the National schools—the Ballina National (female)—is taught by the Sisters of Mercy. I have no reason to doubt that the secular and the religious instruction are separated according to the rules and principles of the Board. But the teachers wear the habits of their order; a room of the building, reached by the same staircase as the free National school, is used as the "benefit school," in which the children pay fees suitable to the middle classes; in that room Roman Catholic emblems are freely exhibited; the Sisters of the same convent teach both schools, and pass constantly from the one to the other; and the National school appears to me to differ from the convent school in Clifden, almost solely in the circumstance that it is inspected and subsidized by the State. V. Roman Catholic Convent and Monastery.

156. On my arrival in my district, my first official act was to apply to the parish priest, the Venerable Martin Browne, Roman Catholic Archdeacon of Tuam, for admission to the National schools of which he is patron, and to the convent school at Castlebar. With respect to the latter I obtained no definite answer. On presenting myself at the convent, I was informed by the Sister who received me that the Archdeacon had told them that he would not take the responsibility of authorizing my admission without the express leave of the Archbishop. She said, accordingly, that I could not otherwise see the school, and volunteered an opinion that I should be met by the same answer at all the convent and monastery schools in the diocese. I wrote accordingly as follows:— Admission refused at Castlebar,

"Offices of Royal Commission on Primary Education,
"46, Sackville-street, Upper, Dublin,
"Castlebar, July 2, 1868.

"My Lord,—In prosecuting the inquiry to which the documents I enclose for your information refer, I am anxious to see schools of all descriptions—National or non-National—actually supplying the educational wants of the people of counties Mayo and Galway, as well as to obtain authentic information of every kind and from all classes of the community. On requesting permission to-day, at the convent here, to visit the nuns' school, I was informed that the authorities do not consider themselves justified in admitting me to see the school, and examine the scholars in secular knowledge, without express authority from your Grace. I beg accordingly to solicit the favour of such authorization with respect to this and similar schools.

"I expect to be in Tuam officially about the end of August.

"I have the honour to be your Grace's obedient servant,

"The Most Rev. Dr. M'Hale, Roman Catholic Archbishop of Tuam." "William Jack.

157. I received no answer to this letter. I was extremely anxious that no omission of mine should limit my inquiry, or prevent any section of the community from access, through me, to the Royal Commission. Accordingly I presented myself next at the monastery at Errew, where the school was in vacation, the Brother teaching it being ill. The school-room is a large building, well provided with desks, maps, and school requisites, and the usual Catholic emblems. At the monastery, Bunacurry, Achill, the authorities had no difficulty in admitting me and giving me every information; but the time of visit was perhaps unfortunate, and there were only seven scholars. At Westport, the Rev. Father Ronayne, the Roman Catholic administrator of the parish, stated that he should have felt himself unable to admit me to the convent school without His Grace's express permission; but the Sisters were at the time in retreat. He did not think that there would be the same difficulty about that taught by the Christian Brothers. In these circumstances I thought it right to inform him of my application to the Archbishop and its want of result, and asked him, as the Roman Catholic resident authority, to be so good as to let me know, after conference with the authorities of the Christian Brothers' school, the view taken by those who might consider themselves entitled to accept or refuse my visit there. I added that I should not myself again apply to the Archbishop. I received the following note before leaving the locality:— not at Bunacurry, at Westport,

"The Presbytery, Westport, August 18, 1868.

"The Rev. J. Ronayne, Catholic Administrator of Westport, presents his compliments to Professor Jack, and begs to inform him that the Superior of the Christian Brothers does not think it advisable to admit him to inspect the schools without the leave of the Archbishop of Tuam."

158. At Clifden, where I went next, I called on the Very Rev. Canon M'Manus, P.P., and Vicar Forane, and not at Clifden.

I thought it necessary after this to tell him also the position in which my unanswered application to the Archbishop left matters. Father M'Manus told me that he had received no instructions with respect to my admission into his schools—that he thought I was acting fairly by the Roman Catholic community, in treating the Archbishop's silence as no decision, and that he would willingly give me every facility to examine and inspect the schools and the scholars in secular knowledge. The convent was in retreat, but he and the Rev. Mother were so obliging as to release the Sisters in charge of the different departments, and to re-assemble the scholars for my inspection. I accordingly saw the Convent school at Clifden, with the Orphanage attached to it, and the Monastery school at Ardbear, a mile out of the town. Before leaving Clifden, I wrote to the Rev. Father M'Gee, Roman Catholic Administrator of Tuam, to inform him that I should reach Tuam by September 7, and officially to request the permission of the authorities of the two convent schools, and the Christian Brothers' school in Tuam, to inspect these institutions, and examine the scholars in secular knowledge. I received the following answer:—

At Tuam, except as a visitor.

"The Presbytery, Tuam, Sept. 6, 1868.

"Sir—In reply to your letter of the 3rd, and having reference to your intended visit to the Catholic schools here, I beg to say that as a stranger and a visitor you shall have access to them, and that the teachers in their respective departments will afford all necessary information on the subject of your inquiry. These schools, however, have no connexion with the State, and those who preside in them *will not receive its official as an examinator* of themselves or the children under their charge.

"I am, sir, yours faithfully,

"William Jack, Esq." "James M'Gee, Catholic Administrator, Tuam.

159. I had a short personal interview with Father M'Gee, who stated that he had shown my application to the Archbishop, and was acting on his instructions. I informed him that the examination of the scholars was of the essence of the inquiry I had been deputed to conduct, and that I did not propose to avail myself of the permission to visit the schools under these limitations. He promised, of his own accord, to inform Dr. M'Hale that that was the view which I took of the case, and told me that he should let me know if it induced him to alter his course. I heard nothing farther of the matter.

160. I confess that I could not help contrasting this action with an inscription on the wall of the Christian Brothers' school in Westport, to which I was refused admission, simply as an officer of the State.

"Male and Female Free School, established in 1819, by the Most Rev. Dr. Oliver Kelly, under whose zealous patronage, and by the indefatigable exertions of the Catholic clergy and parishioners it has been supported, and through whose unabated efforts, liberally aided by the Government of our most gracious and benevolent King George IV., this school has been built."

Inability to verify statements that the Convent and Christian Brothers' schools might serve as training schools.

161. I regretted it the more because in his pastoral letter to the Very Rev. and Rev. the clergy and faithful of the diocese of Tuam on February 6, 1861 (the pastoral from which the most decided action in opposition to the National system dates, and in which he prohibits the training at the central model school in Dublin, of any Roman Catholic teacher from his diocese, without his own written authority), the Archbishop says—

"For highly qualified teachers to conduct elementary schools, the young men already educated in your National or other schools, and particularly the young men educated by the Christian Brothers in Tuam, can furnish a sufficient number, and as for female teachers, they can be supplied in abundance from among the young women educated in the schools of the six convents of this diocese, entirely unconnected with the National Board, and free from the taint of its dangerous teaching."

Results of permitted inspection.

162. I venture to think that such a statement, bearing on the supply of teachers in a remote, poor, but populous part of Ireland, might have been properly submitted to the verification of an officer, bound by the commission he had the honour to hold, to report his opinion of the facts, apart altogether from their bearing upon the questions in dispute between the Archbishop and the National Board. I have to add that in the convent school in Clifden—the only one of the six which I saw—I found one girl in training as a teacher, who, I thought would be likely to succeed well—that in the convent school at Ballina (in a neighbouring diocese, under the National Board, and tainted presumably by its dangerous teaching), there were seven monitresses receiving salary, and acting as pupil-teachers. In both it appeared to me that the discipline and morale were good, and were likely to act beneficially on the girls trained there; but I thought that in both of them there was a want of that precision and definiteness in teaching, and of that accuracy in work, which are conspicuous in the best schools under trained mistresses, and which are the natural effects of deliberate professional preparation. Neither of the monastery schools I saw were in the least adapted to fulfil the functions of teacher-training establishments; and as far as my imperfect data allow me to form an opinion, I should say that the present Roman Catholic denominational schools of such a district are probably inadequate to discharge such functions, although perhaps rather less so when they are under regular state inspection. I am unable, of course, to offer any estimate of the number of teachers, male and female, that they might be expected to prepare. The number of children attending these schools is stated in § 7, and is made up of those I found present where I was admitted, and those found present on the day of visit by the Constabulary in other cases, and from statements made by the authorities with respect to one school which was in vacation at both times.

163. I ought perhaps to add, that I presented myself also at the monasteries of Curryfin and Brooklodge, in the neighbourhood of Tuam, after the receipt of the Rev. Mr. M'Gee's letter, and that the authorities there held that they were bound to act on the precedent which it set.

VI. Workhouse schools (National).

164. There is a single exceptional group of National schools, of which I think it best to record my detailed impressions separately in this place.

165. There were altogether eight Workhouse schools (containing ten departments), those, namely—in

	Children present.				Practically permanent inmates.
	M.	F.	R.C.	E.C.	
Castlebar,	21	34	54	1	30
Ballina,	27	31 (2 teachers).	63	4	24
Killala,	11	8	19	–	13
Belmullet,	11	17	28	–	No information.
Newport,	12	12	19	3	9
Westport,	31	20	50	1	No information.
Clifden,	25	14	39	–	32
Tuam,	36	31 (2 teachers).	67	–	51
	174	167			

Religious persuasions of children.

166. Including all in the district assigned me, I found present 174 boys and 167 girls. Four of the workhouses contained no Protestant children, two contained one each; the other two contained three and four, respectively. The proportion of Protestants is no doubt diminished by the Protestant Orphan Societies, which provide in Mayo for, I believe, about ninety children. There were 159 of the scholars, out of a total of 269, or about

sixty per cent., who might be considered constant inmates of the workhouse, being deserted, or orphans, or children of helpless permanent inmates. These pupils attended of course every day when they were in health. The remaining 40 per cent. were more or less irregular. On comparing the roll with the average attendance for the four quarters of the year, ending 30th June, 1868, I find in the six schools which sent me available returns :— Regularity of attendance.

	First Quarter.	Second.	Third.	Fourth.	Average for year.
Roll, ...	298	279	279	314	292
Average attendance, .	196	190	193	188	192

167. A child is as usual struck off the roll, after thirteen weeks' continuous absence. In the ordinary National schools outside, from which I had returns, I should have had 445 children instead of 292 on the average roll of the four quarters, for 192 children in average attendance. Compare again this table of the scholars who have attended as under in the two classes of schools :— Compared with outside schools.

Again compared.

	Under 50 days.	50—100.	100—150.	150—200.	Over 200 days.
Workhouse Schools, .	34 per cent.	17	15	17	17
Non-Pauper Schools, .	44 per cent.	24	17	11	4

It appears therefore that in the workhouse schools 49 per cent., or one-half, have attended more than 100 days, while in the non-pauper schools outside, only 32 per cent., or one-third, have done so.

168. In addition to this advantage in regularity, everything is provided in the workhouse. The children have (or ought to have) books, copies, slates, whatever they require, and as soon as they require them. The school is airy and well-ventilated—in one or two cases indeed, so much so, that as the windows won't shut tightly, and there is only one fire-place for an immense room, the children must be nearly frozen in winter. The full regulation of their time is in the hands of the workhouse authorities, and there is, therefore, every opportunity for learning lessons ; and the older scholars might be kept quiet and helped on by giving them the use of a small library of interesting books. To set against these advantages there are only two drawbacks ; the one in the inherited sickly constitutions of some of the children ; the other in the want of home feeling, and home life. But there is no room for doubt, that although nothing in the workhouse can quite replace that, in other respects it might very readily be made a tolerably satisfactory place of education. The one-roomed cabin of the poor man, who is himself frequently ignorant and careless, is not a good place for home lessons, and his child has no library but the school-books, of which he sees perhaps enough in the daytime. I see no reason, on the whole, why the education in the workhouse should not be quite equal, at the least, to that given outside. There cannot be the slightest motive for making it an uncomfortable home to the child whom its parent's misfortunes or vices have compelled the state to adopt. It is a pleasure to say, that in three of the ten schools, I thought these reasonable expectations fairly realized. In one of them the sixteen elder boys are taught trades during the afternoon. There is a good time for play, and the children go to bed at eight, and get up at six in summer, and seven in winter. In the two others the children are not sent to bed till nine, and don't get up till half-past six or half-past seven. The regulations of these schools imply that a considerable amount of latitude is given to the pupils, and no doubt they involve a great deal of trouble in supervision from the teachers. The details of daily life out of bed, have all to be arranged, and it must be a work of some difficulty, to find the children occupation enough to keep them out of mischief. Scarcely any lessons are set to be prepared out of school hours, and there appears to be nothing anywhere like a school-library. I should have thought that no cheaper or more effectual way, both of employing and of improving the elder children could have been discovered. Advantages of workhouse. Drawbacks. Good workhouse schools.

169. In most of the other schools I found that it was the regular practice to lock up the children out of the way in their sleeping-room from 7 at night till 6, 7, or 7.30 in the morning. The usual plan is that an old pauper woman sleeps in the girls' room and the school-master's room is adjacent to the dormitory of the boys. I cannot say that I wonder in the least that the workhouse authorities should have frequent trouble with children, especially with boys, so treated. It is, of course, impossible that they should be content to spend their whole time in sleeping, as they are, no doubt, ordered to do when they are locked up. I was told in two workhouses that under the predecessors of the present teachers they grew riotous, smashed and destroyed their school requisites, and ended by becoming thoroughly demoralized. Any evil influence which might introduce itself among them could not fail under these conditions to spread disturbance throughout the school. Life of workhouse child.

170. In three of the worst workhouse schools which I visited, I found, that in the first the boys had boots in winter but no stockings, the girls, on some mysterious principle, being refused both. In the two others, neither boys nor girls had shoes or stockings summer or winter. In a fourth school the girls got boots, but no stockings, and there was only one fire-place in a room occupied by thirty-one children, 48 feet long by 30 wide, where the windows were so fastened that the upper part was constantly falling open, so as to provide a plentiful ventilation. I thought it an illustration of the spirit in which these adopted children of the State are occasionally brought up for her, that in a workhouse school which I visited by previous arrangement at nine o'clock, and where, of course, I might have remained for a few hours, the children were presented unbreakfasted, and it was only at the end of my examination, and because of the difficulty with which they were induced to leave the school-room at a walk that I learned the fact. In the same school it did not surprise me to learn that they never had access to their parents in the house except at dinner time. In one of my three good schools on the other hand I was told that they had free access to them, at appointed times.

171. Wherever the children, in fact, were treated without consideration by hard mechanical rule, with the interests of the workhouse authorities regarded as paramount, and the well-being of the children as a secondary consideration, the results were distinctly inferior to those in average schools outside. Wherever the opposite policy was adopted they were at least equal, perhaps on the whole, superior. There are no workhouse schools on the average level, and I do not doubt that where the humanizing principle is absent they are pretty certain to become, by a law inevitable under the conditions of their existence, thoroughly inferior.

172. There is a sort of conflict of government in them, on which I do not think it advisable to express an opinion. If the inspectors of schools report unfavourably of the teachers, the inspectors of workhouses appear to have the power of giving or refusing effect to their judgment. In the ordinary National school, the patron who does not pay the master has the same power, but the National Board, if they sustain their Inspector, may cut off their payment, and the case is, therefore, practically closed. In the workhouse school, the National Board inspects, but it pays nothing to the teacher as a rule ; it has only the power to give or withhold some insignificant premiums, and accordingly its officer is free to express his opinion, and the officer of the Government, through whom payment comes, has the power to endorse or to reject it. It is easy to see the disadvantages of an arrangement of this kind. I was told by a workhouse master that the school Inspector "wanted to dismiss our mistress, but our own Inspector, when he came down, said he did not agree with his report, he merely disregarded it, and she remains where she was." There is little doubt that the school Inspector's influence after that would be extremely small ; and there is no doubt that he is likely to be a more competent judge of the efficiency of a school than the Inspector of the Poor Law Board. I am not aware what reasons may be adduced Management of workhouse school.

in defence of an arrangement which is likely to result in what is undesirable in any country, and more so in Ireland than usual, a public difference between two officers of the same Government.

Salaries paid.

173. The workhouse teacher is better paid than his neighbour outside, the salary generally amounting to almost as much, independent of board and lodging, and there is the temptation of a pension. On the other hand his life is more monotonous, and he has longer hours of labour. It does not appear that the situation is either eagerly sought after, or very greatly valued. The work to be done, is, perhaps, more difficult than elsewhere—the restraint is much greater—and the schoolmaster requires not merely to be a man of skill in his profession, but of considerable good sense and patience, kindly and firm. I doubt whether the difference in the money value of the salaries, is sufficient to tempt a high class of teachers to give up their comparative freedom outside, and I believe that it would be sound policy so to arrange as to make it probable that such teachers might be attracted.

Work done.

174. For the rest, the average work done in the elementary subjects in the ordinary National schools and in the workhouse schools, is very much on a par. In both, the proportion of actual to possible passes is just fifty-one per cent. On the other hand the workhouse children are generally older than those in the outside schools who read the same books, and a visitor can seldom fail to be struck with the comparative want of alacrity, with the slowness in answering or understanding questions, with the depressed look, and the low physical tone which appear in most of them. The amount of disease in some of the schools is excessive; many of the children having, no doubt, inherited feeble or depraved constitutions. It is doubtful enough, whether the aggregation of workhouse children together in a place whose whole atmosphere is that of hopeless pauperism, can produce satisfactory moral effects. Its educational results, in spite of all the advantages which books, apparatus, and regular attendance give, are, on the whole, inferior to those obtained in the outside National schools.

Chapter III.—National Schools.

175. I have already given the general results of my inspection of the 115 National schools which I examined, and I shall not attempt to add details like those which I have thought it right to supply with respect to the less familiarly known non-National schools. I have stated my conclusions elsewhere (§§ 12–20) as to their relative importance as instruments of education, and as to their comparative efficiency. The points to which I prefer to solicit your attention are those which bear on the grievances of which the National teachers complain, the actual hindrances to the success of their schools, and the suggestions which my experience of West Connaught induces me to offer towards their removal. I submit them to the Commissioners with the less reserve, as it will be necessary for them to consider the circumstances of Ireland as a whole, and I think it not at all unlikely that some conclusions, which I believe warranted by the facts before me, may be much modified or altogether overthrown, by a comparison with the facts collected from other districts.

Defects in National schools accounted for by.

176. The results I have tabulated in Chapter I. have shown, what surprised me very considerably, that as places of secular instruction the National schools in West Connaught cannot be confidently said to be better than their neighbours. The Mission and Church schools obtain a rather larger proportion of possible passes, and as they show us fewer examples of the good school, and more of the unsatisfactory or insignificant, it is a necessary consequence that the middling schools, the most numerous class in both instances, should be a little better, subject to the reserves made in §§ 14 and 18, than the same class under the Board. It is not very difficult to find the explanation of this state of matters in the pecuniary circumstances of the National teacher.

177. I tabulated my inquiries for ALL my 106 Connaught National schools, excluding those in workhouses.

178. The following table shows the result, and I think it is sufficiently startling:—

Income of teachers.

Income of 106 National Schools, West Connaught.

From Government—(*a*) For principal teachers,	£2,335	From local contributions and endowments,	£210
(*b*) For assistants, monitors, workmistresses, &c.,	504	From fees,	208

Or, leaving out shillings and pence—

Average Income for 106 National Schools, West Connaught.

From Government—For Principal teachers,	£22	From local sources,	£2
,, For Assistance,	5	From fees,	2

A few have houses rent free.

179. In addition, nineteen have houses, and one or two more have single rooms attached to or partitioned off from the school-room, provided by the patrons, so that one in five may be said to have houses rent free. The average payment of the principal National teacher in charge of a school, from all sources, in all the National schools in my district which I visited (106 out of 134) is £26, or 10*s.* a week; and four out of five of them have to pay house rent out of this. Statements of average income, however, give a very unfair impression, when that income approaches so near starvation. I have separated the thirty-two wealthy schools, where the principal teacher gets more than £30 a year—the teacher's average income in them being £38 5*s.*, or 14*s.* 9*d.* per week, and one in three having houses provided in addition—from the seventy-four which remain. In these—*and they are more than two-thirds of the whole*—he gets only £20 15*s.*, or 8*s.* per week, and sixty-six of the seventy-four have house rent to pay; or one in ten only has any advantage beyond this weekly sum of 8*s.* from his profession.

Incomes of *a*. One-third of whole body of teachers. *b*. Remaining two-thirds.

180. This is the central fact of the National teacher's daily life. If he is a married man, and can gather enough together, he tries to add an acre or two of farm to his and his family's occupation. In the great majority of cases he is quite unable, even if he were competent to do anything of the kind. The price of living is not lower in West Connaught than might be expected in a country which sends all the produce it can spare from home consumption, to the readily accessible markets of Dublin, Lancashire, and London. No system of training, inspections, and examinations, no temptations in premiums for order and cleanliness, no good service salaries, and retiring gratuities, calculated of course in due proportion to the ordinary incomes, no apparatus of fines, reprimands, and depressions, in the world can keep things right under such circumstances. It is not surprising to discover that nothing of the kind does so.

Drawbacks on Income.

181. I said that two-thirds of the teachers have 8*s.* a week, out of which nine of every ten have to pay house rent. In addition to this, a very considerable number (*one* in *three* in the Ballina Inspectoral District, which was the worst I saw in this respect) have to pay rent for their *school-rooms*. Some of them pay none, because they or their friends have actually built and own the school-rooms themselves—a father setting up his daughter in National education, as others set her up in a shop. Many more have to keep up the school-house, and although the Inspectors are "contented wi' little and canty wi' mair," to a degree which astonishes one accustomed to British schools, it is scarcely possible to keep up a thatched cabin, most probably badly constructed from the first, for less than £1 a year. They are bound, besides, to see—where nobody else takes the trouble to do so, which is the general case—that the school furniture is kept decently serviceable, or at all events capable of doing some service; they must take care that there is a proper supply of slates, books, copies, and maps; and if there is not, they

Rent of school-room.

School requisites.

must find some way of putting matters right. The local patron is not obliged to touch these things with his little finger. In 77 cases out of 106 not a halfpenny is raised locally (except in fees) towards the support of the school. In some of these (not in the majority) the patron keeps the school in repair. He scarcely ever contributes to the supply of school requisites. If new maps are insisted on, the teacher must provide them; if a school clock is wanted, he raises 10*s.*, by a forced rate, if he can, and the Government sends him down an American apparatus, no doubt worth much more, but which a little experience of the damp, the carelessness, and the absence of skilled clockmakers in the far West, very soon brings to a stand still. In three out of four of the schools I visited, these useful inventions will in all likelihood never go again. An experienced Inspector, indeed, is no more exacting in such matters than he can help; it is only when, once every two years (and changes are so frequent that all the five Inspectors I saw had taken charge of the districts in which I found them within two years) an officer is sent to a new district, or a young and zealous man is first appointed, that danger is apprehended.

Sale stock.

182. Let me not be supposed, however, to imply that the teacher must actually provide books, slates, copies, and maps, at shop prices, and hand them over to the scholars for nothing. Shops are rare, and pence are few. On the other hand, school requisites are necessary, if there is to be schooling. The Board has thus been compelled to become a distributor of these things on a great scale, at a reduced rate, just as it sells the American clocks cheap, but with better results. The teacher buys them at about a third of the shop prices. The Board used, once every three years, to supply obvious deficiencies, occasioned by natural tear and wear, in maps, tablet rails, and a few things of that sort. This grant was called free stock, and ceased a short time since. They still give a grant of the kind to a school which is just starting on its career under their auspices. The teacher now buys the maps, &c, required for renewals (fewer of them of course), at about a third of the shop price, and they immediately become the property of the patron. This is an arrangement, the propriety of which it has been found extremely difficult to explain to him, but which is intimately connected with his whole relations to his patron and to the Board. He buys the books, slates, and copies, at the same reduced rate, paying the money beforehand. He is permitted, however, to re-sell them to the children at the price which they cost him. It was found that he lost a great deal of the money he had advanced in bad debts or in unbought books. A child who was too poor to buy one, often appealed too strongly to the master's feelings, to be left alone in his class without it. A book once given and not paid for, was as good as lost. The Board accordingly now allows the master 25*s.* worth of books for 20*s.*, if his prepaid order amounts to as much. This commission appears to have been calculated fairly, and where it is obtained, the teacher is generally satisfied. On the other hand, out of a gross income of £5 a quarter it is not easy to set aside £1 in a lump sum, and not comfortable to have to wait its slow return in halfpennies, as the stock gets used up. Many of the teachers say that they count the money as good as lost once it has gone away; and where the order is not sufficient to entitle them to commission, as is the case most frequently, there is a certain amount of loss which is inevitable. The results, as is natural, are great discontent and a grievous dearth of books besides. How often have I had it explained to me that the master was waiting for next quarter's salary to enable him to send off his order. The Inspector would, no doubt, hear the same true story repeated next quarter when he came. The teacher coaxes the children to contribute the price of the books which are immediately wanted before he sends off to Dublin, but it is six weeks before they come; the date of their arrival is extremely uncertain, and as a rule the parents prefer to see their book before they part with the money for it. His next shift is to wait as long as his school necessities, his conscience and his Inspector will allow him, till there is a whole crowd of children urgently requiring books, so that a large proportion of the money he has laid out may be recouped to him at once, when the parcel arrives. It may, no doubt, be found difficult to issue a great number of small orders, to all parts of the country with perfect regularity, and the smaller and more numerous they are the greater is the per-centage in office time and trouble which the Board pays on them. Probably the restriction of the commission to orders above £1 is meant to diminish this considerable tax. It is certain, however, that there is at present excessive delay in the issue of these orders; and, in many cases, I have been told that schools have had to wait for three or four months after their money had been duly forwarded. Of course, such a result is the more damaging where the master has kept back his remittance to the last possible moment, in the hope that the books may be bought up at once. A school, kept in the lowest permissible state of efficiency for a quarter before the money goes away, and held there for another quarter before its equivalent in books comes back, has wasted more of the public money contributed to its support than the entire amount of the order for "sale stock." The system of cheap books is probably, now at least, a necessity. Like many other things in Ireland, if it was not to be continued, it should never have been begun. The people, who get books for nothing, from denominational schools, who never have much spare money at the best of times, and who are not particularly inclined to spend what they have on such luxuries, are pretty sure to be unwilling to pay three times as much as they are now induced with great difficulty to give. A bookless school rapidly sinks, of necessity, to the level of a hedge school. It would be difficult to find a better agent for the distribution of cheap books than the schoolmaster. Surely it is not impossible to discover some way in which these necessities of the situation may be met, without fining him for the trouble he must be compelled to take, or asking him to elect between starving his school, and starving his family. I think there can be no doubt that the limitation of the commission to orders above £1 is indefensible, as an arrangement for schools where two-thirds of the teachers have a total income of £5 a quarter; and if the limitation be necessary to the proper issue of the sale stock from the Dublin office, as it may be, the necessity points to some quite different system.

Free stock.

Commission on sale stock.

Irregularities in supplying sale stock.

Disadvantages connected with system.

Teachers frequently fall into debt.

183. These are the drawbacks on the teacher's *gross* income which is 8*s.* a week in two cases out of three, and they leave him little hope of saving money in his youth against the time when he is worn out by age or infirmity. A man who marries on it, must be steeped to the lips in hopeless poverty all his life, unless his fortune lifts him to one of the few better paid situations, and keeps him there. In the course of my first week in Mayo I was told by an extremely intelligent young teacher that out of *thirty* National schoolmasters he could reckon up in his own neighbourhood, and whose circumstances he believed he knew, there were *twenty* so in debt as to be in serious difficulties, and that *ten* of the twenty were over head and ears, hopelessly involved. I used this statement continually as a way of gauging the meaning of vague complaints, and of bringing people to details instead of general observations. I found no teacher or parish priest who thought it exaggerated. I was told almost universally that it represented as fairly as such a general statement could, the facts of the case in that part of the country. A teacher in the neighbourhood of Westport says, "They are often unable to come into town for want of a decent suit of clothes"—"with an old hat and holes in his coat, the poor fellow slinks about through side streets and by-ways, thoroughly ashamed of himself. He is not helped, by them, to maintain his own respect or that of his pupils and their parents. When he comes into town with his quarter's salary, it is mostly to pay over due debts, and when he goes home again, there is not a feather left in him."

184. Another teacher in the same neighbourhood has been thirty-five years under the Board. He has brought up two sons as teachers, one of whom emigrated about six months before my visit, another left

while I was there. They were both likely lads, and good teachers, both classed, the one twenty-three, the other twenty-four years of age, the one three years and the other eight years in the service. He says that they both told him before they left, that one of their main reasons was, that teaching was a profession without a prospect. The father enumerated four teachers whom he had known, who had been compelled to retire and who found their way to the workhouse. One of them died there. The second got a "retiring gratuity" of £40, but had not a shilling left, a year and a half after, as, in fact, "half the gratuity was generally gone before it was given." A third got a "retiring gratuity" of £12, he believes, and died in the workhouse. A fourth, after about thirty years' service under the Board, got from £50 to £60. He was about sixty years of age. The money lasted him for about two years, since which time he has been in beggary. It is understood that the Roman Catholic Archbishop has given him a few pounds from time to time, but he lost his sight and he has nothing now but what he can beg in the streets to keep himself and his wife. These histories, enacted before their eyes, had a great influence on his sons, and, of course, such things work in the same way on all men who are young and unfettered. Sometime ago, in fact, the Board was compelled to recognise that the income of the National teacher is so low that something must be done for him when he is past work, and the system of retiring gratuities was instituted in consequence.

And have been known to die in workhouse.

Effect on young men.

GRATUITY SYSTEM.

185. A case which occurred when I was in the neighbourhood, will fairly illustrate the way in which this system works, and the amount of money by the prospect of which, at the end of a long life of labour, the National teacher's salary is "virtually raised." The Commissioners are authorized to grant gratuities to teachers disabled by age *and* infirmity. They refused it in one case to a mistress forty years of age, who had been twenty-two years under them, and who was thrown out of their service by ill-health, on the ground of her youth. The rules regulating these gratuities are private, although it is now understood to be the practice to grant one month's salary in a lump sum for every year spent in the service.

Case of gratuity granted.

186. The case is that of the assistant teacher in Castlebar National school—an old man in his seventy-sixth year. He commenced teaching in 1812, and was appointed master of Castlebar school in 1820. His school was taken into connexion with the Kildare-place society in 1823, but that connexion ceased in 1826, and he came under the Board at its foundation in 1832. He was summoned for training in 1840, but the school having been withdrawn from connexion with the Board at that time, he was unable to avail himself of the summons. It was replaced under them in 1842, but remained so for only a short time, owing to the same influence (ecclesiastical, I presume) having again cut it off. A third time it returned in 1852, and it has continued under the Board till now. The teacher was then again summoned for examination, but on its being ascertained that he was too old, he was dismissed without being examined, so that he never had an opportunity of rising above the lowest class (III [2]), and that through no fault of his own. Some time after 1852, his son-in-law became principal teacher of the school, he himself becoming assistant; his daughter being principal teacher of the girls' school. The attendance in the male school is now about 100, and it appears to be, and to have been during the whole forty-eight years of this teacher's connexion with it, the principal people's school in the county town of Mayo. Throughout his long service, he never received a reprimand. At last, in the course of this year, it was suggested by the Board's Inspector that he should retire. These suggestions appear to come with the force of commands, wherever there is a *prima facie* case to bear out the Inspector's action. In this instance, of course, it was obvious that a man who had been fifty-six years teaching must be past work, and he applied for retiring gratuity. He had taught for a generation and a half, in Castlebar, and every one spoke well and thought kindly of him. The facts were not in any way disputed, and the Commissioners considering "that from old age and declining health, he is unfit for further duty, have ordered that salary be withdrawn from him from the 1st October next, and that in consideration of his long and faithful services, a retiring gratuity of thirty months salary (£45) be awarded to him on condition that he retire finally from the office of National teacher, and give up all the school property.' A strong effort, supported by the patron, was made to induce them to do a little more, to raise the £45 to £54,' but it was unsuccessful.

Objections to gratuity system.

187. I confess that I cannot resist the conclusion either that no retirement money should be given, or that it should take the form of a pension. To present a worn out old man whose stipend has never enabled him to lay past a halfpenny, with £45, appears to me an unhappy way of marking the close of so long a connexion, and of rewarding so much good service. If he has managed to keep out of debt, it is only to protect him for a couple of years against the workhouse with all its hateful associations, and then to leave him to drift in or to die. No young man can be tempted by the prospect of such a crown of honest labour. There appear to me to be only two courses fairly open—the one to abolish these gratuities, and to pay such a price for teaching, as may make it not impossible to save out of the wages of youth and middle life—the other to adopt a system of pensions. Although one calculating politician told me he should prefer the equivalent increase of salary to a pension system, because he was convinced that the latter demand must be granted some day—there is no doubt that the mass of teachers would greatly prefer a small pension secured to them, under known regulations, to the equivalent increase of actual pay.

Difficulties in the way of pensions. Manager's arbitrary power.

188. On the other hand it seems plain, that the system of pensions is quite inconsistent with the arbitrary power at present given to the manager or patron. The Government, when it bids a teacher look forward to a pension as the reward of good service, confers on him a little estate, of which it would be monstrous that any man should be entitled to deprive him at will. I can conceive such a power vested in the responsible head of some department—say, the police—but I cannot suppose it deliberately given to each of 6,000 self-elected private citizens. I do not think it advisable, as I have elsewhere said, that the Irish National teachers should have an *ad vitam aut culpam* lease of office; but unless the condition of their tenure become something very different from what it is at present, it appears to me scarcely possible to meet their wants, in what, no doubt, in many other respects, would be the most satisfactory way, by granting pensions for old age or infirmity. There are so many other evils connected with the present tenure of office, that, difficult as it may be to alter it, I cannot but hope that some considerable change in it may be found practicable. When reasonable protection against capricious or wrongful dismissals (pp. 129–134) shall have been secured, it will be possible to consider the demand for pensions. There is no doubt that under such a system there is a permanent tendency to take them too soon. On the other hand, there are few places in which the mere spiritlessness of a languid and half conscientious old age can do more damage than in a school. In three years, many a poor child has had its one chance in life of getting a little elementary learning, and it is of vital importance to it at least, that the man in whose skill and energy rests the hope that it may carry something really permanent away, should not be spiritless or worn out.

TEACHERS' RESIDENCES.

189. I have pointed out that 11 of the 33 teachers on the higher plane, and 8 of the 74 teachers on the lower, have residences provided for them, rent free. That such a residence may one day be built is another of the National teacher's aspirations. It is not only that his income might thereby be raised, but that he might be settled among the people respectably; might be at hand to talk to them after school hours; might in fact take root in the soil of the little village community. If a residence attached to or connected with

a school-room were worth so much money added to the salary and no more, it would be unnecessary to discuss the question separately.

Small number of free residences.

190. At present thirty-seven National schools in Mayo, or one in seven, are returned to the Board as having residences free. My returns (19 in 106, or one in five and a-half) are a little more favourable. The remainder, six out of seven, are unprovided with them. What is the result? I recall three teachers, who, finding no other suitable lodgings, reside in the local public-house. There may be many more such cases, for it was only occasionally that I asked or was told, where or how they lodged. A few rent small farms of five acres or less, rather, as they told me, sometimes, for the sake of the house that goes with the holding, than for any other reason. But there are not a great many who have money enough to do so, and my experience was that when they did, with exceptions of course, the farm became their first care, and the school their second. Such a farm is generally worked partly by the teacher and his family, and partly by elder scholars who give an equivalent in three or four days' work for the master, in lieu of school wage. The great majority of the male teachers, however, walk to and from the nearest town daily, if it is anything under five miles away.

Disadvantages.

a. Farmers.

b. Females.

191. The teacher at A—— female school was once appointed to a school at B——, which in every way but one was most desirable—the best she ever had; but there was no residence attached. The manager wished to separate off part of the schoolroom, but the Inspector at once said that the Commissioners would not allow it. The mistress could get no lodgings in the place, suitable or unsuitable, except a single-roomed cabin, where she would have had to eat and sleep with the family, and where the family boarded a few animals already. She had nothing for it but to walk six statute miles each way, every day, to the nearest town. She was unable to do so, and resigned with the greatest regret, as the situation was in every other respect what she wished. Most mistresses in country schools are in just the same position. It is extremely rare, I am told, and anyone who knows the country can confirm the statement, that a separate room, however small, apart from the family, can be obtained; and where houses exist that could give such accommodation, their owners will not let it at prices which teachers can pay.

192. Her predecessor was for some time teacher at C——, and had to walk, as the present master does, and as all the successive teachers there have had to do, eight miles a day to and from the nearest town. The school-hours are, let us say, from half-past nine to half-past three. She had to start at eight, in a wild, wet, wintry morning, thinly clad, to light the fire, and to stay in her school-room without refreshment till after an hour and a half's walk, beginning about the end of the short winter's day, she got home at five o'clock. Of course it was work which no young woman's health is likely long to bear up against.

c. Young probationers.

193. The last teacher at D—— had no friends there, and as his salary was £15 he could not well have afforded to pay even humble lodgings. His father lived in E——, between six and seven miles away, and he walked home regularly. He was a lad of eighteen, not particularly robust. The school-room was very damp, with a clay floor, and the roof, when I saw it, let in the rain. The road is along a deep bay of the Atlantic, and as wet and windy a one as could well be found. The boy was "a martyr to tooth-ache" all the time; his health finally gave way; he saw it was "killing him" and he resigned after half a year. Another lad engaged to come in his place, but thought better of it. The teacher who is there now is about seventeen years of age, and has some friends in the neighbourhood, with whom he lodges.

That want of residences limits selection of teachers.

194. This, indeed, is the commonest effect of this state of matters. Father Fineran, of Tully, says, "The probationer system works in this way. Managers look out for anybody on the spot who can just pass" (and an Inspector tells me that a probationer passes if he shows knowledge equal to what might fairly be expected of a boy of ten in a good school, *i.e.*, if he can pass about as much as the fourth standard of the English Revised Code), "who will keep the school open, and who lives on the place, because as they live with their friends, they may exist on the Board's salary of £15 when a stranger could not. They are very injurious to the schools.

1. Because the children do not respect them as their teachers.
2. Because they have really no proper qualifications. Managers cannot help it at the salaries allowed."

195. His own boys' school is under an aged assistant, so as merely to be kept open and no more, because there is no residence for the teacher. The former master had friends in the neighbourhood, and lived with them, but there is no other village nearer than Letterfrack, which is about three miles off, where he might (or might not) get accommodation. In the girls' school, the principal and assistant teachers are sisters, and in order to make it possible for them to come and remain, the patron has to pay for furnished lodgings.

That it prevents study.

196. It is necessary that the teacher should read and study a little, if he is to keep himself from becoming a mere drudge. How is he to do it in circumstances like these? I had occasion to go to a teacher's lodging—in a cabin on the sea-shore. A kind of partition, a few boards, about six feet high, not running up to the open roof, shut off the teacher's room, which contained his bed, his table, his chair, and his library. The room was, I should judge, about seven feet long, by six feet broad. There seemed to be three generations of a family in the cabin, and quiet was naturally unattainable. At present these men are constantly preparing for the examinations, to which the Board is constantly inviting them, and, perhaps because they cannot learn in their houses, they are said to spend a good part of the school time that ought to go to teaching the children, in preparing their own lessons.

That it keeps teachers unsettled.

197. It appears to me extremely important that teachers should feel themselves to be settled men,—that the people should look on them as a real part of the village population, and not mere chance visitants, that they should get to know them personally, and that they should have some sort of apparent reason for even looking up to them. There is no country in the world where it is so necessary that a man who is to get on, and do good, should strike his roots into the soil, and should enter into all the friendly relations of a member of the community, in which his lot is cast, and whom he influences.

That the remedy would cost little,

198. In the West, it would cost about £50 to build a comfortable boarded house of two rooms, and if the State were to offer that in consideration of a site and a bit of garden ground, say half an acre, the interest would be less than £2 a year, and the house would be worth more than double the amount to the teacher, even in money. There is no way in which the Government could improve the status, the loyalty, the efficiency of the Irish teacher, so materially, and at so little cost, as by the abolition of the rule that the Commissioners do not sanction grants towards the expense of erecting residences. That the thing may be done economically, there should be no interference with the plans, beyond a simple prescription that there should be at least two rooms—that the floors of both should be boarded, and that together they should give a certain minimum amount of floor area, and of cubical contents.

and would open the market to female labour.

199. The male teacher ought to have such a residence—for the mistress it is almost necessary. My experience has not led me to think female teachers very suitable for mixed schools in the west. The winter scholars are many of them grown boys, who are quite beyond the control of any girl, or of most women—but there is no reason for artificially limiting the market, and making it, as is now the case, nearly impossible for female teachers to exist alone in remote country parishes. It appears to me to be mistaken economy to substitute for the male teacher, a married and staid man, who should be a centre of order, as well as of civilization—next to the

clergyman, perhaps the most useful official in the parish—a girl who is nothing out of school, and not much there. But such a girl is better at least than no teacher at all; and there is no need to refuse her the chance of employment.

PENAL ACTION OF BOARD.

200. One of the most serious causes of dissatisfaction among the teachers is in the amount of penal action which their inspections entail. In the course of single visits to each school, I had no sufficient opportunity, to form an opinion on the necessity of it, and I did not use the lists with which, on my application, the Inspectors of three National school districts obligingly supplied me, until after I had completed my own inspections and reports. If the official action, which I shall detail, was all necessary, the National schools in these three districts must be in an unsatisfactory condition, and among the teachers there must be a large proportion of inefficient and untrustworthy men. In any event, a system cannot produce healthy results which is carried on by means of such frequent punishments. I may be permitted to say that in each of the districts for which I was furnished with these particulars, there had been changes of Inspector within the period to which my statements refer. My information may be considered, therefore, to represent the normal condition of matters, in schools aided by Government money in Connaught.

a. Westport district.

201. In the Westport district (about 100 schools), in the three years ending June 30, 1868, there were 111 reprimands and 8 admonitions. The effect of the reprimand is serious. Three years must elapse after it before the teacher can become eligible for good service salary. He cannot obtain any of the premiums, given for order, neatness, and cleanliness; and there may be other disagreeable consequences. The admonition is less serious. Reprimands came in the three years to 61, out of the 100 schools, and twenty-three of them were once, twenty-three twice, twelve three times, two four times, and one six times reprimanded. In addition to these there were 7 schools, the teachers of which were fined for various offences—three in 5*s.*, three in 10*s.*, and one in £1, subsequently reduced to 5*s.* I can conceive nothing more likely to aggravate a schoolmaster, or to destroy his self-respect, than that he should be mulcted in this way, as if he had been drunk and disorderly.

Probationer system.

202. There were six teachers "depressed" to lower classifications and salary, generally to "probationers" (£15 males, £14 females). In this position, they are subject to re-examination before they can look on themselves as anything but teachers on trial, and they are dismissed altogether on a final failure to pass the ordeal. There were twenty-four cases in which the Board cut off their grant—a step which, in a country where the teacher has scarcely anything else to live on, is equivalent to dismissal. Many of these were probationers. These persons pass some kind of rough individual test, before the District Inspector, who is generally at his wits' end for any kind of master to supply half-a-dozen vacancies, and they are sent to the schools on a trial, which lasts theoretically one year, generally two, sometimes three, and which, in the case of one remote school, had lasted for six years. It is not to be wondered at that, after a little, they should have to be definitively rejected, when the salaries are taken into account, and when we remember that almost any youth above seventeen, who can read, write, and count a little, may become a probationer. Nothing, I think, could well be worse than a system by which schools are opened and re-opened at uncertain intervals, by a long succession of poorly paid and ill-qualified teachers. They have just time enough to establish some few friendships in the locality when they are turned away.

203. There were thus in three years 156 cases of penal action in these 100 schools, and they affected 73 schools, or three out of four of the whole number in the district.

204. Most of the benefits attainable under the system depend on the average attendance. This is made out from the school registers, which are kept by the teacher, and he is sometimes charged with deliberately falsifying them, so as to entitle himself to a better salary, and in fact to cheat the Government. Many of the punishments were inflicted in cases where, in the judgment of the Board, this charge was proved, or where there was a suspicious disobedience to rules which have been devised expressly to prevent these falsifications. Thus in Westport district there are twenty-five of the reprimand cases (one in five) of this kind.

b. Ballina district.

205. In the Ballina district (three-fourths in Mayo, one-fourth in Sligo) my information is for two and a half years, ending Midsummer 1868. The average number of schools is ninety, so that the figures would require to be raised throughout in the proportion of four to three in a comparison with Westport. There were 119 reprimands and admonitions; 14 fines varying from 5*s.* to £2; 1 depression, and 25 withdrawals of salary—in all 159 cases of penal action; about two for each school in the district, in a period of three years. I have subjoined the list, omitting all names, in Appendix A. It will show the character of the favourite offences. The practical rules so often mentioned are, in the main, intended to secure accuracy in the accounts. There were in all 69 separate schools punished, in two and a half years. Falsification is sometimes visited by reprimand, sometimes by fine, and sometimes by dismissal. Of the twenty-five dismissed teachers, sixteen were probationers.

General low position of teachers.

206. The teacher's condition is altogether less satisfactory than in any other locality which I visited. Of the entire number—say 100, to allow for a few assistants—one is in the first class, sixteen in the second class, all the rest are third class, or probationers. There are only two who have proper teachers' houses, though there are six instances besides where the house (not being the teachers' own property) is rent free. There are scarcely any local contributions, and the deficiency is not made up by any excess of school fees. The eighty-three teachers (five in six of the whole number) who are third class or probationers may be considered to have an average income of £16 from the Board, and £1 10*s.* from fees, and many of them (about one in three) have to pay rent for their school-houses out of this income, or at least to keep them in repair. It is unreasonable to pay teachers 1*s.* a day, and to expect to get a class of persons universally animated by zeal for their profession, and with a high sense of honour. Where salaries are better, the general result is also better; and the Westport district, in which an example has been set in the large group of schools to which Lord Sligo contributes, possesses, no doubt, on the whole, a superior class of teachers, and gives less trouble to the Board.

c. Swineford district.

207. The tables in the Swineford district applied to two years and two months, beginning and ending as in Westport—an interval of ten months having elapsed during which there was no Inspector. There seem to have been 68 cases (admonitions not included) of penal action during that time, and they were substantially of the same character. I saw little of the district itself, and the changes in its inspectoral administration, which appear to have been frequent, probably made punishments a little less numerous than usual.

Effect of penal action.

208. It is impossible, I think, to contemplate all this penal action without feeling that the teacher under the Board has an uncomfortable life, between poverty on the one side and punishment on the other. If the class of men deserves this treatment, the sooner it is replaced by another, which would neither endure nor deserve it, the better for the country. In such circumstances how can they be contented, and why should they try to work towards the consolidation of the people or the support of the State? Watched, punished, starved, the master cannot fail to lose his self-respect. He is not likely to resent the strictness of the regimen under which he lives any the less, in those cases where possibly he would do worse work without it. His life is a perpetual struggle with want and discontent, and he sees nothing before his old age but the workhouse. It is not likely, *a priori*, that the Board should get a body of first-rate teachers on these terms, and I think it possible that the elaborate machinery of inspections five

times a year may be necessary, to extract as much good work from them as it does. The results are better than could have been expected at the price paid, but the saving is bought by the wretchedness and the resentment of a class whose cordial sympathy and support are of the utmost importance, and might have been secured. It was never of course a question of purchase; could it have been so, the sympathy of the teachers, their cordial loyalty, their influence in favour of the "National" idea which has animated the State in its foundation and support of the mixed system would have been invaluable. The hope that in spite of the religious differences which have long separated and will long continue to separate the people of Ireland, the next generation, educated together in schools free from the suspicion of proselytising and not open to the charge of secularism, may live in peace and unity, is one which is, I think, strongly entertained by the teachers of Connaught; but it is accompanied by a sense of injuries received from the Government so deep and so universal as to paralyse it. I do not add, so just, for there is a very great deal to be said on the other side; and the Board, whatever its shortcomings may have been, has done infinitely more for them than any other power. As things are at present, the social status of the schoolmaster is so low—in consequence of his frequent inability to pay his debts, to keep a decent coat on his back, or to make any provision for the time of old age and inefficiency when he is thrown aside—that his direct political influence is small. But his views on political and social questions are sown broadcast among the children of the nation.

209. This excessive amount of punishment, and the fact that the teachers are too poor, too little regarded, sometimes too ignorant, to resist or reclaim effectually against it, even when it is unjust or mistaken, must necessarily have a bad effect on the Inspectors themselves. No check on any tendency to oppression, could be devised which would be so reliable, as the elevation of the status of the teacher. As it is, I have heard considerable complaints against Inspectors, not now administering the district I visited; some of them made on such authority as to leave no doubt of their substantial truth. A venerable Roman Catholic priest, who is patron of several schools, told me with indignation of an Inspector, who examined the school of one of his teachers, with his hat on all the time—in his presence, he being the patron of the school, and of course bare-headed. I have heard teachers speak with something approaching ferocity of what they have had to endure in this way. But these were exceptional cases, and it was the general testimony of the masters, offered of course in many casual ways, but I need scarcely add, never asked for, that the Inspectorships in the West are now held by men interested in teaching, honest, capable, strict, and courteous. The fact remains, however, that the principal safeguard against the abuses of inspectoral power, is to be found at present in the care with which Government makes its original selections. The Head Inspector, who surveys ten districts, may see the schools once in three or four years, but there is little attempt made to appeal to him against an officer of his staff. It is perfectly open for the manager to remonstrate, but as he is generally not present at the Inspector's examination—getting no notice of it—he is probably unable to question the details by which the penal action is justified. The teacher cannot directly communicate with the office, and apparently he is often in too humble a position to communicate directly with his manager.

Complaints against former Inspectors.

210. A question was raised in my mind, very early, as to the mode of inspection. There are three regular inspections and examinations per annum, at uncertain times, and without notice given to teacher or manager. They may be separated by intervals of any number of months. In addition to these, there are "incidental visits," two being paid on an average annually to each school. The incidental visit is meant to check minor abuses. The Inspector makes a practice of dropping in at any moment of the year, just to see that things are going on according to rule. Thus the teacher should have his school open by a certain hour, say ten, and the Inspector walks in ten minutes after, to see that he is at his post. The school should not be closed before three, and, he finds occasion to be there at a quarter before three. The rolls for the day must be called before twelve, and he comes in a few minutes after mid-day, and counts the number actually present, comparing it with the number recorded in the book, or noting if no record has been made. The registers must be kept posted up regularly, and they lie always open on the master's desk.

Mode of Inspection.

a. Regular visits.

b. Incidental visits.

211. Is this inspection too much or too little? Is the system of incidental visits necessary, or does it do good? These are questions, to some extent, of administrative detail, but they touch on the whole relations of the teacher, and it would be difficult to overrate their importance. It was not easy, perhaps, accustomed as I had been to the annual visit, with ten days' notice preceding it, and to the cordial understanding due to their friendly interest in a common object, between Inspectors and Managers in Scotland, for me to regard these arrangements at first with perfect impartiality. I came very soon to recognize, that an amount of government is expected and usual in Ireland, which would neither be expected nor endured in Scotland or England. There is no doubt that the Irish patrons do not, as a rule, take so much interest in the schools as those in Great Britain, and that outside of the patrons there is no effective local interest at all. Then the excessive irregularities in the attendance make it difficult to recognise the same school, visited in February, and in July. I can believe, therefore, that a winter and a summer inspection are equally necessary. I should hesitate to say that there may not be advantages, even in three per annum, especially if one of them were clearly differentiated from the other two. I think it would be extremely desirable, for instance, that on one occasion in the year, the school should be invited to make the best appearance it honestly could—that the managers should have notice of the visit, and that it should be open to the parents of the children to come, if they chose. At such an inspection, an individual examination, on the principle of the revised code, of all the children who had attended over, say, one hundred days in the year, as in England, might, perhaps, be followed by a distribution of small book prizes, worth 1*s*. or 1*s*. 6*d*. to all who passed in the three subjects.

Possible modifications of system of regular visits.

212. My feeling would still lead me to prefer that incidental visits should be abolished. When a teacher gets more than he thinks his share of them, he begins immediately to look upon himself as a suspected man, and attributes all the Inspector's after conduct to personal malice; a reason of action imputed in the west of Ireland with a readiness I have never seen equalled elsewhere. I do not doubt that these visits tend to check abuses; but they do so in a way which brings evil effects, sufficient to make up for a good many. With the little local interest now taken in the schools, abuses are likely enough to arise—unless the eye of the State is everywhere—especially with underpaid and discontented teachers, constantly watched and treated without confidence. But they are not prevented at present, as the long lists of punishments for falsification, for neglect of practical rules, and so on sufficiently prove. I doubt whether under a more generous system they would be more numerous; especially if it were possible to stimulate the people of the locality to take a greater interest than they now do in school affairs. In local superintendence, and as it appears to me, in that alone, can we find the remedy for the petty abuses against which incidental visits are directed. As long as they are continued, I think it will be difficult to make the teacher feel that the State is anything but a cruel taskmaster, from whom his wages are extorted, to whom he owes no attachment, and pays none. In schools open to a winter and a summer visit at uncertain times, subject at each visit to a strict examination, and inspected once in addition, with notice and in public, I am inclined to think that the Board would exact as many guarantees, on all sides, as it prudently can even in exceptional circumstances.

Effects of incidental visits.

213. I permit myself to say so much on account of the importance of the subject; but I feel that I am not

General opinion on the subject.

sufficiently acquainted with the habits and character of the people to express myself more decidedly. The Inspectors of the National Board in the main disagree with me; the local patrons, both lay and clerical, are almost universally opposed to any relaxation of the system, and the reasons they generally state, are the insufficiency of the present management, and the extreme unwillingness which prevails in Ireland, to inform the Government of any offences against it, which its officers do not discover for themselves. The teachers are, I think, about equally divided. I need not say, therefore, that the preponderance of adequately informed opinion is distinctly against the views I have expressed.

FREQUENCY OF EXAMINATIONS

214. Another grievance, far less commonly stated, is the amount and frequency of the examinations to which the teachers are subjected. Many of them, indeed, look upon these with a curious tenderness, as, in a sense, symbols that, poorly as they are paid and little as they are trusted, they belong, nevertheless, to a great profession; and they would regret their curtailment very much as the army would be distressed by a diminution in the number of grades in the service.

215. For myself, I cannot see what advantages are secured by the perpetual examinations and re-examinations which a teacher has to undergo. There are eight distinct grades—the lowest of all being the probationer. He appears to present himself to the District Inspector, and to pass a test very much at that officer's discretion, but amounting substantially to a Third Book class examination, and then, if he is above 17, he may be admitted to take charge of a school. There is always a plentiful supply of schools, which nobody but probationers can be got to fill. Of the 6,000 principal teachers, 500, and 902 of the 2,200 assistants and junior assistants, under the Board, offer no better guarantee of their fitness to teach. The number of probationers in my district was exceptionally large and corresponded nearly with the number of inefficiently taught National schools.

216. These teachers are summoned, about a year later, for an examination before the Inspector, and by an ingenious arrangement, this examination is broken into two parts, the "written," and the "oral," to which those only are admitted who have got a certain proportion of marks in the "written," and which follows it at an uncertain interval of four or five months. The probationer who does not pass, has a second chance given him a year later (if the Inspectors permit, as they seem usually to do), and no more, according to the rules of the Board. These rules, however, cannot be very strictly carried out, as I found one probationer in a remote school who had continued in that rudimentary condition for six years. Most of those who struggle through the double gate of the "oral" and "written" are classed as III^2, a few as III^1, a very few higher. At III^2 the teacher finds a long staircase of six of these double steps (*i.e* "writtens" and "orals") before him. He can make none of them without examination. He can scarcely do better than take a year to each; he is occupied most of his life in ineffectual attempts to rise through them. He has to wait till he is authorized by the Inspector to try each successive time, and he must try when the Inspector tells him to do so. Sometimes he works away for years, without being summoned; sometimes he is summoned too frequently for his comfort. It seems very rare that he goes up step by step, year after year; and after the examination time of life is over, whenever that may be, he must get more and more sick of the continual thrashing of the well-worn chaff of his cram books. Long after anybody else is treated as a grown workman, and judged by his work, he is tested like a school-boy, and kept rubbing up elementary text-books. They lie on his desk in school hours and interrupt his day duties; no doubt they haunt his evenings and his dreams. I confess it appears to me a great waste of power. I can well conceive the propriety of separating those who just pass at first, and those who pass well, and possibly there might be some advantage in a second examination for the latter, and a third for the former. After that, it appears to me that the success of the teacher in his proper work is the only test which the Board should apply to him, and that the highest classification should be attainable through a sufficient period of very good service. I do not know how much official time, paper, and money, are spent on the present laborious system; but the amount of all three must be very large indeed. I do not mean, of course, that a teacher is any the worse for a thorough knowledge of the subjects he has to teach, and a little beyond them; and there may be some truth in what I was often told, that without the application of this perpetual goad, the Irish teacher would not be disposed to keep up his knowledge. But I cannot think that a person who has arrived at years of maturity, and who is already certified to have a creditable knowledge of his subjects, will be bettered on the whole by unremittent examinations. If his energies are too many for him, and if he has no books or private tastes, he might always find something to occupy him where he would be doing good in his vocation, in the evening school To judge a man after, say, thirty, by examinations alone or mainly, is surely a mistake.

Small results obtained.

217. I have said that most of the teachers appear to drag themselves slowly and by exhausting efforts up this ladder of promotion. The great majority of those near the top, have probably attained their superior position in consequence of their superior start, as the best students of the training colleges. Yet, after all, there is only one out of eight principal teachers who appears in any of the three grades of the first class. The efforts of the remaining seven are cheered by the fact that they may be "depressed" and "summoned for depression," just as they may be promoted. If, by any chance or change of circumstances, they leave the service of the Board for some little time, they may have to begin it all over again as "probationers."

COMPLAINTS AGAINST BOARD.

218. I have represented in several places that dissatisfaction is frequently expressed with the action of the "Office" in Dublin. I had neither opportunities, nor any desire to institute an inquiry into the conduct of the Department there, or to learn anything of its working, except so far as it was necessarily involved in the history of the schools in the West; and I have little doubt that sufficient explanation might be given of many things which appeared to have caused ill-feeling. It must be almost impossible for any Department to maintain friendly relations with a body of men whom it finds it necessary to punish, as the Board punishes the teachers in the Ballina district. Workmen paid wages so low as these men, are little likely to be contented with their masters, however considerate, forbearing, and paternal they may be. I cannot wonder that a fine of £1, taken out of a quarterly salary of £4 10*s.*, or a delay, for no apparent reason, of six weeks in the payment of that salary, should aggravate the sufferer. Thus on August 22nd, two teachers at A and B received their payments for the quarter ending June 30th—all the forms having been duly filled up, and forwarded in proper course, and one or two letters of complaint from the patron having been found necessary to produce even so much despatch. In such cases, I did not ask for explanations from Dublin. The feeling among teachers and managers in the west, caused by what they complain of as the needless delays and uncertainties of the Office, is nearly universal.

a. Official delays.

219. Here is a single case in illustration. On 27th May, 1867, a schoolmistress came to a school six miles from Westport, by the appointment of the manager. He appears to have received a letter, two or three months after, stating that the average was not sufficient to entitle the school to her services. An attendance of forty-five is necessary, and in the quarter in which she came the average was 31·9. He told her to go on, if she liked, at her own risk, and that he would be very glad if she could work up the school to the proper average. Next quarter it was accordingly 51. Notwithstanding, no payment came to her. Next quarter, there appears to have been some cause of falling off, and it went down again to 31·6. Next quarter—the first of last year—it was 80·6. I do not know what it was for the second quarter of the year, but the teacher had just been told that she would be taken on from June 30, 1868, but that nothing was to be paid her for the preceding thirteen months of work. There is no fault on her part—her manager is thoroughly satisfied, and he told me that the

District Inspector had expressed himself satisfied also. She has been lodging in the locality, and living away from home on the strength of this salary, which she appears to have been entitled to receive for the last nine months, as an average reached in one quarter continues to be reckoned to the school until the fall has appeared in a second quarterly return. She has worked, she says, very hard all the time—devoting herself entirely to teaching the school, and giving a great deal of extra labour, after school hours, so that the needlework should be satisfactory. She thinks that she may take some credit for the increase in the attendance, as it was 15·8 in the quarter before she came. Her claim now, is for £14 for the year for which she is told she is to get nothing—or at least for £10 10*s.* for three-quarters of it. She has got into debt, of course, and has not a shilling in the world. About five years since, in a school where she assisted previously, she was about ten months as workmistress without receiving any salary. Then the lady of the patron, who was a Member of Parliament, wrote directly to the Board, and about three or four months after her letter, payment was made. She says she is heart sick of these delays, and is tempted to go to service of any kind, rather than continue teaching.

b. Changes made by Board.

220. There are other complaints, often repeated by people from both sides, (*e.g.* pp. 174, §§ 6, 175, II.), to the effect, that recent regulations of the Board are hostile to its own system. As it possesses semi-legislative powers, and as the regulations issued on its authority may be conceived in the spirit of one or the other of the two great parties, neither is satisfied with the share of power assigned to it—ten Roman Catholics against ten Protestants of all kinds—in the constitution of the Board itself. I do not understand why the detail management of the National system need differ essentially from that of any other public office, if its principles, once decided upon, were permanently adopted and expressed in an Act of Parliament. After that, the Board need be nothing more than an executive.

c. Rules which have become obsolete.

221. The teachers often charge the Commissioners with having broken faith with them, and point to some of their own printed rules, which undoubtedly are not at present in operation. Thus, before assistance can be granted they must be satisfied that "some local provision will be made in aid of the teacher's salary in addition to the school fees, and that the school is in good repair and provided with suitable furniture;" and the house and furniture "must be kept in sufficient repair by means of local contributions," to entitle to continuance of aid. They are anxious that a further income be secured to the teacher either by local subscriptions or school fees, and they require that the payments made by the children shall not be diminished in consequence of any increase of salary which may be awarded to the teacher. These regulations are, certainly, obsolete, and if they ever did the masters any service, they can do so no longer, since the fact that they are a dead letter is universally known. Whether the Commissioners ought to have refused to encourage any system which neglected them, is a question on both sides of which much might be said. Nothing they could do could alter the two main facts—1st, that the clergy will *not* heartily encourage any system in which they, and they only, have not absolute power in their own schools; and 2nd, that the landlords will *not* voluntarily subscribe to the support of schools from which everyone but the clergyman is excluded. It is against these facts that the regulations of the Board have been powerless in West Connaught.

Tenure of Office.

222. The arbitrary power, vested in the patron, of doing absolutely as he chooses with his schoolmaster, while the State accepts the subordinate position of paying for him, is the most anomalous feature of the Irish system. There are a few very good school managers in Connaught, and I am not sure that, anywhere, managers and patrons interest themselves, as a class, in schools, as they are officially supposed to do. There are abundant complaints, however, no doubt perfectly well founded, that many managers, perhaps the majority, do little beyond appointing and dismissing the teachers and signing the school-papers in course. The majority certainly do not manifest their interest in education by money sacrifices. I have said above that the local contributions (excluding fees) towards school expenses amounted to £210, and deducting £25 paid in endowments, there is left a sum of £185 raised to aid in supporting twenty-nine schools (out of 106). Probably the majority of these 29, and, say, a third of the others, are kept in repair at the expense of the patrons, in addition. The patrons of 47 per cent., therefore, neither pay nor get others to pay towards the support of them in any shape, the entire income coming from the State, and from fees. In 24 per cent. more, the payment is limited to keeping the school building in habitable repair, and it is only in the remaining 29 per cent. that anything at all is contributed towards the teacher's maintenance. I found it usually the case that the managers who gave money, however little, gave time and labour.

Power of Managers.

Clerical and lay patrons.

223. The largest class of these patrons (60 out of 106)—the Roman Catholic priests—have their position by virtue of their spiritual office, which procures for them the confidence of the parents. In four schools under them there is voluntary contribution, either given by themselves or procured by their influence from individuals. In fifty-six, with the exception of the maintenance of the schools in repair, in a few, say, a third of the whole—there is no payment whatever. The bulk of the lay patrons of both denominations support their schools by small contributions. The clergy, on the other hand, have built or bought many of the non-vested schools of the district, and their encouragement of course increases the attendance of the scholars. With these exceptions they do nothing for the schools. The State retains in its own hands the power of withdrawing salary from the schoolmaster; the patron has the power of withdrawing the schoolmaster from the salary. He appoints him, he dismisses him, with or without reason, at a day's notice, or at no notice; he has absolute authority as to all school affairs, except that he might perhaps need the Inspector's consent to any change in the time-table, after it has been agreed upon, that he cannot introduce other books than those of the National Board, and that he must allow the separation of the secular and the religious institution.

Who are patrons?

224. Who are the patrons to whom this arbitrary and unlimited power is assigned? To begin with, all but every school in my district has one and no more than one; there is a single exception in Westport, where a school committee acts. The regulations about patrons are of the utmost simplicity. 1st. "The Commissioners recognise, as the local patron, the person who applies, in the first instance, to place the school in connexion with the Board." 2nd. "In all cases the Commissioners reserve to themselves the power of determining whether the patron can be recognized by them as a fit person to exercise the trust." In theory, unless someone has asked before him, anybody may become a patron of a school by asking leave of the Board to do so. Practically, persons without real influence in the locality have either not applied, or their applications have been rejected. A clergyman who writes, saying that he wishes to put a school under the Board becomes patron of it at once, and his successor in office after him for ever. A layman who can close the door of the school, whose property, in fact, it is, may become patron of it, of course. All the patrons I met were clergymen or landlords; the great bulk of them being the Roman Catholic parish priests.

How system has worked.

225. The extraordinary dangers of such arrangements are sufficiently obvious. The teacher, after his training, examination, and certification by the State, is liable to dismissal at a moment's notice, for no cause whatever; and this power is exercised by a person who, in three cases out of four, pays nothing towards his support. The State retains the power of verifying the proper performance of the work done for it, in any way it pleases, and maintains the master, by paying him, in many cases, his entire salary. After school hours, and subject to this verification, in school hours, the master is as much the servant of the patron as the latter thinks fit to make him, and as he is willing to bear. It appears to me, that such an arrangement can scarcely be defended in theory.

It can only be justified if it can be shown to have worked in a satisfactory way in practice; if the patron has in general exercised his powers for the good of the school over which he has been set; if any social influences have, as a matter of fact, prevented the abuses which it could not but be feared would issue from the situation. These justifications are sometimes pleaded. In my district at least I have seen quite as many, and quite as bad abuses of this arbitrary power, as could have been anticipated.

Cases A & B.—A Lay patron dismisses two teachers.

226. The circumstances under which the male and female teachers of the National schools at A were dismissed, will illustrate their character. The school at A is vested in the Commissioners, and all repairs upon it are done at the public expense. The patron was the landlord, on whose property the school was built. He, no doubt, contributed one-third of the original cost of building, and he gave a site and ground which now brings to the teacher an income of about 17 shillings a year. He took great interest in the schools and constantly superintended them. There was, however, no local contribution of any kind towards their expenses. They had an average attendance of between 150 and 200 children, and the school fees amounted to about £7. The Board paid the entire salaries of all the school staff, in addition to maintaining the buildings in repair.

227. The patron recently retired from that position, and left the locality. His eldest son was appointed to succeed him, and arrived at his father's house, where he has taken up his residence, on a Wednesday. The male teacher had heard it reported all over the town that when he returned—he had lived in the neighbourhood during his father's residence on his estate—the master was to be removed, through the influence of a person whom he regarded as unfriendly to him. On the morning of Friday, two days after the patron's arrival, the teacher was induced to seek an interview with him, in the course of which he humbly and respectfully expressed his hope that there was no foundation, in fact, for this report. His new master appeared to be in a violent passion, and said that he should remove him; his words were, "Now, I might have given you B, but I shall send you to C; and I advise you to be cautious, for there is not a word you say that I am not told." The teacher replied that he had been as cautious and as dutiful as possible, and that he must have been misrepresented. In the evening he was sent for and told that he was removed to C, a school, to and from which he would have had to walk eight miles a day (as the present teacher of it does, there being no place on the spot in which he can find a decent residence); with not half the attendance, so that his salary might have been cut down, by the rule regulating averages, from £32 to £18, and where he would have had no school-fees, the income from which amounted to £4 in his own place. His patron has six schools under him, three of which are A, B, and C. On the same Friday evening he had promoted the teacher of C to B, and the teacher of B to A. On Sunday evening the parish priest informed the dismissed teacher that, as the master from C had gone up for training, in opposition to the edict of the hierarchy, *he* should not permit him to hold so important a position as that in B, and that he had managed to secure that this dismissed man should not be sent to C, but to B. It was his brother-in-law who was removed from B to A, but this fact does not appear to have been felt as any alleviation of the hardship. B is, he says, a less valuable school than A, in consequence of its less central situation, because he will lose his good service salary, the renewal of which will depend on a fresh certificate from the Head and District Inspectors, because he will have six statute miles a day to walk, and because he has to exchange an assistant and monitor trained under himself for others.

228. On the Monday evening the teacher of the female school, the wife of the dismissed teacher of the male school, was told in the town that the new patron meant to dismiss her next day. On Tuesday he came into her school, accompanied by her brother, the new teacher of the male school, (which is in the same building, on the ground-floor), who had on the previous day taken her husband's place. He then called the mistress, and her assistant before him, and asked the latter whether she would be able to take charge of the school, to which she replied in the affirmative. He turned to the principal teacher and said aloud, before all her girls "I dismiss you." The girls commenced crying, and the patron said "Come outside and I will tell you the reason." All three went out together, and he said, "The reason I dismiss you is that you called a certain person" (naming him) "a sheep stealer, and a shopkeeper in town, father of some children at school" (naming him) "a whitewashed rogue." She said that she had never mentioned any name in connexion with these words, but that she did say, "Thank God, though they have dismissed my husband, yet they did not do so on account of his having been a rogue, or in gaol, or a sheep-stealer." She stated to the patron that three persons were present (naming them) when she said so, and that one of them was connected with a youth who had been an assistant teacher, under her husband, and who had been sent off to America, the late patron paying his passage, because when he came back from training, to which he had gone (having been summoned by the Inspector and ordered to go by his patron), in spite of the edict, the priest had denounced him, had cut down the attendance and would have annihilated it altogether had he not been removed. This woman had said to her that she had a spite "long in" for her and her husband, because she considered that they were the cause of sending her boy out of his native land. After this conversation all three returned to the school, and the mistress asked the patron to allow her to take with her the clock and school requisites which belonged to her, and which she had paid for, and he said he had no objection. She said further that she had taught for sixteen years under his father—having been promoted ten years ago to this school—and that nobody had ever tried to get her dismissed but the person who had done so now, and he had attempted it before.

229. I informed the patron that I had learned the substance of these particulars in answer to questions which I had put to the teachers, and he said that he preferred making no statement through me, as to the reasons which induced him to take these steps. I do not understand that there is any doubt as to the substantial accuracy of the main points of the story. The Daily Report Book contains the entry signed by him—"Visited the school this day and dismissed the schoolmistress, ——— manager of the school."

Character of teachers.

230. The District Inspector had previously stated to me, that, in his opinion, the two teachers were two of the five in his district whom he should be disposed to place highest. I saw the schools on the Friday, a week after the dismissal of the husband, and a few days after that of the wife. The work shown was substantially theirs, and my opinion entirely agreed with that of the Inspector. The husband had been fifteen years a master—eight under the patron's father, by whom he had been twice promoted, and never removed except for promotion. The wife had taught under the patron's father for sixteen years—and had been promoted ten years ago to the school from which she was dismissed. There is no breath of suspicion against the moral character of either, and no statement of his reasons appears to have been given by the patron to anyone. It is universally felt among the teachers of the district to be a case of the greatest possible hardship. The husband has since been appointed to a school near Dublin, the wife not having been restored, as far as I know. She was offered the assistantship in her former school, under her former assistant, but she refused it.

231. The facts are more eloquent than anything that could be said. A new patron, who does not contribute a halfpenny towards the support of the schools, the entire expense of which comes from the State and the parents—who no doubt knows the teachers, and the local circumstances, but who has had no detailed acquaintance with the condition of their schools or the way in which they are worked, without any reason assigned, depresses a first rate teacher, with fifteen years' service, with good service salary from the Board, with eight years' good service under his father who preceded him as patron, to a position very much inferior—and he

takes this step after a residence of two days in the district as patron, and without a shadow of reason given, except that "he advised him to be cautious," for that "there is not a word you say that I am not told." The wife takes her husband's part, says that he at least has nothing to be ashamed of in his life, and hurls a bitter word or two against some person or persons whom she supposes to have been the cause of her husband's ill treatment. On the instant, she, also an excellent teacher—ten years in her situation, which was the best in his gift, under the patron's father, and sixteen years altogether in his service—is absolutely dismissed. The National Board, representing the State, calmly accepts the position and allows two of the best of its teachers, according to the opinion of its own officers, to be dismissed at an hour's notice, without moving a muscle. Its rule is, that "the local patrons or managers have also the power of removing the teachers of their own authority;" and it respectfully adds that "managers of National schools are requested to notify all changes of teachers to the office, and to the Inspectors of the respective districts." Powerlessness of State.

232. The action of this patron's predecessor appears to have been different. It must have been his principle that changes were good for his teachers (one told me he had been shifted about from one to another of the schools under him thirteen times in nineteen years), and accordingly he moved them with great freedom, just as he thought right. As far as I could gather, the masters felt that these changes were often made on reasonable grounds. Occasionally he appears to have been attempting in this way to defeat the hostile activity of the Roman Catholic clergy, the whole weight of whose opposition seems to have been generally concentrated at a given moment against a particular offending teacher or school. The patron accordingly used to withdraw the master to another school less under the ban, and the clergy were seldom so unreasonable as to follow him to his new situation, at all events for a time. Previous action in same group of schools.

233. He was very anxious that teachers summoned for training should take advantage of it and go up to Dublin. A late assistant in one of his schools, A, went up accordingly, and he and the school were denounced from the altar immediately after his return. The denunciation, as I was informed by one who was present, was to the effect, that so long as that *assistant* taught there, he and all the children going to the school, and all their parents would be excluded from the rites of the Church. The attendance which was 69 for the previous week, fell to 33—and would have fallen lower, had the people not learned in the course of the week that it had been arranged that the assistant was to leave for America on the Friday—his passage out being paid, it was understood, by the patron. Sentence of starvation or banishment, in point of fact, had been recorded against him, and it was carried into effect within a week after his return from the training school maintained by the Government and denounced by the Catholic clergy. Had he struggled on or been allowed to do so, the principal teacher who had not offended would also have lost his living, because his school would have been cut away under his feet. The Government which had just trained the emigrant teacher might have quite as well presented what his training cost them to the people of the United States. The week after he left, the average returned to sixty-two.

234. The present teacher at the neighbouring school C, went up from A, where he was principal teacher in 1864, to attend the navigation class at the training school. He had been previously trained and classed. As A is a small harbour of some importance, the patron had resolved to introduce lessons in physical science and navigation. On the morning when the master was about to leave, the priest came up to his room and prevented him, but the patron subsequently insisted that he should go and he went accordingly. He remained there for five months. The religious system is the same, he says, as for the teachers in training in the general model school, and there was a strong feeling among them all that every possible attention was paid to their religious duties. When he came back from Dublin, whither he had proceeded in obedience to the summons of the Government, and his patron's express command, he was surprised and aggrieved to find that another permanent teacher had been appointed in his stead. He was removed to an inferior school, D, three miles distant, so that he had to walk six miles a day. He left the school at A in an excellent state as to apparatus, &c., mainly by help of Mr. Vere Foster's grant, the contribution to meet which he himself had given. At D there were no maps and he had to supply them, and everything was in a wretched state. The average attendance at A when he left was 120, and at his new school it was 30. There was no opposition given him by the clergy from June, 1864, to April, 1867. His average attendance was 45. At that time he was removed to C, a worse school still, with an average of about 12, and one mile further off than D. Cases C. & D.—Same group of schools.

235. His predecessor at C had gone up for training in January, 1866. The same patron had insisted that he should go when he was summoned, and he had gone accordingly without the priest's consent and with no certificate from anyone but the doctor. He says that while he was there, there was no complaint among the teachers themselves as to any want of care in the authorities over their exact performance of their religious duties. They were one and all convinced that they were as thoroughly attended to as was possible, and more so than they were at home. When he returned, the priest refused him the rites of the Church, but for nearly a year he did not interfere actively with his school. About the end of January however he denounced it and the parents and children supporting it from the altar, telling the people that the model school was a bad and obscene place, and interfered greatly with the morals of teachers. After this the scholars, most of them, left the school and remained away. The priest told this teacher's mother (who depended on him for support) that he thought it possible that her son might not be troubled if he went to another parish, but that he was compelled to act as he was doing. The teacher told this to the patron, who appointed him to D, removing the D teacher to C.

236. Leaving him there I follow the other master. He had found the attendance four or five in April and he managed to raise it to about forty in November. At that time the "Station of Confession" took place, and the attendance fell to about twenty, all the children from the parish in which C is situated, leaving, but those from the neighbouring parish remaining. Orders had been issued against the school which are still in force, and which are renewed at the Stations, but it is not now denounced from the altar, and about 20 of the children, from the parish in which C is situated, have returned. Nothing has been done against them or their parents.

237. At D, to which the ex-teacher of C was sent, there was for some time no opposition. Then the new priest spoke against the school from the altar, but not very severely, and the orders against it not being repeated at the Easter station which soon followed, but little damage was done. For the first quarter of 1868, the average attendance was 40. On 24th May the school was effectually denounced, the priest this time saying that he would curse the parents and refuse them the rites of the Church. The children immediately left. The average for the quarter ending June 30, was only 9, some of these being Protestants. This action and the effect of it still continue, and the present attendance is 3 (average for July), all Catholics.

238. The patron, in fact, had to deal with two neighbouring priests, neither of whom appears to have been anxious to take notice of transgressions which were not brought within his official cognizance. Believing in his own inability to protect the teachers when the clergy did choose to interfere, the patron instantly moved a teacher against whom a successful persecution had been commenced, to a new place. So long as the ex-teacher of A remained in D, the priest of that parish, living four miles or so from A, was not officially (or for anything I know, not in fact) aware of his disobedience to the clergy, and he was not molested. When he returned to C, he was in his original parish, but in a worse school, so that the punishment he was actually undergoing, his

eight miles weary walk each day, along a most exposed road, and the other disadvantages of his situation, compared with that from which he had been originally driven, may have pled for him for a time, and may still mitigate the severity of the action taken. For some reason or other, the priest of the neighbouring parish (D) appears not to have been willing to let his successor who had also committed his crime in A, remain quiet so long at D.

239. I told the late patron the general nature of the information I had received. He has given up the business of school management, and prefers not to return on any such details.

240. The cases I have just narrated exhibit the action of lay patrons. In one instance it is a benevolent but very decided despotism; in the other, so far as it appears, it is despotism and nothing more. In neither case did the persons who exercised these powers pay any yearly contribution to entitle them to do so; but without the late patron the schools might possibly never have existed, and he gave them a great deal of very valuable time and superintendence. In his contest with the clergy, he was enabled to protect the teachers to some extent, by virtue of this absolute authority. The new patron had not had opportunity when I saw him to do more than exert himself as I have described. Both were gentlemen of high position in the county, laymen, and members of the Established Church.

Case E.—Clerical patrons dismiss three teachers.

241. The case of four teachers near E will farther illustrate the insecurity of the tenure of office, and will show that the schoolmaster is not allowed by spiritual patrons to forget the absolute power of dismissal which is vested in them, or that it may be used in defence of any interests and to repress independent action of any kind. My narrative is taken from the statement of a National teacher who was resident, at the time, in the parish of the clergyman principally concerned, of one of the masters, of the Inspector, of one of the clergymen, and of the documents published in the local newspaper. As in all similar cases, I have given every other person who could consider himself injuriously affected by an incorrect account, ample opportunity to furnish me with his own statement of the facts.

242. In the summer of 1866, charges were made against the District Inspector of National schools by the Rev. Mr. ——, P.P. of F——. An investigation was ordered by the Board, and, as a consequence of it, the Inspector was admonished and removed to another district. The official decision appears to have been a little hasty, for any censure implied in it was afterwards revoked, and the charges were pronounced "unfounded." It is not, in my view of the matter, of the slightest importance which of the two parties to this quarrel was in the right. The Inspector had gained the good opinion of many among the teachers, and four of them issued the following circular to their brethren.

"September 1, 1866.

243. "We beg to inform you that in consequence of the present District Inspector being on the eve of promotion and removal to another part of Ireland, we have been requested by a large number of teachers to solicit subscriptions in order that a suitable presentation, accompanied by an address, be given him before he departs from among us. We need scarcely remind you that he has been a stern advocate of the teachers' rights, and that he has, in connexion with his official duties, endeavoured to promote their welfare."

244. The remainder of the circular specifies particulars about subscriptions, and the teachers signed their names as a committee. The official decision in the case of the Inspector had been communicated to the Rev. Mr. —— in a letter from the Education Office, dated twelve days before this, but as it had not been published by him, the result that the Inspector was about to leave, was probably all that was accurately known by the authors of the circular when they issued it. The Rev. Mr. —— wrote on the 9th to a newspaper published in the town which was that gentleman's official residence, informing its readers that the Inspector had been punished in place of being promoted, giving the teachers' circular, which had not been addressed to him, and adding:—

245. "The object this has in view is, I believe, to compliment the Inspector, and thereby, as far as it can, prevent him falling back to his original position, and, at the same time, censure Father —— (himself). The implied censure, even from such sources, I would respect if I deserved it." And closing with—"If any, then, except the gossips of 'this town' and near it, as well as the writers of the above circular, can see promotion for the Inspector in this punishment of the Commissioners, I believe I may go down."

The next number of the same (weekly) newspaper contained the "Teachers' Defence." It is rather a long document, but I must quote enough to show its spirit and tenor.

246. "We are educators of the poor. Constant observation on the growth of the human mind has given us an amount of experience in the department of education which enables us to determine how far one method of teaching may be more advantageous than another, and whether education has progressed in the locality in which any of us may be situated, or whether it has retrograded within a given period of time. As we are but mere auxiliaries appointed to labour after a prescribed form, and as the National Board's Inspector is the person instructed to communicate to us the method of teaching which we are to pursue, it is evident that the education of a district will increase or decrease according as he is efficient or inefficient, zealous or negligent. We feel that we were competent to judge of the efficiency of our present Inspector from our long acquaintance with educational matters, and we consider that, as an educationalist, he had few equals. Moreover the half-paid teachers of this region were beginning to perceive that his disinterested advocacy of their claims to a better social position, with those with whom his duties brought him in contact, was gradually sweeping away the prejudices from the public mind, which, since the establishment of National education in Ireland, have more or less retarded the payment of local fees towards their salaries. Under these circumstances, then, can it be wondered at that when it was announced, by 'gossips,' if you will, that the Inspector was about leaving, we should step to the front to present him with an address and testimonial to mark our sense of the efficient discharge of his duties in the public service. Our action was guided solely by our belief in the prosperous condition of education, under his supervision, in the increasing interest manifested by local parties for the teachers' welfare, owing to his representations, and in the general state of advancement of schools under his suggestions. We deny having any authentic knowledge of, or any interest in, the private misunderstandings of the Rev. Mr. ——, save, indeed, certain ambiguous details which we were compelled to listen to, in order to gratify the whims of an acquaintance.

247. "The reverend gentleman has written that the 'gossiping' produced the circular. If by this is meant that we have been influenced directly or indirectly by any person or party in acting the part we have assumed in this case, we beg respectfully, but firmly, to give it our contradiction.

248. I may add that the Inspector was entirely unaware of the proposal to compliment him till the Rev. Mr. ——'s letter appeared in the newspaper, and he then informed the committee that he should not feel himself at liberty to accept anything of the kind. The teachers proceed—

"Though we are but humble men, subject to the will of the Board, our good managers, and the people, we claim to possess as much honour as would prevent us becoming the parasites of any man or any party; we have not the unmanliness to act in that manner, the duplicity which in what are called refined circles, prompts the soft word to the lips and freezes the heart with deceit. We affirm that we had no intention or desire that the circular written by us should convey a censure on the reverend gentleman. Why should we act thus? The Inspector was leaving the district, or supposed to be leaving; we could expect no favour from him, nor could it be said that our action was any other than disinterested, and will it be supposed that we would upon the strength of mere idle gossip, upon which we could not rely, assume to ourselves the responsibility of passing a censure upon the Rev. Mr. ——? We, who can be deprived of our present means of support by three different parties, viz., our managers, the Board, or the people. The question is preposterous. Had we been cognizant of all the facts of the reverend gentleman's case, had we seen the Board's letter which he quotes, had we lent our ears and attention to the petty bits of news which radiated from his parish, and had we no

higher thought or motive than rabble-like, to take the one side and rail at the other, then indeed we would admit that the motives imputed to us by the reverend gentleman were well founded. But the reverse of all this is the fact. It may be that the reverend gentleman supposes that, 'even from such sources,' no genuine sentiment of manliness, no higher motive than that which panders to the ruling power could emanate. We will not stop to inquire whether the reverend gentleman entertains this idea in its widest sense or not. Possibly the reverend gentleman has taken up the same view as the majority of the men of the present generation—that if a man be in a lowly station, he must therefore be devoid of honour; if in poverty, he must be unworthy of trust. We shall not question other men's opinions, or other men's motives; we simply know our own, and as we believe them to be honourable and just, as well as having no desire, either by word or deed, to hurt the feelings of any gentleman, cleric or lay, we must beg to be excused if we endeavour to maintain them unsullied."

249. This letter appeared in the newspaper on the Wednesday, and these are all the passages in it which appear to me capable of exciting any angry feeling. The four teachers were under four Roman Catholic clergymen, as patrons, none of them under the Rev. Mr. ——. They resided at distances of from ten to fifteen miles from him. Their original action, as they themselves explained it, was perfectly natural and competent, and any passages in their letter which indicate warmth are abundantly accounted for by his preceding letter and conduct. In any event, the quarrel was one with which their own managers had nothing to do. Even had they been of opinion that the teachers had interfered in a matter which did not concern them, or that they had allowed themselves to use imprudent expressions, and to fail in the respect due to a clergyman, a little friendly admonition would surely have been enough. One of the patrons took this view. Another whom I saw, was absent at the time, but his curate, acting for him, suspended the teacher, who was not allowed to resume work until after his patron's return, and then only on the publication of a letter in the newspaper expressing his regret—a letter of which I have not obtained a copy, but which I believe was intended on the one hand to sustain the curate's action, and on the other to re-admit the teacher on terms as easy as that condition made possible. That teacher, I was informed both by the patron and by the present District Inspector, is one of the very best in the district. He himself *declined to give me any information on the case*, having had enough trouble about it already. The relative position of teachers and patrons is still, of course, the same as it was at that time. The third had three courses presented for his election—to recant publicly, to be dismissed, or to resign. He chose the latter, and went off to Glasgow, got employment on the staff of a newspaper there, and when he had gathered enough money, emigrated to America. These three teachers were, all of them, young men of marked ability and promise, and natural committee men for such a movement. The fourth was only seventeen years of age at the time, and he was dismissed, but finally restored on his signing and publishing the following letter to the editor, in next week's paper:—

"Sir—I very much regret having given the sanction of my name to a document that has appeared in the last issue of your journal, a document, which upon perusal and reflection, I consider as imprudent as it was impertinent."

These are all the material facts, and perhaps it is scarcely necessary to supplement them by the statement, that one of these teachers had a mother and some helpless brothers and sisters depending on his earnings for their support.

Effect of these proceedings.

250. It is as little necessary to point out the impression that must have been made by them on the schoolmasters in the district. Three out of four Roman Catholic clergymen carried their professional friendships so far as to treat this proposal, which, in itself, was perfectly innocent, and the slightly independent attitude which the four teachers had afterwards assumed towards a fifth Roman Catholic clergyman, who was only a not very near neighbour, as an offence only to be wiped out by retractation or dismissal. The teachers were mistaken in speaking of the Inspector's promotion; their circular however was not addressed to the Rev Mr. ——, and contained no reference to him. He chose gratuitously to attack them, and to print and publish his views about "gossiping," and "such sources," and while they answered him by a simple statement of their real motives, and a repudiation of all desire to interfere in his quarrels, they did not affect to conceal that they were hurt by the language he had allowed himself to employ. High qualifications and excellent past services to the communities of which these clergymen were the spiritual leaders, were insufficient to save the teachers from the alternative of public humiliation or private ruin.

Position of the patrons and teachers.

251. Not one of the patrons who acted in this way had (as I am informed) either paid a farthing towards the support of the schools during the year, or obtained voluntary contributions toward them from any other persons. The teacher who went ultimately to America, received his class salary of £24 from Government. In addition he obtained from the head teacher in his school, a free will payment of £2 per annum, "in consideration of his efficiency and attention to his duties." The school-room is free of rent and taxes, being public property.

252. In addition to his class salary of £32 from the State, which is quite unusually high in that part of the country, the second teacher received a sum of nearly £14 in fees, and £4 for private tuition. His income came therefore, either from Government, or from the exceptionally large payments which his own efficiency had secured for him. The third master, the boy of seventeen, who was induced to write the unqualified retractation I have printed above, received £15, all from Government. The school-room belonged to a neighbouring farmer, who, as no rent was paid for it in that year, was not willing to maintain the house in repair. The result was the withdrawal of the grant, and a miserable series of complications, the story of which might be instructive enough, if it were not altogether too tedious to make it worth telling here.

Conclusions as to arbitrary powers.

253. These instances of the free exercise of arbitrary power appear to me perfectly sufficient to show that there is no restraining influence in the West which is worthy of the least reliance, as a protection against it. "Public opinion" is inoperative, or utterly disregarded. Both of these cases happened in towns. A patron may do what he likes with his master, as a man may do what he likes with his own. It might have been hoped—it no doubt was hoped—that such abuses would be rare, that the tendency to them would be held in check by the sense of the public good, which would presumably influence landlords and priests, that a fit of mere caprice or bad temper would not often be allowed to determine the conduct of responsible patrons. I think these two cases quite sufficient to demonstrate that such hopes have scarcely been realized.

254. Arbitrary power is not more innocent in the hands of a Connaught man than it is elsewhere, and under it the teachers are in a pitiable position. The natural market for their services in the West has never been very brisk—the Board has abolished it, and handed them over to the possession of the 6,000 persons who have become patrons under its system. These gentlemen have the luxury of power without paying much or any of the natural price for it. They have had no trouble in training, or in supporting the man, whom they cast aside at their pleasure. For him it is open to carry his services elsewhere, but his character has been fatally damaged, and no one can tell precisely what is the flaw. The patron can dismiss his teacher without notice, without a reason, and without a character; and it is inevitable that the teachers, as a class, should be discontented with the arrangement. The only protection consistent with such a law would be given if the State were absolutely to refuse her grants to all who had not enjoyed her training, and obtained her certificates, so that the supply of teachers who could claim them might be limited artificially, and never far beyond the demand. The admission of probationers settles that point against the masters, as any youth of seventeen who can work a few sums may become a probationer.

Disputable cases.

255. I have not thought it necessary to go into the details of more of the cases of dismissal of which I have heard. Some of them depend on the different views entertained by master and manager of the efficiency of the former. Others, like the following, appeared to me scarcely likely to reward farther investigation. There was a teacher, "a most respectable young man, and a very clever young man, who was really smart enough," (in the opinion of my informant, who is a very competent witness), "to become a sub-editor to a paper—a most respectably conducted young man, his morals being unimpeachable in every respect." He was dismissed by his Protestant (lay) patron, without the least fault being found against him as a teacher. "But there was a complaint lodged against him by the friends of a young widow in town, a tenant and co-religionist of the patron's, the nature of which was that the teacher wrote a scathing letter to this young widow, on hearing that her friends reported through town that the teacher had proposed marriage to her, or something to that effect. He had lodged at her place with another young man for some time, but removed to another house in town after the lapse of some weeks—I believe hearing that there was a rumour afloat among her friends that he was to be married to her, or something to that effect. After leaving her house he wrote the letter above alluded to, which was shown to the patron, and which sealed his fate as far as the school was concerned." It is dangerous for a young man in any position in life, to write such letters to "young widows," and the teacher may have easily managed to show himself deserving of censure in the attempt. The great majority of the cases of which I heard, offered fewer signs of a probable explanation.

General working of system.

256. The regular working of the system is illustrated in a letter from a schoolmaster. The absence of names in the statement did not allow me to investigate any of the details. He has passed under eight managers in succession. His first treated him kindly, but *threatened* his brother who succeeded him, with dismissal, without just cause. His second had dismissed his predecessor (and *his* predecessor before him), to make room for him—and after a few months dismissed him to make room for somebody else. The patron was a Catholic priest, and his predecessor's dismissal was attended with "awful consequences." The dismissed teacher became an apostate, and induced two or three members of his family to do the same. His third was a kind old Catholic gentleman, with whom he continued a few months, after which his brother succeeded him. The old gentleman died, and his widow gave his brother's school away, while he was at the training college, to which he had gone with her consent. His fourth was kind and considerate, but used to listen to stories from his bailiff, "as generally all of his class do; and it is well known in this country that bailiffs are not the most honest and honourable men in the world—they are generally the very opposite." The bailiff asked him to fill up a whole host of poor-rate books, one of which he did, but refused to do more without payment. This made the bailiff his enemy, and his manager came down one morning and threatened him with dismissal. His fifth, a priest, was a great friend of his, but had dismissed his predecessor most unjustly. His sixth, on a misrepresentation of his bailiff, threatened dismissal—calling on him to resign. The teacher told him that as the school was vested, he should not do so without insisting on an investigation. As for the next he has no complaint, but he tells me that rumour says that the teachers who taught here before were no way anxious to leave, if allowed to live on in peace and quiet by a certain local gentleman who cannot agree with any of the teachers of this school. He sums up, much to his own surprise apparently—for he is one of the few decided denominationalists I have met among the teachers—"The deduction from the foregoing sketch of what I know of all the managers I ever taught under, is rather curious. All the priests, four in number, that I have had to deal with as managers, have at one time or another dismissed teachers unjustly: while I cannot bring a single case of *absolute dismissal* against the four lay gentlemen under whom I have taught." It is not necessary to pass any judgment on the detail of these facts—they must of course be taken to present only the one side of the story.

Effects of absolute power not exercised.

257. The worst effects of the absolute power of dismissal are not to be seen in cases like those I have described, which have been pushed to the last extremities. The fear of instant dismissal and possible ruin, places the teacher in complete subordination to those who have the power to inflict it for any reason or for none. It is impossible that they should not be in absolute subjection to the masters placed over them, under the influence of that fear. I am told that in some cases it is necessary for the teacher to choose between obedience to the laws of the Board, whose bread he eats, and of the priest who is charged with handing it over to him. Questions like that about the use of the "General Lesson" may frequently arise. In the main, the clerical patrons of the west think it useless, and some do not look on the repudiation of persecution in it as right. The teacher obeys the master who is always beside him, instead of the paymaster who sits in Dublin, and the General Lesson is accordingly little seen, and seldom taught in schools in the west under Roman Catholic clergymen, the Board's ordinances notwithstanding. I offer no opinion of my own as to the intrinsic importance of these ordinances.

Gratuitous education.

258. These, then, are the principal grounds on which the National teachers complain of their treatment; but before submitting the views I have been led to entertain as to the course which might be taken in dealing with them, there is another question to which I must ask attention.

Small amount of fees.

259. One is struck, very early, with the extremely small amount of school-fees obtained in the National schools. Occasionally, indeed, some trifling payments are made in work or in kind which do not appear in the returns. The incomes of the old hedge school teachers were often principally made up from these sources, and the custom has been continued in some remote districts. It is impossible to estimate the amount thus added, but it is tolerably certain that it is small, and that nothing of the kind exists in the majority of the schools. I believe that, on the whole, the sums returned fairly represent the total incomes realized from fees. In my 106 schools, with about 4,300 children present, the total fees obtained were £208 for the year, or under 1*s.* per child in average attendance, and less than £2 per school. I find that, in Mayo, the total payments from school-fees amounted to £735 10*s.* 3*d.* in 254 National schools—£2 18*s.* per school; the number of pupils in average attendance being 11,071; so that the total amount is 1*s.* 4*d.* per head on the average attendance, which is about 6*d.* per annum for each individual pupil. It is an extremely small sum, and its amount raises the question of gratuitous education at once.

Irregular attendance.

260. The most extraordinary fact of Irish primary education meets us in the same connexion. The total number of distinct pupils on the rolls for the year 1866, in all the National schools, was 910,819, the total average daily attendance being 316,225, which is about *one in three* of the number of distinct pupils. The province of Connaught gives a result only a little worse than that for the entire country, *three* children appearing daily out of *ten* who are on the school rolls for the year. It is easy to conceive what disorganization of classes, what irregularity of attendance, what wasted labour, what disheartening results such a fact involves. The winter scholars are, as I have shown above (§ 30), almost entirely different from those in summer, and indeed each individual child attends apparently for little more than three months in the year.

Connexion of these two facts.

261. The two phenomena are said to have a direct relation. Generally two-thirds or three-fourths of the pupils pay no school wage at all; but fees are nominally charged in most schools, and the parent who does not pay them has, I am told, a feeling, every now and then, that he is behaving like a pauper. Any casual circumstance convinces him of what is sometimes true, that the same attention is not given to his chil-

dren as to the paying scholars, and that the master "leans to" the latter unduly. He has managed, besides, to work himself into a curious sense of being an injured man. He looks on the teacher as paid by the State, and he considers that that payment must be meant to entitle everybody to free education who chooses to have it. A teacher who "presses" fees always encounters this feeling, which scarcely any reasoning will overcome. In many of the little villages or country districts everyone is connected with everyone else, and an incoming stranger who offends one runs great risk of irritating all. These views are not, I think, in general discouraged by the Roman Catholic clergy, who almost unanimously advocate gratuitous education. They give little or no support to the master's efforts to obtain fees. As patrons they frequently prevent him from carrying his demands into a court of law. His claims are considered by the people to be unjust, and to argue a grasping disposition. It is curious that the same persons willingly pay 2*d.* a week—often, no doubt, from motives of mere charity—to a hedge school teacher, and refuse all payment to the teacher of the National school. All the denominational schools, however, offer their education and school requisites free, and some of them add clothes and food for their scholars, or pay for their attendance. These things have been going on now for nearly a generation, and there is no prospect that they will disappear. It is almost impossible for a teacher to make much head against them—quite so, apparently, without the cordial support of his patron, which in two cases out of three would not be afforded him.

Feeling of people as to fees in State schools.

262. All these reasons appear to make it improbable that the sum now obtained from school-fees can be materially increased; and I am assured by most of the teachers that its exaction seriously affects the attendance. There are many people in these agricultural districts, who have little or no money in their hands from the end of the spring till the end of the autumn, when their produce is sold. They live on their milk and potatoes without feeling the want of pence; but they have not got the pence at their disposal, and as accordingly they could not pay school-fees even if they wished, they withdraw the children.

Fees cannot be increased.

263. I shall give the opinions of a master of considerable experience, whose school is free. He has taught over thirty years, and was for fourteen years chairman of an association of National teachers in Tyrone:—

Experience of one teacher.

"He believes that a gratuitous system, under which every man would have a *right* to the education of his children, would improve both the attendance and the efficiency. He thinks that the parents of the class of the labouring poor in Ireland would be very much disposed to value and use such a right, and the cessation of the demand for school-fees would dry up sources of bitterness which perpetually bring trouble between teacher and people. He thinks that the people learn a great deal of the American free school system, and believes that they would regard the establishment of a similar system by the State as a considerable boon, which would do much to content them, as being a thing done in their own country, as liberal as what is done in the United States. He believes also that if it were given as a right it would not offend the sense of independence or demoralize by creating a feeling of pauperism, so long as the money came from the general taxation of the country."

264. The teachers I saw entertain three views on the question—the first that the free system would be injurious; and as what is got for nothing is counted as worth nothing, that it would diminish the real work done, and increase the proportion of irregular attendances. This is the view generally entertained by lay managers. I was told, on the other hand, by an extremely intelligent master that this is a middle and upper class idea, and that it is not at all so common among labourers in Connaught. People who are in the habit of electing to pay 1*s.* for a good article, or 6*d.* for a cheap and poor one, get naturally into the way of making the price the measure of the estimation in which they hold their purchase, and set no store by what costs them nothing. It is otherwise with the great mass of the agricultural labourers and small tenants, who only buy what they can't help buying, and seldom have two qualities of commodity to choose between. A great many things come to them without the payment of so much cash in exchange, and price is not the only measure of value. He was convinced that a poor Irishman would be just as likely to think much of his child's education, if he were told that it was his inalienable right conferred by a paternal State, and ready to be enforced by it against all opposition, as if he had to pay a weekly wage. There is no luxury which he prizes so highly as a right which he can enforce in a court of law.

Teachers' views as to free schools.
a. What is got for nothing is worth nothing.

265. The second opinion, which is very common, is that it would make very little difference either way. Many teachers say that they do not now exact fees from any who are either unable (and there are many so), or unwilling to pay them. Accordingly they think that as a free system would only give legal sanction to the actual practice, it would scarcely increase or diminish attendance. I confess that I doubt the soundness of this view. A very common exemption is a different thing from a legal privilege. The healthy feeling of independence may very well be hurt in the one case, and may yet find no place in the other. The poor man may dislike to receive a favour from the charity of the teacher which he would willingly accept as part of that repayment of taxation which the State offers to every citizen. It matters little that he thinks that the teacher ought not to have the right to charge him—he knows that he has it, and that he foregoes it only of favour. I believe that a privilege of this sort, which their clergy would encourage the people to use, would have an important influence in furthering—almost in creating—that local interest in the school without which perpetual inspection can hardly keep things straight.

b. No advantage or disadvantage from free system.

266. The third answer is given, I think, by the majority of the teachers whose views I collected on the question, and is altogether in favour of the free system. They assume, of course, that any pecuniary loss to the teacher would be somehow made up. Taking that for granted they think that immense advantage would be gained by the teachers being entirely relieved from any necessity or temptation to quarrel with the people on the subject. It is frequently said that the fee-paying children are the best attenders, but they tell me that it is simply because they belong to the better-off and more regular families, and that the same children would attend best under any system.

c. Great advantage.

267. But the great argument in the case is, that for good or for evil the free system prevails at present, for two-thirds or three-fourths of the children, and that any attempt, on a considerable scale, to alter that arrangement, would empty the schools. The choice is not between a free and a fee system, it is between the former frankly accepted and legalized, and the latter adopted in practice in the majority of cases, but leaving room for all kinds of angry feelings in teachers and parents, preventing many attendances, and making more irregular. The present system has all the disadvantages of a gratuitous one, and a good many peculiar to itself. It demoralizes the people, whatever the other may do, and the very persons likely to be taught to care little for education by paying nothing for it, namely, the ordinary run of the labouring classes, are taught so now. Only the best off and the most regular of them pay fees, and they might be helped by that means to value education if they were not sure to do so independently. The others take free education irregularly, and without thanking anybody for it. A peculiar arrangement has made them unwilling even to thank the teacher to whom they are indebted. Almost all advantages under the Board depend on the school maintaining at least a certain average attendance. Wherever its doing so is in the least doubtful—as in many country schools it may easily become—it would be madness on the master's part to allow his scholars to fall away on account of an insignificant fee, and the people know the fact as well as he does. Accordingly the parent often looks on himself as conferring an obligation instead of receiving a favour when he sends his child to school and pays nothing for him. When he pays, it is with a feeling that he is treated ungenerously or unfairly either by the schoolmaster or by the Board.

Free system exists for two-thirds of scholars now.

368. It is a question which is, I am fully aware, surrounded with difficulties. In a country where people have

been in the habit of paying fees, and where the greater number of them are able to do so, I should not be disposed to advocate a gratuitous system. In Mayo, since the establishment of the National schools, the great majority have not been in the habit of paying—a very large proportion of them cannot do so, and a proportion perhaps still larger, will not. In addition to this, the country is tolerably supplied with denominational free schools. There is no room for doubt that the irregularity in the attendance is enormous. The English statistics give us no accurate means of comparing the English proportion between the number of individual scholars attending school at all during the year and the average attendance, with that for Ireland. The registers are not made up with the same precision, and the number on the register (which is only one-third more for the whole country than the average attendance, instead of three times as much) in some schools, includes all who have been there within the last year, and in others, all who have been there within the last three months. The scholars in British aided schools certainly attend very much better than in Irish; and I see only two ways of bringing the latter near the level of the former. The first consists in the improvement of the schools, which is at the root of all other improvements; the second, in opening them as places of free education.

Amount raised by fees.

269. The cost to the State would be extremely small (£40,500 for the whole country), while the total national expenditure, on account of education, appears to amount at present to £363,500. The benefit to the teachers and to the community would, I believe, be very great, and everything I saw led me to believe that it would be fully appreciated.

Objection.

270. Under such a system it is perfectly possible that persons might take advantage of the National free schools, who are able to pay handsomely for the education of their children. So far as it is an evil, it is one the attempt to check which appears to me hardly worth making. The fundamental condition of the National free school—that it must be open to every child—is quite sufficient to keep out of it most of those who consider themselves at all raised above the people. When it fails to do so, though it may be a legitimate subject of regret that a well-to-do parent should impose a burden on the State, which he might himself have undertaken, his action, in itself, tends to the fusion of classes and to the raising of the lower, not to the degradation of their social superiors. Nothing has done more good to Scotland, than the fact that the minister, the doctor, the squire, have been in the habit of sending their sons to receive their training at the same parish school and on the same benches with the children of the labourer.

How it might be raised otherwise.

271. I have said that the objects to be gained seem worth the sacrifice of £40,000 out of the Imperial Treasury. I was not able to enter so fully into the questions involved, as to be able to form a decided opinion on the matter; but I believe that a capitation tax, levied impartially on every person paying poor rates, and on no others, and meant to take the place of school fees, and in addition to provide small prizes for regular attendance and good scholarship, would be submitted to as cheerfully as most taxes. An impost descending so low must be very limited in amount; but it would be very valuable by impressing on the people their responsibility for education and increasing their interest in the school, even if it should only produce a part of the £40,000. I find (Thom's "Statistics" for 1867, p. 778) that there are 17,500 purely agricultural holdings in Mayo rented at over £4. A tax of 1*s.* per head per annum on these alone would apparently raise £875, and an additional sum would be obtained from the Poor-rate charge in towns. This would replace the fees (£735, § 259), and suffice for a small premium fund in addition, and I believe that it would be felt that the article paid for was at the doors and of universal service. Such a tax would fall on precisely the class which now, in the main, pays school fees, and it would exempt, according to law, those who are now exempt according to practice, and whom it would be useless to attempt to include among the fee-payers. On the other hand there would be no visible distinction in the school—no temptation to the master "to lean to" the child who was only paying a legal tax, or to neglect the child who was entitled to a legal exemption.

272. I have made it sufficiently clear that the payments of the teachers appear to me unsatisfactory and that I think that they ought to be increased from some source or other. I have suggested that the amount now raised in school fees ought also to be raised from some other source.

Amount by which it appears necessary to supplement payments.

273. The question remains, from what source these additional sums are to be procured?

274. Assuming that the condition of things in Mayo and Galway is very much that of all Ireland, I should consider that the lowest addition to the teacher's income that can be offered, with any prospect of contenting him at present, is one-third of its actual amount—say, £77,000 a year. In addition, the abolition of school fees which I propose involves £40,000 more. An annual charge of about £10,000 represents the amount involved in building residences for the teachers, and I should suppose that a limited and strictly guarded pension fund for 6,000 teachers need not rise above £5,000. The total additional charge required to place the existing schools in a satisfactory position, might be estimated, therefore, to amount to about £130,000 per annum. From what source is this to come?

How it might perhaps be raised.

275. I found that I could not arrive at any opinion as to the manner in which such a sum might be raised from county or other local taxation, without spending more time on the inquiry than I could spare from other subjects. The total annual value of taxable property appears to be as nearly as possible, £13,000,000 (Thom's "Statistics of Ireland") and a rate of 2*d.* or 3*d.* in the £ would raise the amount I have named, from the county rates alone, and without the capitation tax. There is no doubt, I think, that such a rate would meet with small favour in the counties. The Government must make its election between the denominational and the mixed system. The former would be as vehemently disliked by the landlords as the latter now is by the clergy. A tax of any considerable amount, in support of either, would meet much opposition. But the money must be raised somehow, or the Irish schoolmaster will remain starved and discontented, a danger instead of a safeguard to the State, a centre of disturbance, not of pacification.

General result of suggestions.

276. My suggestions imply that the average payment of the principal teacher should be raised from £26, where it stands at present, to £35—that residences should be built in connexion with the schools, and that a moderate pension should be secured. The English certificated master receives £88 10*s* 5*d.* and the certificated mistress £53 11*s.* 3*d.*

277. It is, no doubt, impossible by any legislation to place teachers in a poor country where there is little reasonably remunerated employment on the same level with those of a rich one, with a good demand for labour at good wages, but the difference I have left is quite large enough. It may be undesirable to pay teachers whose main source of income is either the Exchequer or the rates, like others, who derive a good deal from local subscriptions. But to bring a proper class of men into the profession and to make them contented to remain there, their incomes must, in any country and under any circumstances, be sufficient to enable a moderate family to obtain necessary food and decent clothes.

278. There appears to be no such difference in the price of these things as to make it possible to live in Mayo for very much less than in England. I suggest that the average schoolmaster and schoolmistress should have a salary of 13*s.* 6*d.* a week, with a small house rent-free, and the prospect after long good service, of a small pension sufficient to keep them in their old age from the workhouse. These modest propositions imply an additional expenditure of £130,000 merely to maintain the present school staff. If more schools and teachers are wanted, the amount would increase in proportion.

279. The question is intimately connected with that of management. I have shown that out of £31 paid on an average to each school at present, the State pays £27, the parents £2, and the patron (who is practically the only local subscriber) £2. I have urged the propriety of relieving the parent from the direct impost of school fees, but I think, that its equivalent might perhaps be raised by a poll-tax upon those who now pay poor rates—a tax which would, it might be hoped, be felt just sufficiently to induce people to take an interest in the schools for which it was paid. The Grand Jury cess might be charged with one-third of the present Government payment, so that the State, not diminishing its contribution in amount, may diminish it in proportion, and so that it may be justified in giving an authority to the local managers of schools, not greater than that which they now possess (for that is impossible) but than the payments which they now make entitle them to expect. The only alternatives are that the State should be content to pay substantially the whole increased amount, or that a much larger proportion than at present should be drawn from local sources, by taxation, instead of by contributions. There is no prospect—the experience of the last thirty-five years has shown it beyond dispute—of any fresh increase of voluntary effort, and just as little of a rise in fees. If the teachers' condition is to be bettered, it must be either by an increase in the Government contribution, or by charging the rates with the considerable sums which the attempt involves. ALTERATION IN MANAGEMENT.

280. Let me assume, for a moment, that some system of the kind is in operation. I should look on it as providing the elements of a local management, which might have as much authority as the present patron, but with a better title to it, and more public responsibility. Uncontrolled local power might perhaps be given to a Board of three persons—one representing the grand jury; a second the ratepayers, paying poll-tax in lieu of fees; and a third, the present patron, or the clergyman of the majority. I have heard representations everywhere to the effect that it would be impossible—that if it were possible, it would be undesirable, to leave no local person or persons who should have power to act, solely on local grounds, and independently of the Government. A control, subject to appeal to the Board, would, it is thought, rapidly disappear altogether, as the managers, one after another, discovered that they had parted with all real influence. On the other hand, I think the instances I have given have shown sufficiently that a perfectly arbitrary power over the teacher cannot properly be lodged by the State in the hands of a single citizen, who gives no guarantee against his abuse of it. But if three persons, or a majority of them, responsible to their constituents, could agree that the teacher must be interfered with in some way, the probability is that they would be right, and vexatious intermeddling due to caprice or passion would all but disappear. There would be little fear that, under such a system, the religious convictions of the majority would not be protected. As its clergyman is, at present, patron in two cases out of three, he would become a member of the local Board; and the representative of the ratepayers, or, perhaps, the representative of the parents, would probably support his views with respect to religion. The minority would be protected by the delegate of the grand jury, as well as by the fundamental laws regulating the entire system of State schools. I found only one committee in the West, and there are no elements from which to elect, by open vote, a school committee which would represent the intelligence and opinions of different parties. System of a local authority contributing to schools.

281. The alternative is that the State should pay the whole income. Is it competent to take the whole management, and to govern the schools, independently of local control? I confess I should think it impossible for it to enter into the many questions of detail into which local managers alone can enter effectively—questions which are all important, notwithstanding, to the success of a school. I cannot see how a Government which has no despotic power, and whose traditions are all contrary to its exercise, could maintain its authority, or find out even what it was right to do without some local assistance. In the circumstances of such an opposition as that of the hierarchy, I cannot see how it could sustain from Dublin a conflict with opponents on the spot, armed with all the weapons of spiritual warfare. That it should become alone responsible for everything that might give offence to the clergy, to the people, to the teachers, would, I think, inevitably make the school one of the most serious causes of trouble which could be found in a parish. The Board would be compelled to develop its system of incidental visits to such an extent as to assimilate the duties of Inspectors more and more to those of detective officers—and the change would cause a bitterness of feeling and a loss of self-respect on the part of the masters, which would soon issue in evils as great as those which it aimed to repress. It may be said that, as matters stand at present, there are many schools where, because of the patron's indifference, the authority is mainly left in the hands of the Board. Matters work well enough in smooth weather, but when trouble arises, mischief is sure to follow. That indifference, besides, may disappear at any time, and the locality may resume its legitimate influence on the school. System of no local authority, the State alone contributing.

282. That the State should pay the entire school income, and accept the whole burden of school management, would be a course running counter to all the tendencies of its recent action. There is a third course possible, that it should pay the money, and create local managers by its election or nomination. In the abstract it is perhaps conceivable that it might nominate two assessors to the present local patron for each school, or perhaps better for each parish, representing so far as practicable, separate feelings, but with a common interest in the welfare of the locality. But the number of such assessors for 6,000 schools would be excessive, even if one of them, representing, say, the parents, were elected by the locality itself. Under the denominational system the local authority is ready made. In every denominational school the natural local manager is the clergyman or priest. There is no difficulty in discovering the person to whom local responsibility is to be transferred; the difficulty is in deciding that it should be transferred to him in Ireland. For it is of the essence of such an arrangement that the clergyman should refuse the jurisdiction of the State over everything except the results of secular instruction, and that the teacher, who derives his whole income from the State, should be at the service of the clergyman. I have heard complaints from a few National teachers that they are compelled to teach Catechism on Sunday, in Chapel, for three or four hours, in addition to their ordinary week-day work, and though many of them entertain no objection to this practice, which appears to be exceedingly common, almost all feel that they *must* be useful to the clergyman in whatever capacity, not connected with the school, he may desire. The schoolmaster becomes, in the west, the clergyman's lay assistant. Underpaid as he is now, he is little more than an *adscriptus glebæ*, or beadle. The fact helps to explain the aversion which Protestants entertain to schools under the patronage of the priest. System of local authority created by central, contributing, State. Difficult except under denominational system

283. I do not think that the clergy of the Roman Catholic Church (so few of the others are managers of National schools, that I had no means of forming an opinion with respect to their feeling on the point) desire that this relation of subservience should be less distinctly marked. After consideration, not one of them has expressed himself willing to give up any part of the absolute power he now possesses as patron. I was struck by the view that several took with respect to a question of administrative detail. One master had complained bitterly that "three or four weeks will often elapse, after the salary is due, ere it is paid; when it arrives you proceed to the manager's *Kitchen*, and remain there like a pauper till the manager is apprised of your business: he may not be at home at that time; well, you must call again, and again, reluctantly of course, until at last, the coveted order is delivered into your hands. Why not send the order at once through the post, to the teacher; it won't enhance its value one whit by passing through the manager's hands?" I put this question once or twice, and the answer I got was that it would be a real injury to the teacher, because, as matters stand, the manager often advances money to pay the teacher's shop bills before the order Unwillingness of clerical patrons to resign part of their power.

comes; and shopmen frequently allow the master things on credit, knowing that all the money will pass through the manager's hands, and that though he cannot absolutely confiscate it, he can see that they are properly paid. When I asked whether there might not be some advantages, in having a class of men able to pay their way decently, instead of being suspended all their lives in this manner, between the patron's charity and the shopkeeper's mercy, I was told that they were quite independent enough at present.

284. I cannot say that I think that it would be advisable to constitute the teacher a mere servant of the State. I see no reason, on the other hand, that he should be handed over as property to any other single citizen. In some respects, I think the clergyman the least suitable citizen of all those who could be nominated. He is the least responsible to public opinion, and the least willing to render an account of the motives of his actions. Under a church which regards him as, by virtue of his office, the sole dispenser of essential sacraments, and which considers him bound to an implicit obedience to his direct spiritual superiors, he recognises no authority in the feelings of his parishioners, and looks to no tribunal but that of his conscience or of his bishop.

Local Committee of three members.

285. A body of three local authorities, of whom he would always practically be one, and generally the most influential, could act with emphasis enough upon local questions, independently of the Government, and it would, at the same time, have something like a real responsibility for the exercise of its power.

Or of two.

286. An alternative form of government would be a board of two instead of three members—the one representing the church, the other the laity—the one the clergyman of the majority of the frequenters of the school—the other, a layman appointed by the Grand Jury or the Crown. Wherever they differed on any question of sufficient importance, say as to the appointment or dismissal of a teacher, a reference might be made to the Head Inspector of the district, an officer of dignity, capable of taking responsible action in delicate circumstances, not brought into constant and immediate contact with the schoolmaster whose interests would be largely in his keeping, and yet with free access to the entire record of his career, as it is preserved by his lieutenants, the District Inspectors.

Objects to be attained.

287. I offer these suggestions as, in the circumstances of West Connaught, apparently the most likely of those I have had to consider, to secure the two objects which I conceive it necessary to keep in view—1st. That the teacher should be secured in a position of much greater independence—and 2nd. That there should, notwithstanding, be preserved some effective local control over him, capable of decisive action, on local grounds alone. I think it necessary to secure both these objects, and equally necessary that the education payments should be increased by at least a third of their present amount. By what measures all these ends might be attained at once, it is not for one so little acquainted as I am officially with the general, social, and financial condition of Ireland to suggest. Whatever it may be thought proper to do, will probably be done systematically and for the whole country. The alternative suggestions which have appeared to me feasible, refer of course solely to the West Connaught district, within which my instructions confined me.

Evening schools discouraged—*a.* By a rule of the Board.

288. There appear to be no evening schools receiving the grant of £5, which is offered by the Board to National teachers. There seems, indeed, no demand for them for more than five or six months of the year, and the £5 is understood to be given only when the school has been kept open for nine months. During the winter months a reasonable average attendance could very frequently be kept up. I am assured by many of the masters that great good would be done by such winter schools, and that pupils in abundance are to be had for them, generally eager to learn, and willing to pay. As it is, a considerable number appear to have been kept open for two or three months. There is another hindrance to their diffusion, which is still more serious than the fact that the masters get nothing but fees for the extra work which they involve; namely, that all through youth and middle age, teachers are liable to the perpetual re-examinations I have described, and that they appear, as a matter of fact, to be generally preparing for something of the kind. If there were nothing else against that system, the fact that it makes evening schools almost impossible would be enough, in my opinion, to condemn it. It is not necessary to exaggerate their advantages, or to refuse to allow that the positive results which they produce are often disappointing, and always difficult to ascertain with precision—which, by the way, is by no means the same thing, although it is apt to appear the same to a person engaged in inspection. But with all their drawbacks they supply wants which can be met in no other way—they help to fix the education, which has only been partially completed in the day school, they give a second chance to the youth who has been neglected, and they are a proper source of extra income, obtained by the practice of their profession, to a body of underpaid men.

b. By examinations to which teachers are subject.

Land question and school attendance.

289. A considerable number of my correspondents, and a great many teachers, have expressed themselves very strongly as to the influence which the want of fences between the small holdings of the tenants, or along the road-sides, exercises in preventing regular attendance. The children are needed to herd the cows, or to watch the geese, and to prevent trespassing. There is no doubt that this cause operates as it is said to do, and that its effects are really considerable. How it is to be removed, or how its effect is to be diminished, is of course a question connected with the gravest political difficulties of the country. I need scarcely do more than refer to what the Rev. Mr. Malone, P.P., Belmullet, and the Rev. Hubert Fineran, C.C., Tully, have said about it in the appendix, pp. 171, 174.

290. I do not think it necessary to direct attention to numerous matters of detail in the administration of the National system, in which I should be disposed, from what I saw, to fancy that improvements might be made. The experience which its own Inspectors collect for the Board continually, is of course infinitely more valuable upon such points than anything that I could gather during my short visit.

Compulsory school attendance.

291. In view of the extraordinary disproportion between the number in average attendance, and that of individual scholars during the year—one to three in all Ireland, three to ten in Connaught—it is often urged that the State ought to enact provisions compelling attendance. I cannot think that the question is at present much worth discussion. The principles on which it gives its grants are too fiercely disputed—and it is too uncertain how any alterations in these principles that might be adopted by Parliament would be received by the community. Compulsory education, at least at present, is out of the question. No one could recognise the "private" schools which I have described, as places, attendance at which might be accepted as satisfying the requirements of a compulsory law. No such law could fail to insist on the children's attendance, under penalties, where there was so excellent and so well-provided a school-room as some of those which are under the displeasure of the church, and which remain, in consequence, not over filled with pupils. It would inevitably break down in presence of the fact that the Roman Catholic Archbishop of the diocese enjoins absence from the latter as a spiritual duty, and enforces it by spiritual penalties, more serious to many than the worst which the State could inflict. So much for compulsion under the present system. Any total change of it would unsettle so much, that it would require a considerable time before any one could be clear how the new arrangements might commend themselves to the community. It is only after experience has informed us upon this point, that it could be worth while to discuss the propriety of enacting provisions compelling attendance at school.

Feelings of discontent alleged to prevail.

292. After a conversation of some length with a young teacher who had a large circle of acquaintances, I mentioned the statement that Fenianism, and more generally feelings of disaffection, had been said to be widely prevalent among the masters. He replied that he had often wondered that there was not more of that kind of feeling; but that no doubt I knew that the National Board had proved in their report for 1867 that there was

extremely little ground for the numerous arrests that had taken place. So far as his experience and knowledge went, he was convinced that very few teachers had taken any direct part in the Fenian movement. I pressed him a little, and he said that if I wanted his candid opinion on the subject he would say that he thought there was less of the feeling he was going to describe among teachers than might reasonably have been anticipated from their circumstances, but that he had no doubt that it existed, and that to a considerable extent. Who were these teachers about whom I was asking? An enormous number were very young men, somewhere above seventeen, set down solitary in the middle of a wide tract of country, paid rather less than one shilling a day, with a position than which there was probably none in the world more precarious, for they could be turned away at a moment's notice by their manager, or at a day's warning by their Inspector; ill-clothed, ill-fed, and miserably lodged, often three or four miles away from the school, to and from which they trudged night and morning, winter and summer. They had no social standing, no one opened his doors to them except the labourers and smaller farmers. It was easy to lay down the law in such houses, to read the newspaper, or to retail bits of the leading article; and to become popular fellows they had only to echo and enforce the opinions common among these classes of the people. Whatever foundation there might be for these opinions, the commonest of them all (it was almost universal) was that England was a hard stepmother, that the evils of Ireland were mostly due to the English connexion, that she encouraged the rich and crushed the poor, that she wanted to root out their religion and their patriotism, and to banish the Irish people. Often enough, of course, the teacher shared these feelings. At all events he thought himself shamefully paid, and he considered the Board to be a hard master, inspecting him in season and out of season (five times a year on the average), and suspecting him constantly. His position was such, that though he would not willingly cut away the branch on which he sat while labour was so scarce, he would have almost a sense of relief were it cut away from under him. Naturally, the man became reckless. He knew many such men who had become so. It *might* not be quite fair, but they held the Board responsible for most of their sufferings, and what was done by the Board was charged on the Government. The view that the British Government, afraid to meddle with Irish matters more than it could help, contented itself with decreeing that there should be Irish education, and confined itself to cashing the cheques drawn by a select body of Irish gentlemen appointed to administer it according to Irish ideas, never entered their heads. It might be stated on paper—he did not know what the idea in itself was worth—but if the British Government imagined that it was not held fully responsible for the whole system and all the workings of it, it made a great mistake. The teacher was very much discontented; he held the Government responsible; discontent and distrust of the Government were in the air, and his mind was just the soil (as I might see for myself) in which such feelings might take root. The indulgence and expression of them was just the way to give him the prominent position in the society to which he was limited, which he thought unfairly denied him. It was his readiest consolation; it might sometimes be his revenge. He believed that this was a most dangerous state of feeling for society, and these men, in whom neglect was nursing it, had enormous influence on the future. He wondered that there was so little of it, as he thought there was; but it was *not* confined to the younger teachers. I must remember that a grown man with a wife and family was not more content with an income of 10*s.* a week than a young unmarried man with 6*s.*

Statement by a teacher.

293. I repeated this statement more than once to Roman Catholic clergymen and others. One of them, who had been familiar for more than a generation with the schools, and with all the circumstances of a considerable tract of country, said that it was God's truth the man had told me, whoever he might be. No one to whom I spoke of it thought it at all exaggerated or untrue. Many things I saw in the country led me to think it both true and moderate. There is a wide-spread feeling of discontent among the teachers. I have nowhere found any particular gratitude to the Board or to the Government. It is admitted that their inspection does much good, and prevents abuses. But its tone and spirit is one of perpetual suspicion, and every now and then an Inspector pays some teacher an unwelcome number of incidental visits. The number possible is quite unlimited. One master, for instance, tells me of twelve in a year, and the man is in a condition bordering on mutiny. He was in the police before, but he cannot now understand how he was so misguided—he married a teacher, and became one himself. In his old service he used to be under regular inspection and supervision, but it was Paradise to this. He has several children, but he would far rather make them policemen—rather simple soldiers—than bring them up to be in terror of their lives. This is a master with a fair school, with half a dozen premiums for order, efficiency, &c., and with a good local reputation and position.

How far reliable.

Some causes of feeling.

294. It is this tone of suspicion and distrust which, more than anything else, has prevented the teachers from feeling the amount of gratitude towards the Board that might have been expected from them. No doubt, poor as the salaries now paid are, those who did the work of elementary teaching in Ireland when the Board commenced its operations received a good deal less. If they were of the same type as the hedge-school men of the present day, they deserved no more than they got, however small the sum was. But the new men are more or less skilled workmen, and their payment is felt by themselves to be, what one of their number—himself a fairly paid man—calls it, a National disgrace.

295. At a very early period of my inquiry, the facts which presented themselves to me made me turn my attention to these questions. I had read, with a little surprise, in paragraph 60, in the 33rd Report of the National Board, "that the total number of cases which have come under our attention connected (however remotely) with the Fenian conspiracy, is forty-seven." I found that five of these cases had occurred in Mayo and Galway, and I felt that it was my duty to endeavour to ascertain by proper inquiries whether they threw any light on the general question, either of the connexion of teachers with Fenianism or of their supposed feeling of disaffection towards the State. I wrote on the subject, to Father Finn, of Ballaghaderreen, a short note intended to show that I was anxious to ascertain where there were materials for an opinion on this general question, and that I had no desire to make inquiries into any individual cases except in respect to it. The master about whom I wrote to him, and who had been in a school under his management, had gone to America, and the following letter which he addressed to me bears upon several points besides those directly connected with the subject of my inquiry. It would be difficult, however, to select portions of it, and it deserves very serious attention, not only in itself, but because it expresses feelings common to the great majority of the Roman Catholic clergy in West Connaught.

Number of teachers arrested on suspicion of Fenianism.

"Ballaghaderreen, July 14th, 1868.

296. "Sir,—In your letter of the 11th inst., you inquire, for the information of the Royal Commission, to which you are attached—First, how far feelings of disaffection may have been prevalent among National teachers, and Secondly, whether, in the opinion of competent persons familiar with their circumstances, there are any real grievances, or causes justifiable of discontent with their position or treatment, which might give rise to such feelings? In reply to your first question, I beg to say that, at all events, in this part of Ireland, there is, in my opinion, a very general, if not universal feeling of discontent and disaffection prevalent among National Teachers. But in expressing this opinion, I do not mean to give you to understand that any National teacher is more disaffected than the great bulk of the people among whom he resides, except so far as his superior education makes him feel wrongs and injustice more keenly; or that any National teacher is a Fenian—a few may be so—but all are disaffected. The rule of England has hitherto failed to win their hearts and their

Letter from Rev. M. Finn, P.P.

loyalty. In reply to your second question, I must say that this disaffection on the part of National teachers is owing to real and long standing grievances. Their position as teachers has not blinded their eyes nor blunted their intellects, and their connexion with the State has not caused them to forget that they are Irishmen. They are well educated men, holding an equal, if not better, position in society than an artizan, and whilst they are required to do a work not less laborious, nor so pleasing as that of the artizan, they must ordinarily do it for half his remuneration. You may say the remedy for this should be sought, not at the hands of the Commissioners of Education, but rather through local subscriptions. I wish the circumstances of Ireland were so altered as to allow this, but in most localities it would be altogether impracticable. We have scarcely any resident gentry—our landlords are absentees, or if resident are prepared to make little or no sacrifice towards the education of the people; those that are left to us—the little shop-keepers, and little land-holders, and labourers, are very poor, and to apply to them for subscriptions would be useless. In proof of this let me instance to you, that our teachers in the parish which I administer receive fees, say a shilling per quarter from each of about half their pupils. Were I to strive to supplement this by the proceeds of a charity sermon, or some of the other modes of getting up local subscriptions, I very candidly assure you, the result would not be £20 in the year; and what would that be for ten National schools, with twenty-two teachers and assistants? I may here add that this parish has less to complain of as to landlords, than perhaps any other in the west of Ireland, yet our people are poor as are the people of Ireland, because the social system is very unsound—and so long as our people continue poor, their teachers, depending on them, will be poor also.

297. "The people of Ireland have got more than sufficient reason to be poor. Absenteeism drains the country of its money, and places an unfair obstacle to employment—our landlords are so one-sided and unjust, that the man who would employ his capital in improving his farm would be an idiot—we have no means of getting up lucrative trades and factories, and when we had these working and flourishing, the jealousy of England annihilated them. Many thousand Protestants fill at home, in England, and the colonies, well paying situations, owing to having got a first-class education, and from such education, as it is at present afforded, the people of Ireland are excluded by their religious convictions. Our people have these, and hundreds of other reasons for being poor. They justly charge England with this poverty; and I can see no reason why teachers sprung from the people, living among the people, identified in interests with the people, sharing deeply in the people's adversity, and reading, with the minds of well-disposed and intelligent men, the wrongs and injustices perpetrated on the people, should not be discontented and disaffected—and discontented and disaffected they will continue so long as Ireland is governed, as for centuries it has been, for the advantage of the favoured few, to the detriment of the nation. Then to sum up. First. National teachers are discontented and disaffected on account of the small and inadequate remuneration they receive for their services, and this remuneration, whilst it depends as it does, in part on the payments of the people, must continue poor and inadequate so long as Ireland is ruled as it is. Second. National teachers are discontented and disaffected, because they and their children, owing to the dangers of faith and morals to be met with in the State colleges, are excluded from all the advantages and preferments of first-class education. Third. National teachers are discontented and disaffected, because, as intelligent, educated men, they can hardly discover any hope for their country if it continue to be ruled as it has been for centuries—and reading, as they do, the countless wrongs that have been inflicted on Ireland in the past and up to the present, they would not have the hearts of men if they were well affected towards their oppressors.

298. "Sir, I have now answered your questions fairly and candidly. If, in any of my observations, I seem to you rather hard on the English rule of Ireland, or show warmth of feeling, I can assure you it is justified by cause. I am no Fenian, and have no desire for the horrors of rebellion; and it is, therefore, I wish to say through you, to the Royal Commissioners, that though National teachers are not Fenians, or disposed to give up their peaceful avocations, still, that they and the people of Ireland generally, are at present dreadfully dissatisfied and disaffected. As the questions you have asked me to reply to have reference to a large, most useful, and intelligent class of Irishmen, whom I would not like to injure in thought, and much less stab in the dark, I owe it to them and myself to publish this communication.

"I am, Sir, your obedient servant,

"M. Finn, p. p.

"William Jack, esq."

299. There is only one passage in this letter to which I venture to call especial attention. It is that in which the writer says, that "their connexion with the State has not caused them to forget that they are Irishmen." I make no attempt to infer the writer's individual opinion, when I say that it is frequently asserted and believed by Roman Catholic clergymen that the whole aim and purpose of the Government system of education is to "denationalize" the country. There is nothing, I think, with which the Board can be less fairly charged, as any one may convince himself by a perusal of their new reading books.

Opinions of magistrates.

300. In the course of my inquiries I called on two stipendiary magistrates. One of them was convinced that there had been very little organized Fenianism in his part of the country (where two of the five cases had occurred), but he was thoroughly persuaded that the sole reason was, that there was a universal conviction of the hopelessness of the prospects of a rising. He believed that the people in his district had somehow become convinced that their great salvation *might be* in the separation of the connexion with England, although they had no clear idea as to the way in which the benefits which they expected would come. The other said, that he had no doubt I must have seen that the National teachers in his neighbourhood were a low class of men, rough, ill-conditioned, turbulent fellows. In his opinion no public confidence sufficient to support the system permanently could be hoped for so long as that was the case, and if it really was essential that the class of teachers should be improved, their labour must be rewarded by better payments. A great many had been charged with Fenianism. No doubt the offence had been brought home to very few of them, as had been the case with other classes similarly charged, but it was perfectly known to every well informed person that they were apt to be centres of disaffection and disturbance. The half educated fellows of the district brought them the newspapers, and every kind of cheap sedition they could get hold of, and they read them aloud for them, and illustrated them by commentaries of their own. I repeated to him the statement which I have given above (§ 292), as to the young teacher, settled in a lonely district, in a position beneath "respectable" society, but with cabin society at his command. He said that he had no doubt that it was perfectly accurate, and that the staple subjects of his declamations would certainly be Nationalism, and abuse of England and the English.

The teachers concerned.

301. I was informed that one of the five teachers, had been re-arrested on suspicion, the week before my visit—he had not however been acting as a schoolmaster for a considerable time; two had emigrated to America, and a fourth was believed to be there. I saw one of the five, and the sister of another.

First.

302. The one I saw was not a contented man, and considered himself to be miserably paid. His school-house is his own property and is in very bad repair. The management appears to be only nominal, and there are no subscriptions. The tenant right question came up in a curious way in his case. The Board, although perfectly aware that everything that is laid out on "requisites" comes from the teacher's salary, insist on seeing matters in the light of the management theory. New desks have to be put in, or it is reported that a clock is required. The master really buys them, but they are supposed to become instantly the property of the patron, who can turn him out of doors. The master must keep the children properly supplied with books, at the reduced prices, and he sends up perhaps for £1 worth. Should he die, or be dismissed before they have been used up, they are left in the school and cannot be taken out of it except by the patron's permission. The patron concerns himself with none of these things, and he may, of course, if he think fit, refuse to pay the value of the remaining stock, and may hand it over to the new teacher, if it pleases him to do so. The desks and the clock would generally be dealt with in this way. The money has already been paid for them, and it was known when it was paid that there was no security. This schoolmaster refused to supply new books, a

clock, or new desks, without a guarantee that when he left the school he should be paid the fair value of these improvements, so far as they might be unexhausted. No such guarantee was forthcoming from any body, and matters apparently rest there. His claim seems to be a perfectly just one, but in the curious position in which he stands to his two absolute masters, the Board and the patron, he has not got it recognised by either of them. The former is so well aware of the fact that managers usually decline to trouble themselves about the "sale stock" of books and school requisites, that it has a rule referring to the case "when the teacher of an ordinary National school advances from his own resources the amount of an order for requisites," and its theory on the point must be that it is the teacher's business to guard himself somehow in his contract with the patron. In the west of Ireland I never heard of such a thing; and, indeed, a contract, the fundamental condition of which is that the "local patrons (or managers) have also the power of removing the teacher of their own authority," could hardly, in any circumstances, protect the latter against the former.

303. The master, whose sister I saw, has his history written in the Inspector's Observation Book. He was twenty years of age in 1862, when, I think, he was classified, and from which time I followed his story. His salary was £18 a year. He obtained classification (III^{e}) at his first examination, and as the attendance was high (about 50), and his class too low to allow him to have monitors under him, he was always hoping to be summoned for another examination. He appears to have considered the Inspectors unreasonable in requiring good proficiency so long as he had no monitors. The schoolhouse is an unwieldy building, in bad repair, in an exposed situation, and it takes £4 a year on an average to keep it in decent condition. It would require about £3 more to supply it properly with sale stock, the money for which goes out in a lump sum, and comes back, when it does come, in halfpennies. All these expenses fell on the teacher, and they did not leave him much out of £18. As far as one can make out, the Inspectors insisted that he should do reasonably good work and keep the school-room in proper order. He replied that he could not do so without help, that he was giving them full value for their money, and that somebody else, whoever else it might be, and not the teacher with his £18 a year, ought to spend the £5 really needed on the school. Here are a few of the entries which he found written in the Observation Book, when the Inspector's visit was over:— Second.

"July, 1862. Notwithstanding repeated suggestions, I find the school and pupils badly supplied with books, stationery, and other requisites. The retrograde character of the school may be attributed in part, at least, to the deficiency of the necessary books, &c. I cannot understand how the teacher expects to be retained under the Board, or to escape fines, at least, while his school is so unsatisfactory."

"11th November, 1862. The teacher should use every effort to improve himself and his school. It is unfortunate to see so young a man with so little zeal."

"11th February, 1863. Former suggestions still applicable. I am sorry to see the very low character of the writing in this school. The proficiency is generally very low; still I observe some symptoms of an improvement, &c."

"It is useless to leave suggestions. Those left at former inspections have not been acted on, &c. &c."

304. At intervals, the book contains complaints that the walls are still damp, that thatching is required, that a sale stock should always be kept on hand, that the ceiling is out of repair, that the desks and the woodwork of the windows require repair (he had to pay 10*s.* for half a window which a gale drove in), that the ceiling is much in want of repair, that the ceiling is in a state dangerous to the lives of the pupils. The mistress, who succeeded him, adds, that it really was so for two years, and it became at last so intolerable that, even during a period when the Board had suspended payment of her salary, she was compelled to put it right.

305. His patron, a Roman Catholic clergyman, who has six National schools under him, thinks that the male teachers are, as a body, discontented with their pay and position. It it easy, I think, to read the feeling of one of them in the passages I have extracted, and which are repeated, with monotonous iteration, three or four times as often. I make no question of the judgment of the successive District Inspectors. But it is possible to understand his feelings on the other side. He is a young man of twenty, of some ability, struggling with the Board, on how much less than £18 a year (or 1*s.* a day) he is to be forced to sustain life, and how much in return he is bound to give, in honest labour, for that sum? In his view they insisted on his teaching fifty children, well, for about £13 a year, or 5*s.* a week, and he seems to have thought he owed them a very limited amount of service for the most he could get from them (£18). The altercation appears to have gone on, very much as might have been expected, the Board reiterating their view about once a quarter, and punishing him four or five times by official reprimands, addressed from Dublin; he doggedly offering them, as I should gather from the Inspector's observations, the same minimum of work. Then he was arrested in 1866. After his liberation he left the country; and was re-arrested again on suspicion—which nothing, I believe, was found to support—about ten days before I visited the school.

306. I talked with some reliable persons who were personally acquainted with another of the five teachers. They did not believe that there was any touch of Fenianism in him. On the other hand he appears to have been deeply tinctured with the common belief to which I have referred, and to have been convinced, like the archbishop and his clergy at Castlebar (*infra*, p. 390) that remedies, which did not include, "above all, the repeal of the Legislative Union," were "too late." That is a settled conviction with some of the teachers, and every grievance of which they complain tends to deepen it. They judge the spirit and temper of the Government by their own treatment by the National Board, and they charge Parliament with their miseries. Third.

307. I do not bring any charge of disaffection against the teachers of West Connaught, as a body, in saying that I think I have seen enough to convince me that the feelings, of which the teacher whose conversation I have reported spoke, exist to some extent. But I have not the slightest doubt that the causes, to which he attributes them, are present in abundance, and that they are in themselves not unlikely to create such feelings. I doubt whether I found a single National schoolmaster, so far as I gave him opportunity to express himself, contented with his lot, or with the Board; and as people form very decided opinions of their neighbours from the treatment they have personally received from them, it is serious to know that the teachers attempt no distinction between the Board and the Imperial Government. What effect an almost universal sentiment of that kind may produce, it is needless for me to say. If it be founded on substantial grievances, I think it is of the utmost importance that a serious effort should be made to remove them. Until that has been tried, it seems scarcely worth while to consider at whose door the responsibility for the present state of things, should be laid. General conclusions.

Chapter IV.—The Religious Question.

308. One of the most important statistical questions to which my attention was directed, referred to the extent to which "mixed education" actually exists in the National and other schools. Extent to which mixed education prevails.

309. It is frequently said—I do not doubt that it is, in a considerable degree, true—that in Achill, where 41 children, of parents at present Roman Catholics, are found present, with 171 of the Established Church, in 8 schools; and in the Irish Church Mission schools, where of 984 children on the rolls in 28 schools, 604 are the 1. In Mission schools.

2. In Presbyterian.

children of Roman Catholic parents, the mixture of religions is due to the temporal advantages offered as the reward of school attendance. As far as I could learn, no such rewards are offered by the Presbyterian Mission, yet in 16 of their schools I found 106 Presbyterians, 76 Episcopalians, and 191 Roman Catholic children. On the one hand, there is much less of the spirit of proselytism apparent in them than in those of the Achill or Irish Church Missions, and on the other, they offer no inducements of any kind except gratuitous education. It becomes still more apparent that there is no violent objection to a mixed system on the part of the people when we separate 6 of these schools, which may be considered as congregational, from the remaining 10.

	Presbyterians.	Episcopalians.	Roman Catholics.
Children in six Congregational Presbyterian Schools .	95	7	5
Children in ten non-Congregational Presbyterian Schools .	11	69	186

3. In Church Education schools.

310. The Church Education and Erasmus Smith's schools are not supposed to make proselytism their principal object, although they are conducted on denominational principles. Like the Presbyterians, they offer no temporal inducements. They present, however, fewer instances of a mixed system. In all the 12 schools I found 198 Established Church, 43 Roman Catholics, and 5 Presbyterians; and when I add that 36 out of the 48 non-Established Church children were found in 2 of the 12, I need scarcely say that although 6 of the remainder might be quoted as examples of mixed education, they were so to an extremely limited extent.

4. In hedge schools.

311. The absence of any but Roman Catholic children in the hedge schools is, perhaps, to be accounted for in the main by social influences.

5. In Convent and Monastery schools.

312. There is only one non-Roman Catholic child attending the schools of the religious orders.

6. In National schools.

313. The only remaining illustrations of the mixed system are found in the National schools. They are less numerous there than might, perhaps, have been expected—partly because of the great number of denominational schools of every description, which cut off the limited supply of non-Roman Catholic children at its source, partly, no doubt, because the opposition of the Roman Catholic clergy to the mixed system has been so resolute, and because the clergy of other denominations have, on the whole, used their influence in the same direction. A good deal of the reluctance of the Protestant population to make use of the National schools is probably due to the fact that the school has frequently been built either in the chapel-yard or in obvious connexion with the chapel (§ 282). I found about fifteen per cent. of the whole number, or one in seven, National schools, in this position. I am told that, in some cases, the arrangement was a simple consequence of the proprietor's refusal to grant a site elsewhere. Whatever may have been the cause, the effect is just what might have been anticipated. Scarcely one of these chapel-yard schools has a Protestant child.

Statistics showing extent of mixed education in National schools.

314. Of 120 National schools which I visited, I found that 44 contained children of different denominations, and 76 did not. In the 44 mixed schools I found on the rolls 2,885 Roman Catholic, 251 Established Church, and 85 Presbyterian children, or 89·6 per cent. Roman Catholics, 7·8 per cent. Established Church, and 2·6 per cent. Presbyterians. As is to be expected, a few schools help mainly to bring out these considerable proportions; and setting 4 of these, in which the attendance is made up of 48 Roman Catholics, 122 Established Church, and 56 Presbyterians, by themselves, we have a balance of 2,837 Roman Catholics, 129 Established Church, and 29 Presbyterians. The children of these minorities are scattered through 40 schools, and if the National schools were practically closed in their faces, they would have scarcely any chance of education. The union of the Established Church and the Presbyterians would scarcely give a roll attendance of *four* children for each of these 40 schools, even were they disposed to cast aside their sectional differences and to unite as Protestants. One of the four exceptional cases shows an attendance of 69 Established Church and 12 Presbyterian children, and another, 1 Roman Catholic, 10 Established Church, 20 Presbyterians; so that such a union would not be absolutely without precedent. A third has 46 Roman Catholics, 43 Established Church, and 3 Presbyterians; and it is said that as there is no pressure whatever brought to bear by the landlord on the parents of the children who frequent it, and as the priest, who lives some little distance off, interferes but seldom, the case proves that the people care more for good teaching, so long as it is not accompanied by aggressive religionism, than for anything else. One of the gentlemen who has done me the favour to express his views in the appendix—and who, as I gather, is not in favour of the mixed system, says:—"I consider this school as a great boon to the locality. Although the Roman Catholics have been warned not to send their children to it, and threats of religious penalties enforced, I find the children coming out of the adjoining parishes to attend it. The success of this school I attribute entirely to the efficiency of the teacher." It may be fairly quoted, at least, to prove that the people do not object to the mixed system so far as to allow their objections to override such a consideration.

Statistics, reduced by setting aside the more striking examples. One-third of the localities visited show average minority of four Protestants each.

National schools where there is no mixture of religions, two-thirds of whole.

315. There remain 76 schools in 120 in which there is no mixture of pupils. The county of Mayo contained, according to the Census of 1861, about 8,200 Protestants, or 1 to every 30 Roman Catholics. These 120 schools, mainly in Mayo, are nearly half the National schools of the county, and may be considered to represent the supply of such schools for rather less than half the population, say 3,700 Protestants. The Church and Presbyterian schools have on their rolls 492 Established Church and Presbyterian children belonging to that population, and there are others whose social circumstances enable them to attend middle class or boarding schools, which have not been included in my enumeration. The 336 non-Roman Catholics in the National schools (*being 3 as against 5 in the schools for their own denominations*) are numerous enough, I think, considering these drawbacks, to prove that there is a large number of children, although no doubt they are but a fractional per-centage of the whole children of the county—for whom their own denominations have been unable to provide separate teaching, and who would remain ignorant, if the doors of the mixed schools were closed to them. The churches indeed have done everything that could have been expected of them. Wherever there is an attendance sufficient to make a school possible—*e.g.*, the ten Church schools I saw, had on an average 13 children present in each—they have established one; but there are 40 districts (1 out of 3 of the entire number visited) where a minority unprovided for by them, exists, and where the average of that minority *on the roll* is not higher than 4. It is obvious that no separate school could possibly be maintained for such a maximum of children.

Of every eight, three in National schools, five in Protestant schools.

Statement of question.

316. The question is, whether the majority suffer an intolerable deprivation of their liberties in the maintenance of the mixed system to secure the privileges of this small number of their opponents, or whether the number is so small that the legislature ought to neglect it, even if the regulations necessary to provide for its protection only put the majority to inconvenience.

317. The answer must be considered in connexion with that which my facts give, as to the source from which the money payments for the majority and the minority alike proceed. Whether the income of schools may be considered to come from Irish, or from Imperial taxation, it is distributed by the State which is bound to do equal justice to all its subjects. The majority has as much *right* to be fairly considered as the minority has, and no more. It is scarcely entitled to complain although the State, which pays seven-eighths of the money,

Seven-eighths of the payments made by State;

decides to deal equally with all, and indeed it is but little of the remaining eighth which is paid by those whose demand for "free education" is loudest. The voluntary subscriptions are given by the landlords; the fees are paid by the parents—and neither of these parties do much to support the cry. The landlords, so far as I could discover, were all but unanimous for the mixed system; the people showed a languid preference for the denominational, but it did not appear to be looked upon as much of a people's question. one-sixteenth by landlords; one-sixteenth by fees.

318. Some of the landlords indeed, would be willing to go further and demand a secular scheme, excluding religious teaching from the school by express enactment, and leaving it free to the religious bodies to secure it in any way they might prefer. Such a system could scarcely be more vehemently opposed by the Roman Catholic clergy than the present; but I do not think that it would be so little objectionable to the bulk of the people. The teachers of the mixed schools which have fallen under the displeasure of the clergy, and the parents who support them, urge continually, with an earnestness which appears to me to show how important the argument is, both in their own mind, and in the public feeling, that the pupils are taught their Catechism as freely and carefully as elsewhere, and know it as well. The clergy on the other hand, reply simply that these schools are inhibited, that the Church has pronounced against them, that they are a device of the Government to proselytize in a way so much subtler than that of the "Soupers," that plain laymen must not be surprised though they cannot see how it is done. The relative positions of the clergy and their flocks would be entirely different if it were possible to deny that the children actually receive the religious impressions that come through Bible Narratives, and Catechetical teaching in the regular daily course. All that I could gather, led me to think that the people would feel as hostile to "godless" or "secular" schools, as their clergy show themselves to those under the mixed system. A SECULAR SYSTEM. Objection in popular feeling.

319. The theory of the present plan is very simple. In the view of the State, the teacher and the school may be regarded as wholly secular. Its payments to him, and its grants in aid of building and maintenance, may be considered equivalents for the secular work which he does, and which is impartially open to the entire community. On the other hand the schoolmaster is, in fact, generally a member of the religious persuasion dominant in the locality, and when he is not so, he loses so much of the influence he ought to have, that prudent patrons almost always consider the fact in their appointments. The State, which makes no claims on his time after his school hours, does not object to the patrons making a private arrangement that he should also act, without extra pay, as religious teacher to the children of his own persuasion, or to their lending him the school to enable him to do so. It stipulates, that wherever the minority or their guardians can secure for them a separate religious teacher, he shall have an equally free access to the children and the school under the same conditions, *i.e.*, at times not interfering with the common secular work. All intermixture of secular and religious teaching, except in a way specially prescribed and admitted beforehand, viz., through the numerous lessons in religious history and biography in the reading-books (about a quarter of the entire bulk of which is occupied with Scriptural Narrative), is absolutely forbidden. That on the present system the State is not responsible for religious teaching.

320. It is certain, on the other hand, that the seventy-six unmixed National schools are not now conducted precisely as they would be under a denominational system. There would be "images," and the pupils and their parents would probably prefer that there should be "images." There would be short prayers or acts of worship in the middle of the day, and, in fact, everything would tend to bring the school and the chapel into harmony. One of the advocates of "free education" is said to have declared it to be his object that there should be no more question as to Ireland "continuing for ever a Catholic country," and the people of that persuasion in the country would have no objection that it should be so. It appears to me that the State would be as little justified in taking steps to secure that end, as in attempting to convert a Catholic country into a Protestant one. It is a different question how far the fact that a certain policy, justifiable or necessary on independent grounds, may tend towards such a result, ought to influence it with respect to its adoption. A deliberate attempt to convert the minority to the religion of the majority, by closing the only available schools against their children, would be as unfortunate and as unfair in its way as a like preferential action in favour of the minority. But that she is responsible for the exclusion of "emblem" teaching from Roman Catholic localities.

321. The relation in which the schools of the National Board stand to the Roman Catholic Archbishop and Bishop of the two dioceses within which my work mainly lay, and latterly to the other bishops of Ireland is exhibited, so far as it is known to me, in the following narrative. On January 11th, 1860, the Roman Catholic Archbishop of Tuam issued the following circular to his clergy, which I quote from the *Mayo Telegraph and Connaught Ranger*:— ARCHBISHOP M'HALE'S OPPOSITION TO MIXED SYSTEM. 1860.

"St. Jarlath's, Tuam, January 11th, 1860.

"REV. DEAR SIR,—With a view to adopt the most effectual means to abate the evils of mixed education, now so deservedly and generally deplored, we require answers to the following questions:—First, are there National schools in your parish (and if so) how many? Second, of these National schools are there any vested in the corporate Board of Education, and if so, which are those schools? Third, who are the patrons of the several schools in your parish? Fourth, who are the Inspectors? Fifth, the National school being conducted on the principle of mixed education, whether the schools in your parish be mixed with Catholics and Protestants, or whether they consist generally of exclusively Catholic pupils? Sixth, what portion of time is allotted each week for religious instruction, and by whom dispensed. Seventh, whether any of the masters and mistresses who may dispense religious instruction have been trained in any of these Protestant or mixed institutions, where the ordinary or the clergy had no opportunity of ascertaining their fitness to direct the moral and religious education of Catholic children of this diocese? Eighth, do you know any of these Inspectors of Catholic schools to have been educated in, or to be connected with, the Queen's Colleges, condemned by the Church? Ninth, how often in each month do you visit these schools? Tenth, are there any of your flock sending any of their children to the condemned colleges above alluded to? Eleventh, how many Catholic schools of every description in your parish connected with the National Board.

"On account of the vital importance of this subject, your distinct answers to these questions will be expected before the 24th of this month.

"I remain your faithful servant,
"✠ JOHN, Archbishop of Tuam."

322. In a pastoral addressed to the Very Rev. and Rev. the clergy, and faithful of the diocese of Tuam, dated on the Feast of St. Bridget, 1861, and published in the *Telegraph or Connaught Ranger* of February 6th of that year, the Archbishop writes:— 1861.

"The ready replies which you have all sent to the several questions contained in our recent circular require that we should not omit to direct your particular attention to that which should be more properly called Government education. These questions, together with the information which you have supplied upon this all important topic, are so connected, not only with the religious faith of the people, but also with their dearest domestic and social interests, on which they have an intimate and influential bearing, that at present we can but merely glance at them. The first and greatest anomaly of the system, especially in this diocese, and over the entire province is, that nearly in all the schools the children are entirely and exclusively Catholic, a circumstance so far favourable, for which we are not beholden to the National Board or to the Government. But our obligations to them consist in this, that out of an immense sum entrusted to the National Board not a penny is expended on Catholic education, but on the unrighteous condition of subjecting the children to the discipline of a mixed education, and depriving them of that valuable instruction which it is the work of the Catholic Church as it

is our duty to impart. Contrary too, to the principles of the Catholic Church, and the rights of the episcopacy, that Board assumes in theory and exercises in practice such a control over books and teachers, that several of their books, utterly worthless, and others leavened with heresy and offensive to Catholic morality, have been circulated in these schools.

"The authority of the Catholic Church, and of its pastors, over those agencies and instruments of education, is disowned by the Commissioners; and their officials, encouraged by the prospect of increasing salaries in proportion as they promote the views of an Anti-Catholic government, labour to root out of the minds of the little children the affectionate reverence for their pastors, which has been such a distinguished feature in the character of our Catholic people."

323. This passage, I believe, fairly contains the Archbishop's case. His decision upon it is:—

"What, then, is to be done? To bestir ourselves, and to be girt with our spiritual armour. You will not, henceforward, be writing to those Commissioners for any new schools, as suppliants for a boon, receiving their arbitrary and penal conditions without inquiry or remonstrance, and without first, in every such case, consulting your ordinary. And next, you will not send, henceforward, any master or mistress to be trained for any of the schools without a similar reference, and without having his written sanction. We may then state, at more length, our reasons for those preliminary measures. For highly-qualified teachers, to conduct elementary schools, the young men already educated in your National or other schools, and particularly the young men educated by the Christian Brothers in Tuam, can furnish a sufficient number. And as for female teachers, they can be supplied in abundance from among the young women educated in the schools of the six convents of this diocese, entirely unconnected with the National Board, and free from the taint of its dangerous teaching."

1862.

324. In the same paper, under date March 5, 1862, the archbishop again says:—

"By certain collections throughout the diocese, Catholic schools are multiplied, Catholic books are circulated, the evils of an anti-National system of youthful instruction are much diminished, and a home education, racy, as it is termed, of our own religion, our language, and our land, in despite of perverse centralizing influences, protected and encouraged. In our last pastoral instruction, we required that, henceforth, no teacher from this diocese, either male or female, should go to be trained in the metropolitan model school, the most active centre of all the evils of that mixed education, so frequently condemned. This is, as yet, but an essay of the extent to which we mean to carry our opposition to that unhallowed system, and its executive central Board of education."

Endorsed by hierarchy.

Schools opposed:—

325. I am informed that the inhibition was unanimously adopted in form of resolution by all the Roman Catholic bishops of Ireland, at their meeting in Dublin, on the 6th, 7th, 8th, and 9th of May, in the same year. The Archbishop and the Roman Catholic Bishop of Killala, the Most Rev. Dr. Feeny, the only other Roman Catholic prelate whose diocese I visited, appear to object—

1. Schools vested in Commissioners.

(1.) To schools *vested in the Commissioners.* These are built by a contribution of two-thirds from the State and one-third from local subscriptions. They are maintained in repair by the State. There is a local patron with the usual powers. The fundamental regulations of the Board guarantee and stereotype their connexion with the state system. Such schools are now opposed under all circumstances. Mr. Mitchell Henry, of Kylemore, is building new schools of this character for a neglected population, and means to support them by subscription and superintendence. He offered the local managership, under himself, to the Roman Catholic clergyman, but it was formally declined (p. 416). The case of Mr. George Clive, at Ballycroy, to which I shall refer later (§ 399), illustrates the position assumed on both sides.

2. Schools vested in unsuitable trustees.

326. (2.) To schools *vested in unsuitable trustees.* Schools vested in trustees are built like the former class by help of a two-thirds contribution from the State. The trustees are proprietors of the school, and it is *their* duty to keep it in proper repair. The school-building is "for the purposes of National education." It appears that, in both forms of vested schools, the property is (not necessarily but practically) conveyed for these purposes for ever, except in case of repayment of all public moneys spent on the building, but the hierarchy appear to think that the power of the trustees is so considerable, that where they are originally so chosen as to be agreeable to them, they will not interfere with the school. Persons proposing to found schools naturally prefer the other arrangement, which entirely relieves them and their estates from the maintenance of the building. I have no precise knowledge of the conditions under which trustees are accepted as suitable, except that in the Ballycroy case, the parish priest proposed to the Messrs. Clive (who are Protestants), when they resolved to build and support the new schools there, that the trustees should be the parish priest and some other Catholic; and that he seems to have thought that in so doing he was behaving with unusual liberality.

3. Schools under teachers trained since inhibition.

327. (3.) To schools in which the teachers, *being Roman Catholics, have gone up for training in spite of the prohibition of the hierarchy.* It is sometimes said that many parish priests look on this regulation as excessively severe, and that if left to themselves, they would not be disposed to enforce it. I found five schools where Roman Catholic teachers had gone up after the prohibition, and where, in spite of this, no hostile action had been taken. But these are only exceptions, and the rule is enforced with sufficient strictness in the main. I have been constantly told by Roman Catholic teachers that they had been summoned for training, but that they could not go, and that they greatly regretted it, as it was a most serious bar to their becoming skilled workmen in their calling, and interfered with their advancement in life. The Inspectors, I believe, seldom summon teachers who, as they are well-assured beforehand, would be unable to take advantage of the training offered them, without cutting off the hope of returning to their own schools, or to any others in the neighbourhood, and without making it reasonably probable that they would not be allowed to hold any school whatever in Ireland.

Grounds of OBJECTION TO COMMON SCHOOLS not any active persecution of R. C. religion.

328. I have taken every opportunity to listen to the arguments of Roman Catholic clergymen on the subject, with a view to understand the objections they entertain both to the mixed system and to the training school. With respect to the former, it is seldom alleged that in the National schools there is any actual interference by Protestants with the rights of conscience. I have asked wherever there was a chance that I might hear of any, and I have found none. There was *only a single case* indeed where, with a majority of Roman Catholic children, there was a Protestant teacher. The Protestants, however, were a very respectable minority, and the school was one, recently converted, which had belonged to the Church Education Society, and which the teacher and patron had simply transferred to the National Board, agreeing to separate the secular from the religious instruction. In every other instance the teacher belongs to the religion of the majority, and the children of the majority receive their religious instruction from him. Further, in seventy-five per cent. of the schools (I take the figures from the National Board appendix for 1866, which contains the latest published returns) in county Galway, and in sixty-three per cent. of those in county Mayo, the patrons—whose powers in the school are absolute—are Roman Catholic priests. In the vested schools of both kinds, which include almost the whole number of those not under their direct patronage, access is expressly reserved to such pastors or other persons as shall be approved of by the parents or guardians of the children respectively in the school-room, for the purpose of their giving religious instruction there at times convenient for that purpose, *i.e.*, so appointed as not to interfere unduly with the other arrangements. These regulations appear to be found quite sufficient, at present, to protect the faith of the Roman Catholic majorities. I found considerable difficulty, indeed, in discovering any definite grounds of the complaints made, and I shall repeat all that were offered to my consideration.

Securities against this.

329. The *first* was repeated by several parish priests. They said that the system was extremely inconvenient, and that the fact that when they happened to visit the school at any time they were not at liberty to open their lips to the children on the subject of religion, unless their visit happened within the proper half hour, placed them in an awkward and unpleasant position. Some of them who had large parishes and much occupation said, that they could not attempt to arrange their various duties so as to find themselves at the schools at the suitable time. Grounds of objection stated.

330. The *second*, which two or three teachers have represented, is that to prevent the teacher appealing at once to the sanctions of religion whenever anything occurs in the school which would make it natural and appropriate to do so, is to interfere with the moral and religious upbringing of the young. It is the same objection which is stated from the other side in the distinctive rule of the Church Education Society—"That an appeal to the Authority of the Word may be made by the teacher on any moral question at any time of the day." On the other hand, the great majority of the teachers—at least three out of four of those whom I have asked—declare that they are not hampered in any way by the present rule. One of them pointed out to me that many of the Bible narratives found in the National school books, and which are there apparently with the approval of all parties, might be applied in support of morality. They declare generally that, in their opinion, the children get as much religious education, according to their own faith, under the present system as they would be likely to get under any other, or as their parents desire they should get.

331. The *third* is that the Irish people are extremely impressible, and learn a great deal from symbols and habits; that a few emblems or pictures in the school—a crucifix for example, or a statue or picture of the Virgin and Child—the habit of crossing themselves when the clock strikes—an act of worship, such as repeating the Angelus at twelve o'clock—would contribute considerably to their religious education, and that all these are, of course, rigidly excluded from the present National schools.

332. The *fourth* is a vague objection to the National school books. They are sometimes said to show an anti-Catholic and anti-national spirit; but it turns out usually that the old books, now displaced, are referred to. The new books are certainly more popular in these respects both with the teachers and the people, and one cannot help a smile when one learns "that the expunging of Pope's moral maxims, &c.," from the old ones are retrograde changes, and illustrate the "falling back of the Board into the old bad habits, from which they had been weaned for a short time, and to a trivial extent by the Bishops of the Roman Catholic Church having pronounced against their system altogether." I heard no more formidable charge than this. Of course the books omit anything distinctive in the beliefs of different denominations, and these faults of omission are incurable.

333. The only other (*fifth*) objection, which was put forward occasionally, was that the time actually devoted to religious instruction is too short. The usual practice is to give half an hour (3—3.30) on every day in the week, and half the day on Saturday. It is curious, by the way, that the attendance on Saturday, which is entirely occupied with religious instruction, is always thinner than on other days of the week. Whether this amount of time be sufficient or not, I have never heard that any difficulty is found in increasing it, when the clergyman insists on its being increased.

334. Several of the most intelligent teachers I met entertain a decided objection to the district and minor model schools on the ground of their expense, and they contrast their work and the salaries paid in them with the payments made and the work done in the best National schools. My district contained none of these institutions and gave me no opportunity to form any estimate of the value of the work which they did, or of the soundness of the opinions offered to me. On the other hand, the trained teachers had all passed through the Central Training school, and were themselves results of its influence. Objection to training schools. "Minor model," and "central."

335. I mentioned to a distinguished Roman Catholic parish clergyman, the fact that the Roman Catholic teachers who had attended it since the episcopal inhibitions, bore unanimous and cordial testimony to the very great attention they were required to pay to their religious duties. He said he did not doubt it in the least, as the authorities were likely in the circumstances to do everything of that kind in their power. The real objection, he said, was to the spirit of the place. The students returned from the Training college with "the poison of the mixed system" in their veins; no longer, for instance, showing the same unquestioning and child-like obedience which was their duty to their clergyman; and that in fact it was the same thing, in little, as the United States of America were on a larger scale. Devoted Catholics in Ireland crossed the water, and in a new society, the prevailing influences of which were distinctly anti-Catholic, they either lost their faith altogether, as many of them did, or were transformed by a spirit of lukewarmness and indifferentism, which produced results nearly as fatal. Not neglect of religious duties, but spirit of the place.

336. He referred me to a famous passage from Archbishop Whately, to show that the intention with which the mixed system had been founded and supported was essentially anti-Catholic, and the passage itself appears to have influenced feeling in the West so deeply that I may be permitted to quote it. In his life and correspondence, published by his daughter, in 1866, there is a long extract in which Mr. Senior reports a conversation which he had with the Archbishop in October, 1852, the year before that in which he retired from the National Board. The entire extract is of extreme interest (Vol. II., pp. 235–249). Feeling due to saying attributed to Archbishop Whately.

"I believe, as I said the other day, that mixed education is gradually enlightening the mass of the people, and that, if we give it up, *we give up the only hope of weaning the Irish from the abuses of Popery. I cannot openly support the Education Board as an instrument of conversion. I have to fight its battle with one hand, and that my best, tied behind me.*" (II. p. 246.)

337. Almost every Roman Catholic priest in Connaught who talked to me on the subject quoted this passage. I should desire to read it in connexion with another in the same extract.

"The great instrument of conversion, however, is the diffusion of Scriptural Education. Archbishop Murray and I agree in desiring large portions of the Bible to be read in our National schools; but we agreed in this because we differed as to its probable results. He believed that they would be favourable to Romanism, I believed that they would be favourable to Protestantism, and I feel confident that I was right" (p. 243).

338. I see in it no sufficient reason to suppose that whatever may have been his impelling motive throughout the twenty years of his connexion with the mixed system, he ever shaped its regulations with any object but that of giving the people of Ireland an education which would make them better, and more religious citizens, or that he ever employed it to make proselytes. No Government, at least, which requested its Roman Catholic subjects to co-operate with it, as the British Government did, could venture to ask that co-operation in an attack on their faith. I confess, however, that it was with surprise and regret that I read the passage I have printed in Italics. Archbishop Whately died just eleven years after the conversation which Mr. Senior records. Few things seem more likely to undo the principal work of his life than these words which have issued from his grave. They have produced an impression on the minds of the Roman Catholic clergy in the West that perhaps cannot be effaced. What the Archbishop may have meant.

339. It is not, and cannot be, the policy of the Government to "convert" the Roman Catholic majority in Ireland. They could not reasonably be taxed in support of a real though disguised assault upon their religion. But it is What the Government must have meant.

difficult to recognise in the mixed system or in its administration, anything of the kind. The Commissioners are Protestants and Roman Catholics in equal number. Two-thirds of the patrons, with their absolute local power, are Roman Catholic priests. I do not doubt that if the system were obviously used as a weapon to fight the battles of any Church or faith, its fate would be as certain as the justice of its doom. On the other hand it is naturally the aim of the mixed Government which exists in this country, to promote good feeling between Protestants and Catholics, to do everything which may tend to fuse the two races which divide the country into one nation, to prevent everything which could tend to deepen the river of separation that has flowed for centuries between them, the waters of which have so often turned into blood. Its defence, if it is to be sustained, must rest on the failure of the charge that it is employed as a weapon of denominational aggression—on the proof that it has tended and is now tending to assimilate the two sections of the people.

DIFFERENCES BETWEEN DENOMINATIONAL AND MIXED SYSTEM.

340. The essence of the denominational system is the recognition of existing differences as permanent barriers of separation, from infancy upwards. There are only two ways in which the average denominational Roman Catholic school which would succeed the present National one under the mixed system would differ from it. The schoolmaster would be the same, but he would be more the servant of the clergyman whose authority over him no one would henceforward attempt to dispute. The patron would be the same but the school, the scholars, the schoolmaster would be his in a kind of absolute ownership, of which he can only dream at present. The school would be full of pictures, emblems, and practices of outward worship, which would grow almost as much part of the children as the colour which is supposed to prove an ineradicable difference of species. Outside, if it was humanly possible to support it, which in many localities is doubtful enough, would be that of the handful of Protestants, taught daily not only that the system of Popery was an abomination in the abstract, but that their neighbour's children in the opposite school-room were idolaters. The feeling between the two would be very much what exists now between the National schools and those of the Irish Church Mission. The aggressive proselytism, which is the essence of the offence committed by the latter against the religion of the majority, would be the condition of existence of the small denominational school. It would be compelled to fight bitterly or to die soon, and it would probably succeed in doing both. In many cases of course it could never be created, and the children would be educated at home, if at all, would leave the locality, or would be de-Protestantized by the "National" school. It appears to me scarcely doubtful that the minority, deprived of all chance of an equal start in life with their neighbours, would gravitate to the majority, or leave that part of the country, or concentrate in the few and scattered towns. In the beginning, denominationalism would, I think, embitter religious feeling in the West, and in the end I should suppose that it would annihilate sectarian animosities in the rural districts,, by annihilating all but a single sect.

Possible results of establishment of former in separation of classes in Ireland.

In separation of Ireland and England.

341. Whatever may be thought of the prospects of such a separation of religions there is another separation to which its advocates in the West think it likely to be favourable—the separation between Great Britain and Ireland. Its most prominent supporters in West Connaught demand denominationalism in one breath and Repeal in the other. While I was there—I quote from the *Mayo Telegraph or Connaught Ranger* of August 12th—

Clerical meeting at Castlebar.

"A large and influential meeting of the dioceses of Tuam, Achonry, and Killala was held on Monday last, the 6th instant, in the Ball-room, Daly's Hotel, Castlebar, for the purpose of adopting a candidate worthy of the people to contest the county (Mayo) at the forthcoming election. Previously, His Grace the Archbishop of Tuam and the clergy held a private meeting in the hotel, and prepared resolutions for the public meeting.

"Amongst those present were—His Grace the Lord Archbishop of Tuam; the Very Rev. the Dean of Achonry, Dr. Durcan, P.P., Swineford; the Very Rev. the Dean of Tuam, Dr. Waldron, P.P., Cong; the Venerable the Archdeacon of Tuam, Martin Browne, P.P., Castlebar; the Very Rev. Dr. Costello, P.P., Crosmolina; the Very Rev. Canon M'Manus, P.P., V.F., Clifden; the Very Rev. P. Malone, P.P., Belmullet; the Rev. P. Conway, P.P., Headford; the Very Rev. P. Reynolds, P.P., Claremorris; the Rev. Richard Prendergast, P.P., Newport: the Rev. P. Lavelle, P.P., Partry; the Rev. John Fitzgerald, P.P., Islandeady; the Rev. Geoffrey J. Bourke, P.P., Keelogues; Very Rev. U. J. Bourke, President, St. Jarlath's College, Tuam; the Rev. Michael Curley, P.P., Louisburgh; the Rev. James O'Rourke, P.P., Kilmaine; the Rev. P. King, P.P., Hollymount; the Rev. Thomas Hardman, P.P., Ballinrobe; the Rev. J. Ronayne, Administrator, Westport; the Rev. James Waldron, P.P., Aghagower; Rev. J. Finn, P.P., Achonry; Rev. Mr. O'Donohoe, P.P., Curry, Achonry; Rev. Peter Geraghty, P.P., Becan; Rev. James Browne, P.P., Carnacon; Rev. Michael O'Donnell, P.P., Kilmeena; Rev. Edward Griffin, P.P., Turlough; Rev. Edward Gibbons, P.P., Balla; Rev. James Farrelly, P.P., Roundstone; Rev. William Farrelly, P.P., Crossboyne; Rev. James Magee, Administrator, Tuam; Rev. Thomas M'Walters, C.C., Castlebar; Rev. J. M'Evilly, C.C.; Rev. T. Ronayne, C.C.; Rev. J. Judge, C.C.; Rev. Edmond Thomas, C.C.; Rev. John Carr, C.C.; Rev. Francis M'Cormack, C.C.; Rev. M. O'Donohoe, C.C.; Rev. P. Ryan, C.C.; Rev. P. Sheridan, C.C.; Rev. C. Geraghty, C.C.; Rev. Hubert Finneran, C.C.; Rev. John O'Malley, C.C.; Rev. John O'Boyle, C.C.; Rev. M. Brennan, C.C.; Rev. P. Loftus, C.C.; Rev. B. M'Andrew, C.C.; &c., &c.

"Mr. George Henry Moore, one of the candidates, was present. Lord Bingham and Mr. Valentine O'Connor Blake, the other candidates for the representation of the county, did not attend."

342. It will be noticed that although the meeting appears to have been meant to include "electors of the county," only one layman, one of the candidates, is reported as present. On the other hand there appears to have been scarcely a single Roman Catholic clergyman in the three dioceses absent. The Bishop of Killala, the Right Rev. Dr. Feeny, sent a message, regretting that he was not able to attend the meeting; but he emphatically endorsed its principal object. The Bishop of Achonry was not there. The resolutions of the meeting were moved and seconded by "the respected dignitaries of the dioceses of Tuam, Killala, and Achonry," and the first resolution was passed unanimously. It was this:—

Repeal resolution unanimously adopted.

"That having met to confer together on the respective merits of the candidates for the representation of Mayo, in connexion with what we deem most necessary for the prosperity of Ireland and her people, we hereby pledge ourselves to give our strenuous support to those candidates only who shall advocate the fullest measure of tenant right, unqualified freedom of Catholic denominational education, the disestablishment and disendowment of the Protestant Church, *and above all, the Repeal of the Legislative Union;* and who likewise shall not enter into coalition with any candidate not holding these principles, or who shall decline to co-operate with the candidate who maintains them."

343. I need scarcely say that I have no opinion to express as to the policy of Repeal which is advocated in this resolution. What it is of importance to notice is, that its enthusiastic supporters are the same men who advocate denominational education, and that they regard these two objects as bound up together. One thing is certain. Under the denominational system, these gentlemen themselves would be effectively the only men whose influence would ever be brought to bear on the minds of the youth of West Connaught. The lay landlord would disappear from the schools at once, and the priest would take his place. In the three dioceses of Tuam, Killala, and Achonry, the presence of the one appears to be a symbol and support of the British connexion, the other proclaims himself to be the standard bearer of Repeal.

MODIFIED MIXED SYSTEM SUGGESTED.

344. Suggestions are often made in favour of a sort of modified mixed system.

"In localities" says one gentleman, "which may substantially be considered as altogether of one religion, the school should be denominational. In localities where the population is not exclusively of one religion there

ought to be a separate school for each religion, provided the number professing each religion be sufficiently large. When the number of one religion largely preponderates over that of the other, the school may be under the mixed system, or certain regulations may be laid down so as not to exclude the minority and yet at the same time provide for the religious instruction of the majority." Another of my correspondents advocates the same policy, except that he thinks that "the old rule for religious instruction should be strictly adhered to, namely that every child of a separate religious denomination from the teacher and the majority of the pupils, be obliged to leave the school as soon as the hour for religious instruction arrives." The first gentleman says "It is difficult to believe that in order to make good citizens, it is essential that in an exclusively Roman Catholic locality, all symbols of the Catholic Church for which Catholics have the deepest reverence, such as the image of our Saviour upon the Cross, the Statue of the Blessed Virgin, all religious instruction, should be rigidly excluded. This is naturally and necessarily calculated to create offence and create dissatisfaction. The very atmosphere of the schoolroom should be religious. In imparting secular instruction, the master should at every moment and at every opportunity instil religious principles as part and parcel of his secular teaching." It is difficult to see how this idea of a school could be realized under a mixed system, or how any regulations consistent with it could be laid down so as not to exclude the minority. In the forty schools of which I have spoken, the average minority on the roll amounts to four children, and I confess that I should not like to occupy their position, or that of their parents, if their obstinate determination to attend a school anxious to introduce denominational practices, alone stood in the way of its ceasing to be mixed and becoming denominational. Before a few years had passed they would have to choose between learning their multiplication table in schools saturated with Roman Catholic observances, or going to no school at all, or, if they were unusually fortunate, having a school maintained for them by the missionary energy of the denomination to which they belonged. Kept up as an effort of despair, without a real current of young life flowing through it, or real work for the teacher, and depending for its existence on the accident of a family more or less in the place, or of another having children too young or too old for school, it could scarcely fail to be inefficient and worthless.

Details of suggestions,

345. My correspondent's recommendations as to the proper relations of the State to the school, refer in the first instance to the mixed system, but they show with sufficient distinctness the position in which some of those who advocate denominationalism desire to place the State. "Dissatisfaction and complaints," he says, "often spring from a want of conciliating and courteous manner on the part of the Inspectors and schoolmasters, towards the patrons or clergy. Inspectors should be instructed to do all in their power to conciliate the patrons and clergy, to communicate freely and unreservedly with them on all questions relating to the management of the schools. *The rules of the Board should not be rigidly adhered to. They should be considered merely as general instructions to be acted on or deviated from, according to circumstances, in the discretion of the Inspector.* Considerable latitude should be allowed to the Inspectors in this respect. They should be instructed *whenever practicable to comply with the wishes of the patrons and clergymen, though such wishes should not be exactly in accordance with the regulations of the Board.* Of course this must not be allowed where inconsistent with the general good management and efficiency of the school." The passages I have italicised indicate a position for the Government of this country to which it has not been accustomed, and which could not fail, I should imagine, to render it ridiculous. If the regulations making it possible for the children of the minority to attend the school without injury to their consciences, were carried out in the spirit of these suggestions, they would not be likely long to attend it.

and what they come to.

346. In fact, if it is to be adopted at all, the denominational system may just as well be adopted frankly, and all at once. A part of it would be less satisfactory than the whole—and, after its principle is accepted, any limitations on it only imply a brief and injurious conflict, in which the State must infallibly be defeated a second time. It implies denominational Inspectors as a matter of course, and it is difficult to see how the last fragment of mixture in the central Board could be allowed to remain. My second correspondent says—"The controlling power and the Inspection Department might still remain mixed as at present, but they should be mixed in fair proportion, and so as to represent in comparative proportion the numbers professing the different religious sects in the country." A central Board, so mixed, that the majority should have power in proportion to its numbers, would leave the minority at its absolute mercy, and could not endure for a day.

Modification impossible.

347. The prospect of denominational inspection is not viewed with universal favour. A Roman Catholic teacher says that it is the one thing he fears most. He considers that Roman Catholic Inspectors, acting in concert with Roman Catholic clerical patrons, "being men inferior in status, and much less secure in their appointments" —would not be able to take up any position with reference to teachers, but that which the managers might dictate. That is a point on which, of course, I can offer no opinion. But I think there is real danger in the anxiety which Inspectors occasionally show even at present, not to do anything which could offend the clerical managers. The strictly denominational practice of the children crossing themselves when the clock strikes, has gone on (as I am informed by the patron and by the teacher) for the last five years in the school of A, and must have been observed by several successive Inspectors, who have left no record of their having taken any notice of it. These officers, indeed, are instructed to be polite to managers with a precision which, but for the statements of my correspondent, I should have thought certain to protect them effectually against all danger of falling into the opposite extreme. They are told "to seek to make themselves acquainted with them on their first tour of inspection, and on all subsequent occasions to call upon them regarding any matter of importance that may come under their notice in their schools. When managers are not at home, the Inspector should leave his *card* to intimate the fact of his visit."

Difficulties in relation between Inspector and Priest.

348. I have said that the relations between the Protestant and Catholic denominational schools would probably be similar to those actually subsisting between the National schools and those of the Irish Church Mission. What these really are, at the present moment, a case or two will illustrate.

FEELINGS PROBABLE UNDER DENOMINATIONAL SYSTEM ILLUSTRATED BY CASES; PRESENT NATIONAL AND IRISH CHURCH MISSION SCHOOLS.

349. In the village of A, the National and the Irish Church Mission schools, stand very near each other. The priest, who is patron of the former, tells me that he obtained an excellent teacher who had been dismissed from a National school in the neighbourhood, in March, 1867, for some imprudent expressions respecting Fenianism, used in open court. The Board of course, knew of the circumstances. There was a good deal of excited feeling in the village, in consequence of a habit which the Mission Agents had of forcing tracts on the people. They even went so far as to pitch them into his house, and the houses of the teachers, and the school-rooms attended by Catholic children. After a time they brought certain charges against the teacher, and an investigation was ordered by the Board, at which the charges utterly broke down, the accusers even denying that they had ever made them. Another investigation was instituted on charges forwarded by the Constabulary. A third was held, at which the sergeant of police stated that some children belonging to the school had called one of the Mission agents an insulting name. This was on an evening when the priest was entertaining some 500 pupils, who were all on the roll of his schools. Another policeman said that the teacher was coming up towards the school, along with some children, who were shouting, and that he was doing nothing to prevent them. There was a good deal of irritation because the Mission agents held an exceptional

Case A. Statement by priest.

meeting at seven on the evening of this entertainment (which commenced at four), in the same small village, distributing tracts, and so on. On this third investigation, the teacher was dismissed, not on the ground of any charge proved against him, but simply for the offence which had been the cause of his removal in the former case. I was informed from the office of the National Board that he "having subsequently obtained charge of a neighbouring school, was at the instance of the Lord Lieutenant, removed from the service of the Commissioners."

Statement by police sergeant.

350. The sergeant of police had his station three miles off. He says that one day, about twelve months ago (about August, 1867), shortly after the arrival of the new missionary and two new Scripture-readers, there was a great meeting of 400 or 500 children in the National school. There were speeches, music, dancing, and a bonfire. The meeting took place about six and went on till about eleven. The sergeant and four men were in the village during this meeting. There was the regular prayer-meeting in the Mission School on the same evening. When the people attending it were about to leave, the constable formed his men and escorted them out of the village. They passed the body of men and children from the National school, and there were many indications of bad feeling, so that the constable believes serious mischief would have been done had he not been present. After this the children marched up and down the street in military order, their teacher marching after them. They kept shouting nicknames and insulting epithets. On one occasion afterwards the scholars from the National school met one of the Scripture-readers, hunted him for two miles, pelted him with stones, and cut him about the head. During the whole of the winter following the constable and his men were every night going up to A (three miles off), and they used to remain there till two or three in the morning, for the sake of the peace of the locality, and in consequence of the annoyance given by the National school children and others to the mission children and all connected with the mission. The missionary and one of his readers had their windows broken. There were two night-schools—one connected with each of the rival seminaries—held all through the winter. Disturbances were constantly reported, and he had orders from his officer, and a magistrate's order, instructing him to patrol there every night when these meetings were likely to take place.

351. A police station, with a constable and four men, has been established at A, within the last six months. Up to that time the sergeant and his men had the duty he describes.

Statement by missionary.

The missionary clergyman writes that they had a good deal of annoyance last winter. "There were stones frequently thrown through my windows and those of one of my readers. The readers were twice severely stoned, once on the 1st, and again on the 8th of December. It is fair to say that we could not trace any of the stone throwing to parties connected with the National school. There is no doubt that the National school children took part in the hooting and shouting which used to follow us almost every day. On one occasion, especially when passing through the village, I was hooted by a large body of them in the presence of their priest, but we never thought much of the hooting and shouting. This we might expect in most parts of Ireland. We had evidence enough to show that whoever the parties were who committed the outrages they were only acting in accordance with instructions given from the altar. I do not believe that we ought to charge the National school or its teacher with being accountable for them."

Case B.

352. A more amusing conflict of evidence is connected with my visit to the Mission schools at B, two miles beyond A. On my arrival at A (my first appearance in the neighbourhood), I had meant to visit the Mission and National schools there and the Mission school at B. As it happened, the two Mission schools were closed that day, and I left word at the house of one of the teachers that I should return next day, arriving at B precisely at ten o'clock. I then saw the National schools at A, and another under the same clergyman's management, and I had the advantage subsequently of a very long conversation with him on the subjects which were interesting me.

353. It is frequently said that the Mission teachers are in the habit of "packing" their schools for an expected visitor. They complain on the other hand that the priests sometimes prevent attendance on the same occasions by violent measures. I was not, perhaps, fully alive to these facts when I entered Connemara.

354. When I reached B next morning I found seven children present, two of them the teacher's own. The master had prepared a list of those he expected, showing twenty. The school roll for the preceding week gave an

Statement by mistress,

average attendance of thirteen. After I had examined the seven, the master and mistress assured me that I need look for no more. The mistress said that she had herself met the priest going up past the school a few minutes before I came. Both were convinced that he was keeping the rest of the children away. They said that as I had left word that I should be there early, the master had gone round to his scholars on the previous night and had urged them to be in time, which they willingly promised. I walked down the rough footpath leading from the school to the road where my car was standing. When I got there I found five or six girls hanging back behind the junction of the two roads, and four or five boys in front. I stopped to inquire the names of the boys and found that two of them had been expected by the master that morning, though they had not been present in the previous week. Just as I was starting again, he came rushing after me with two girls, one about fourteen and the other

by scholars,

about ten. They declared that the priest had come up that morning and had prevented them and three others (naming them) who had been present in the previous week, and four more (naming them) who had not, but whom the master had expected. The elder girl said he carried a stick or a whip.

355. On the other hand I wrote to the priest, informing him of the general nature of these statements; he replies—

and by priest.

"I deny that I stopped any child attending that school from coming that morning. I was with you the whole of the day before until very late; you passed on almost at the very time I was getting up on that morning. The teacher of that school was out through the villages from daylight that morning asking for some children to come to the school. I can mention four families to whom he offered a bribe to send their children, even for the half hour you would be at the school. Such is the conduct they have to resort to when they hear of any persons coming to inspect the schools; were the English people to know the actual state of the case, such as you witnessed, they would not be constantly sending their money. I positively assert that I prevented no child from going to the school that morning."

356. It is obviously impossible to reconcile these statements. The state of feeling between the schools is equally obvious on either view. So small a school might, of course, either be annihilated or made to appear twice as large as it really was by a strenuous effort, and the statements on each side imply charges of deliberate and determined attempts to deceive. The assertion of the schoolmistress, that she met the priest two miles from his house and near hers, a few minutes before I reached her school, is directly contradicted by his statement, that he saw my car passing his house, two miles from it on the road, as he was getting up.

Case C.

357. Take a third case. A lady, who is related to one of the most prominent of the mission clergymen, had long taken a great interest in the C mission school. According to her statement, a number of the children attending it came from a district two or three miles off, along a road, fenced on one side by the demesne-wall of the proprietor of that part of the country, who is a Roman Catholic gentleman. The opposition and persecution they met with along this road frequently obliged them to turn back, or to fly up the mountain. Several of the parents, in consequence, entreated this lady to establish a school in their district. Three years ago she

did so, and this school has been in constant operation since. The narrative may help to explain how schools, smaller than it might otherwise be desirable to establish or support are occasionally brought into connexion with the mission.

358. The school was at first much interfered with. The priests visited it at least five times, sometimes three or four of them together, sometimes two, sometimes one. They tried to take down the names of the children, and it was believed that it was for the purpose of denouncing the parents from the altar. This caused so much terror, and their visits, &c., in the school gave so much annoyance that after a time the mistress was told, when she heard of their being in the village, to keep the door closed.

Assault on a lady's school.

359. The next time, in May, 1866, that the priest, "the Rev. Mr. ——, came, a shameful scene ensued. He attempted to break in the door with kicks and blows, and wanted some of the parents who gathered near to assist him, but they refused. Then he wanted them to go in through the windows and pull out the children, but they said they had no need of them till school should be over at three o'clock."

360. At this time the school was not under the mission, but was maintained at this lady's expense, and she was the only person who had any connexion with it.

Case D. Guides.

361. I was conducted by two mission teachers, young, active men, to the neighbourhood of a Roman Catholic school. They preferred to leave me some little distance from the enemy's camp, as they discovered that the children were outside, and they seemed apprehensive that I might be received with a little hospitable stone-throwing for the sake of my guides. One of them, who was a convert, avoided, as far as he could, crossing the potato-beds of the people, as he said that they would believe he had blasted them if the disease came, and he might have to suffer for it. Of course I can only say that they showed every sign that they really believed these things of the people among whom they lived.

Case E. Published correspondence.

362. I found the following forcible expression of his feelings in a letter published by the Rev. Father Lavelle, in the *Galway Vindicator* of August 29, 1868. He is speaking of the Scripture-readers, the text teachers, and the entire proselytizing agencies of the "Lough Mask Mission," which is in his parish.

"Readers and text teachers are shunned as something leprous. They dare not enter a house when a man is nigh, and only when they are sure of meeting none but an old crone of a woman in the corner. Even thus, after the most minute inquiry, I have ascertained that during the last twelve months they only entered four Catholic houses, and these on pretexts, once of lighting the pipe, once of buying potatoes, once of buying turf, and once of buying a young pig, where there was a litter. As for daring to produce a Bible or a tract, why it was just as much as their bones were worth. They are never spoken to on the high road—not even is their 'God save you,' returned. *The people strictly followed my repeated admonition, to keep altogether aloof from these common unchristian disturbers, whose mission is to create discord and ill-will, to exclude the ignorant and mere animal creatures from their homes, but to avenge on the spot, for example sake, any blasphemy uttered by these foul mouthed creatures in the hearing of the people, should the former attempt, on the high road, forcing their hated company on the latter, whose fidelity indeed could not for a moment be shaken, but whose religious feelings could be outraged by these good for nothing idling mercenaries.*"

363. I think that few of the Roman Catholic clergymen I saw would have expressed themselves with equal vigour, or would have admonished their flocks to adopt all or many of the steps suggested by Father Lavelle in the passage which I have printed in italics; but most of them regard active proselytizing with feelings of precisely the same kind. The proselytizers, being human, are likely to feel very little friendliness towards such opponents, and these bitter antipathies have been the curse of the country.

Two methods for preventing such quarrels. 1. Mixed system. 2. Denominationalism, and a law to make proselytising of children criminal.

364. There are only two ways in which the State can try to cure them—by the mixed system on the one hand, or by a denominational system, accompanied by a law, making proselytism penal, on the other. Were the Government to decide that the Protestants may have grants for their schools, on condition that they shall never admit Roman Catholics, and *vice versa*, the cause of what is called free education would be nearly gained. If it be resolute, so far as it may be in its power, to stop up the fountains of "religious" passion, it must go farther still, and prohibit proselytizing of children, even outside the schools to the support of which it contributes. Perhaps the idea is not in itself so impossible as it seems. A government, armed with despotic authority might plead that in carrying it out, it interfered with no legitimate missionary agencies. The school-room may not be the proper place to try to convince a child of the untruth of the religion of its family. It may not be for the good of the country, that people who wish to change the convictions of their neighbours on the most serious of all subjects, should be permitted to lay hold of them before their faculties have become sufficiently mature to apprehend either their truth or their falsehood. But there is no view which would be more decidedly rejected by the mass of clergymen of all persuasions, and if the Roman Catholics of Connaught accepted it, it would probably be because of their confidence that the law of gravitation would inevitably draw the minorities to their side. The letter I have quoted is not the only thing that suggests that animosities due to what are called religious differences may long survive any action of the education department in Ireland, or of the State, with respect to children.

Objection to method. (2.) Multiplication of needless schools.

365. This kind of denominationalism, however, is the "free education" which would so far pacify West Connaught. Under it, if it thought fit, the State might give a grant to a school for two families, or for one. Indeed it could scarcely refuse to do so, after preventing their access to larger schools. All its money, however, would be insufficient to maintain these toy establishments in life for any length of time, or to make them worth maintaining. The smaller denominational schools now kept up by voluntary action, are of little use. Some of them do positive harm. The State "minority schools," under this tranquillizing denominationalism, would stand to them in the same relations as to size and efficiency in which they stand at present to an ordinary National school.

Importance of securing the priest's action in favour of education.

366. A decided majority of the National teachers whom I consulted are opposed to denominationalism in any shape. In opposition to them it is often urged that no system of education in the west of Ireland can ever be successful without the hearty concurrence of the Roman Catholic clergy, and that everything ought to be done to "conciliate" them. No doubt, if these gentlemen brought their whole influence to bear in favour of education, the attendance would be greatly increased. A schoolmaster writes, that "There is sometimes a *dislike* on the part of the enlightened parents (the ignorant not being able to judge) of the present system, which is regarded as somewhat in the light of a *Protestant Government* system, by most of the enlightened people of this country. This latter view which many respectable well-informed people entertain, tends very much to lower the *status* of the teachers, who by many of this class of persons are regarded perhaps a shade better than 'Jumpers,' or 'Apostates.'" My observation would lead me to reverse the positions of those who take this view. The "ignorant, not being able to judge," appeared to be in the habit of learning it from their clergy. It was surprising, indeed, to what an extent they had not learned it, and how obstinately many of them continued unable to discover anything in the present arrangements with which the clergy have a right to be angry. "Most of the enlightened people" seem to be convinced that there is no proselytism in the National system. The worst that is said by them is this, that it is apt to produce a charity between persons of different religious beliefs, helping them to live in harmony as members of one community, which the State is most anxious to encourage, and which many clergymen on all sides appear to regard as the feeling

which of all others is the most hostile to genuine religious conviction. There can, I think, be little doubt that denominational schools paid by the State, but under the sole patronage and control of the clergy, would secure more of their countenance and support. But it may be possible to exaggerate the importance of these things. I should doubt whether half of the clergymen, now patrons of National schools, take any very lively interest in their daily working; and I question whether the proportion would be greatly increased by any change. The school is, after all, the teacher's business, and the manager, unless he has a natural turn for that kind of work, feels himself an outsider on ordinary occasions. It may be possible, besides, that the State may buy even their support too dear, if the children whom it is thought likely to bring in crowds, are to be taught hostility to the connexion between Great Britain and Ireland, and to unlearn the "general lesson" which has been hung up in the mixed schools for a generation: "Many men hold erroneous doctrines, but we ought NOT to hate or to persecute them."

Attitude of people to vested schools and trained teachers.

367. The attitude which is taken up by the clergy towards the vested National schools and the trained teachers, is just as hostile. It is sustained by an abstention from active support of them on the part of the people, sufficient to show the enormous influence that the clergy can exercise on education either for good or for evil. But the people themselves seldom exhibit active hostility, and at present there is frequently no visible object of attack in a rival school. Even in Ireland there must be two parties to a quarrel, and the mixed Government school has a Catholic master, in the main, Catholic supporters, and Catholic scholars. It would be doing injustice to the clergymen who direct the opposition not to say that they sometimes set up and sometimes encourage an adventure school for the use of those whom they keep away from the other, but it does not appear to hold its own in the competition. It is seldom more than a hedge school of a coarse type, and many of the people have discovered that attendance on such schools brings little reward of learning. Even when they humour their clergy by a languid support of these wretched makeshifts, they appear unwilling to enter into violent conflict with their brother Catholics, on a matter in which they seldom feel that any wrong has been committed. I have heard of no parties of police compelled to patrol to protect the Government or mixed night-school against the night-school of the priest, —of no bands from either, breaking into the other, tearing up the books and smashing the desks,—of no quarrelling between the children in their play hours, or throwing of stones on the roofs and through the windows of the rival establishment. I do not suppose that the clergy urge them to any such excesses as these. But merciful feelings are seldom allowed to interfere with their own sense of the duty of obedience to their bishops, and they use their *spiritual* weapons against offenders with a vigour for which I was quite unprepared.

Different attitude towards mission schools.

NATURE OF ACTION OF THE CLERGY AGAINST SCHOOLS.

368. It is so important that the Commissioners should understand what is the real state of feeling, that I give the facts of several cases as I was informed of them on the spot. I have avoided the publication of names wherever it was possible to do so, but I have taken pains to give everyone who might conceive himself to have a right to complain of the statements made as to his conduct, an opportunity to give his own account of the matter. Very few clergymen availed themselves of it, and one or two stated that they declined to do so, because they had acted simply in obedience to the Church, and were responsible to no other authority. All the statements on which my narratives rest, were made with the clear understanding that every person involved in them would have an opportunity to make his counter statement. I have reported the details of each case separately to the Commission.

1. Case at Partry

Authorities.

369. My first illustration is the school at Partry, under the patronage of Sir Robert Lynch Blosse, Bart., an Established Church layman. My narrative is founded on his statements, and on those of the teacher, and of the constable in charge of the constabulary station at the time referred to. I have also made use of letters published by the parish priest, who was absent from the parish at the time of my visit. On that occasion I saw and examined a school which he had erected during the winter by voluntary contributions, and where he had appointed a teacher in February of last year. He was then making application to the Board that they should receive it as a National school, and should pay salary to the teacher—a request which I believe has been since granted. The school was in the chapel yard, and there was an inscription on the stone above the doorway, "Partry National school. Site refused by Sir Robert Lynch Blosse, Bart."

Patron's statement.

370. Sir Robert Blosse writes that on his estate at Partree there was much need of a school. Four years ago he applied to the Commissioners for building grant, but they delayed a final decision because at the time of his application there was an outstanding grant to a neighbouring gentleman, for a school intended to meet the wants of the same population. After that grant had continued unused for three years, the Commissioners transferred it to him, and instead of building a new school, he bought, with their consent, an empty building which was in a very convenient situation, fitted it up thoroughly, and advertised for a trained Roman Catholic teacher, the population being Roman Catholic. Before appointing the schoolmaster, but not before issuing the advertisment, he had his attention called to the fact (of which he had not been previously informed) that the Roman Catholic Archbishop of Tuam had prohibited Roman Catholic teachers in his diocese from attending the training schools, but he did not think himself justified in rejecting the best candidate who presented himself on the ground that from professional zeal he had chosen nevertheless to undergo special training. This man had an excellent character from the patron of another National school, and also from the Roman Catholic clergyman of his parish. He appointed him and opened the school about the end of August, 1867. It was immediately well filled.

371. While he was arranging about this, the parish priest, the Rev. Patrick Lavelle, applied to him for a site for a school-house, but he thought himself justified in taking no notice of the application. Mr. Lavelle then opened a school within a quarter of a mile of the other, and applied for a grant in aid. Sir Robert Blosse informed the Commissioners that he should be happy as patron to afford Mr. Lavelle every assistance for giving religious instruction in his school, should he be willing to do so.

Success of school.

372. The other day (July, 1868) he found 80 pupils there—though he has made no attempt in any way to influence his tenants, either to send or to continue to send their children. The school has been well attended from the first (averages—August 45, September 57, October 59, November 46, December 56, January 63, February 64, March 58, April 45, May 54, June 61). He has never had any trouble with the Roman Catholic clergymen except in this case. He has always appointed Catholic teachers. At Ballintubber, on his property, the Roman Catholic clergyman is patron of a school, the site of which he gave at the clergyman's request, to which he regularly contributes, and where he built a house for the teacher. He tells me that it is well known in Mayo that he has never attempted to interfere with the religion of his Roman Catholic tenants, but has always expressed his disapproval of the system of proselytising.

Priest's action.

373. Mr. Lavelle forbade the children to attend his school; refused the rites of the Church to the parents of such children as went there, and turned several of them out of the chapel. The master says that the priest came into his school on the Monday after he began work, and said aloud in the presence of the scholars that neither the master, nor the parents of the children, nor any member of their families, nor any servant in their houses should attend mass or get the sacraments. He then made a list of all the scholars present, as he had previously given notice to their parents that they were not to send their children. Some of them who afterwards went to mass were ejected from the chapel and the doors were locked against them.

374. The constable in charge of the station there returned after a short absence, about a week after the school was opened, and on the Sunday following after mass he went to the priest outside the chapel, as the people were separating, and said that he should send his three girls to the new master unless he could promise him that he himself would have one settled there in a very short time. A kind of school had been held in the chapel, conducted by the clerk, but it was next to nothing; his children had refused to continue attending it, about two or three months before, and it was not in regular operation at this period. The priest said, in answer, "If you attempt to send your children there you'll be treated like the rest." No more passed, and next day he sent his children. Nothing farther occurred between them during the week. Next Sunday he was present in chapel with his wife and three children, and two of his men. They were all kneeling before the altar, and the priest said, "While Sergeant C. is in the chapel, I shall not read mass, so I shall give him one minute to retire." The Constable said, "I don't think it is the act of a Christian minister to treat a man in that form;" and he replied, "I want none of your chat, sir, retire." The constable's wife came over to him, and said, "Thomas, we'd better go out, for your prayers will do you no good;" and accordingly he went outside the chapel with her and his children, and knelt at the door, in the open air. Immediately after, the priest followed him to the door where he was kneeling, and said, "Go outside the chapel-yard, you shall not remain there," or words to that effect. They then all stood up, went out, and walked on the road, waiting for his men, as he had to march them back to the barrack. When the priest had put them out, he called to the curate's servant boy, "Shut that gate after him," which was done. Before he mentioned the constable's name expressly, he said that none of his parishioners must send their children to that "jumping"school, or if they did, they would get the same treatment as the others had got. Sir Robert Blosse's tenants were not at chapel that day, and the constable understands that they had been excluded previously. Father Lavelle added, that he would refuse his attendance as a priest to any person in his parish who should send his children to that school against his will. Instance of action of clergy.

375. Some months after, a very old man, eighty or ninety years of age, grandfather of some children who were attending the school, living nearly opposite the barrack, with his married son and family, and who, of course, had no control of any kind over the action of the children, died. He was refused the last sacraments at his dying hour, and there was a very deep feeling throughout the locality about it. The teacher says, "It was a frightful shock to the rest of the people, as well as to the relatives, and even now they talk of it in whispers." Second instance.

376. The constable afterwards went with his eldest daughter and his men, four or five miles away, to the nearest place of worship. He received a letter dated 15th December, 1867, from the clerk of the chapel, which to the best of his belief contained the following words—"I beg to inform you, Sergeant ——, that I am directed by the parish priest to say that neither you nor your contingents have any further accommodation to receive in the chapel of Ballintubber." That was the substance of the letter. He reported these occurrences to his superior officers, and he was transferred to his present station, a considerable distance away. He is a tall soldierly man, aged fifty-four, but his hair is getting gray, and he looks broken and in the opinion of his officer at least ten years older. The distress which he suffered, very seriously affected his health, and he is now applying, or about to apply, for retiring pension. Farther action by clerical authorities.

377. I am told farther that marriage was refused to a couple where the bride, an orphan girl, lived with a brother who sends his children to this school. The bridegroom consoled himself within a few weeks. Third instance.

378. The same course of action was still persevered in at the time of my visit.

379. The schoolmaster's offence had been that he had gone up for training from another school (having been summoned by the Inspector) against the wish of his clergyman and after the prohibition. He was warned that he would not find his school open for him when he returned. Within a month after, however, he got employment in the neighbourhood under a lay patron. The school began favourably and the attendance was about thirty. After a week, it was denounced from the altar, and the attendance disappeared, the master being there every day, but no children at all coming for a month or six weeks. Then they began to come back by degrees. When the number rose to, say, ten, the clergyman used to visit and take down their names, after which the attendance again disappeared. This continued for about a year—three or four of these visits intervening. The Board paid salary for the year, and then withdrew it, and the master had to leave. Teacher's history.

380. He says that when he went up to Dublin he was totally unaware of the nature of the penalty he had incurred. He had no idea that he would be denounced and followed from school to school with the view of preventing him from getting or retaining any situation. Had he foreseen it, he would have expected some express effort on the part of the Board to protect those whose only crime had been obedience to its orders. At present the feeling in the neighbourhood and even in his own town, partly excited by the continual application to him of words like "proselytizer," "souper," "jumper," &c., is such that he feels himself nearly an outcast. In consequence of all this his name has gone abroad so much that he is very much depressed, and the future looks to him very dark indeed.

381. In a letter dated Feb. 1, 1868, addressed to Sir Robert Blosse, and published in the *Irishman* of 30th May, 1868, the Rev. Mr. Lavelle says—

"Sir—A universal feeling prevails here that it is owing to threats of eviction your tenants of Partry are sending their children to a school expressly interdicted by His Grace the Archbishop of Tuam. Priest's position stated in his letters.

"Several of the poor people have with tears bemoaned to myself that it is through terror of eviction they thus violate the special mandate of their own Archbishop and the general authority of the Catholic Bishops of Ireland. If these injurious reports and impressions are groundless, I think it would be well to give them an authoritative contradiction—uncontradicted they cannot but be regarded as true. It may be well to mention that all these people are debarred from every ministration of their Church, even at the hour of death, without due repentance. Must it go before the world that you compel your tenants at will, on pain of utter ruin to violate the ordinances of their hierarchy? I sincerely trust that you will allow them full liberty of conscience and the use of the sacraments of their Church by according to them liberty of education."

382. In a subsequent letter to the Editor of the *Ballinrobe Chronicle*, he says—

"The parents who send their children to such schools are expressly shut out from all participation in the sacraments of the Church, so much so that were they all on the point of death this moment, I could not bestow on them those aids, so much needed at that awful moment, unless they had finally, irrevocably, and penitently withdrawn the children."

383. He says again—

"He (the patron) forces this conflict not on me, but on my superiors, whose injunctions I am bound loyally to carry out. He attempts to wrest the training of the Catholic children out of the hands of their spiritual guides. He thus usurps a power which never can be his. *It was not to landlords that the Great Guide of us all once said, "Go teach all nations."*" And his argument.

384. I have put the last sentence in italics, because the argument it contains is frequently reproduced, perhaps less concisely, in education controversies in the west.

And that he has the approval of his archbishop.

385. To prove that he is acting with the Archbishop's sanction he publishes a letter of recommendation with which he has been furnished, to enable him the more speedily to obtain the balance of the expense of building his new school (nearly £200, of which his Grace has forwarded him £20 and the poor people have contributed nearly £20 more).

"St. Jarlath's Tuam, May 14, 1868.

"The Rev. Father Lavelle, who has for several years successfully combated hostile efforts in protecting the faith of his flock, has been recently engaged in building a spacious school-house for the education of their children in a portion of the parish which required the continuous exercise of all his zeal and vigilance. Although he has received some aid to carry out this good work, the outlay has been so heavy and the people comparatively so poor that he could not expect from them the necessary funds to meet his liabilities. It is a strange and anomalous feature in the character of the present times, that whilst landlords are generally reducing their tenants to a degree of serfdom beyond any former example, they are, at the same time labouring to wrest from the clergy that control over the religious education of their flocks which belongs to them alone. It is to be hoped that a state of things so much at variance with sense and justice will soon cease. In recommending the claims of Father Lavelle to the faithful we are only labouring to establish that equitable relation which will enable the clergy, the landlords, and the people, to live peaceably together without encroaching on each others' mutual rights.

"✠ John, Archbishop of Tuam."

386. Mr. Lavelle states that previously to Sir Robert Blosse's opening the school, he had procured a teacher "to instruct the children in the handsome Catholic church, and in winter in its sacristy. Let it be borne in mind that here they were taught all they particularly needed in the way of reading, writing, and arithmetic." I presume that this is the school of which the constable had so unfavourable an opinion, and which he described as "next to nothing." The actual educational condition in which I found the children in both schools, but especially in that which had been more recently opened, was, I am free to say, very much what I should have expected to find it had there been no school whatever in existence previously.

The manner in which the Rev. Mr. Lavelle regards and speaks of the rival school will appear from one last extract from his published letters :—

"This school is the exact counterpart of the 'mustard seed' of souperism in Partry—a school established by Sir R. Blosse's honourable relatives, placed under the National Board, with an obnoxious teacher, under their own management —by degrees illumined by bits and scraps of 'the Word'—from that, purified by the ribald and blasphemous tract, until, as the result of an investigation by order of the Board, the fleece was torn off the wolf's back, and the animal appeared in its native deformity."

I have not thought it necessary to go at all into the history of the locality.

2. Garracloon school.

387. The story of the next of these schools, Garracloon, shows that some of the people took for some time a rather more active part in the opposition than I have generally found to be the case elsewhere. It is told on the authority of the teacher, and except occasionally, and for the sake of abridgment, in his own words. The resident manager also stated some of the main facts.

Patron's and managers' action.

388. The landlord, a non-resident gentleman, resolved twelve years ago to build a school there, containing two school-rooms, one for boys, another for girls. One-third of the expense of building, no doubt, fell on the proprietor, who gave the site, and two-thirds on the Board. A comfortable teacher's residence was also erected, at his sole expense, as the Board gives no assistance for such objects. The two principal neighbouring proprietors, Lord Arran and Mr. Pery—the former a frequent visitor to the district—the latter generally resident—were appointed managers for the patron. Jointly they contribute £20 a year. Lord Arran interested himself in getting suitable teachers, and a husband and wife from the North, one a first-class, the other a second-class teacher, both Roman Catholics, and with excellent testimonials from their parish priest and other Roman Catholic clergymen, were appointed. Dr. Sullivan, a well-known officer then in the service of the Board, wrote to the teacher that he had recommended him and his wife "to Lord Arran (as I was bound to do), as two of our best, most respectable, and most deserving teachers." They opened school in 1857. When they came, there was nothing of the kind within three statute miles except one, since cancelled, and a hedge school. No place in Ireland, probably, stood more in need of education. Out of his first thirty-six pupils, twenty-eight were unable to read beyond the First Book—monosyllables—and of the eight who could go farther several belonged to his own family.

389. Before the new school was opened, the patron had offered the management (under himself), to the parish priest, who would have nothing to do with it except on the condition that he himself should be patron, and that it should not be vested.

Teacher's statement.

390. On the previous Sunday the priest denounced the teacher and the school, cutting off the former, his mother, his wife, his children, his pupils, their brothers and their sisters, their grandfathers and their grandmothers from the sacraments. The teacher has heard these denunciations from the altar several times, and his family have done so more frequently. These are the people denounced. This system has since been rigorously carried out. A year ago, the teacher's wife, who had been female teacher till 1861, and who was succeeded by her daughter, the present mistress, became very ill. She was anxious to have the attendance of the priest, and her husband sent the following note to the curate :—

His wife's treatment.

"Rev. Sir,—I most respectfully request you will have the goodness to come and administer the *last rites* of the Church to my wife, who is so very ill that she seems past recovery.

"I remain, Rev. Sir, your obedient servant."

391. This note was returned to him, and he was told that he must send another, stating his *firm belief that his wife would never recover*, as otherwise the priest "dare not raise a hand over her," and would be suspended if he did. He had then to state, at his wife's request, what he believed to be false, for he entertained hopes of her recovery, which, however, were not realized. The priest, who was only a curate, stated that he should preserve the second note as a voucher to show his superiors, whose orders were and are that until the very "last moments" no spiritual aid can ever, so long as he (or one of his family) is teacher there, be given to any of them.

General nature of action taken.

392. For the first four years, denunciations were very frequent both in the parish in which the school is situated and in the neighbouring parish, from which the majority of the children come, and in which there is no other school. These denunciations might, perhaps, be repeated ten or eleven times a year in each. On the second Sunday after the master's arrival, in the parish church, while he was present, a sermon was preached about ravenous wolves in sheeps' clothing, referring in express words to him, and such that he felt compelled to leave the chapel, and vowed that he would never enter it again. He has kept that vow. Since the first four years the altar denunciations have not been frequent. In his belief they were checked in consequence of his telling another National teacher under the priest, publicly, and with the intention that he should repeat it in the proper quarter (and he believes he did), that he had been threatened that his house would be burnt down —that persons had followed himself and his family from town, hooting at them, and that he was in terror of his

life,—that he believed this to be due to these continued denunciations, so that if anything happened he would hold the priest legally responsible, and would appeal to the protection of his patrons and the laws of England. The denunciations subsequent contained no reference to the teacher personally. The principal opposition to the school since, has been at the stations, which are held two or three times a year, where confessions are not heard till the parents have publicly promised, on their knees, before their priest and their God, to withdraw their children from that school, ("as has been done both here and in the neighbouring parish within the last month,") and by means of frequent house to house visits. Many persons, in order that they may be allowed to confess and may receive absolution, &c., withdraw their children from school a few weeks before the stations, and promise never to send them back; but such is their thirst and desire for education that these promises are, with few exceptions, as often violated as made. Many persons have boldly told the priest that they will have their children educated in spite of priest or bishop. These persons, of course, have been treated "like my own family, including my mother, now deaf and doting, and nearly 100 years of age, who have not, during ten years past, knelt under a priest." Why modified.

393. For the first four years he was here, marriages were refused, except on the same conditions. All the usual priests' dues were refused until the people began to bear this privation with patience. Then these payments were accepted; but the arrears were insisted on, and in one case, where a bridal party were at the altar, the priest said to the bride's father, "You have not paid your dues for the last four years." He said he had always been willing to do so, but they had been refused. The bridal party were sent away till the father brought 19*s.*, the amount of arrears. None of the sacraments, except baptism and extreme unction, are administered without a solemn pledge that the children shall be withdrawn. People have latterly got so indifferent that they tell the teacher that they would not care "though they talked 1,000 years." Nephews and nieces of three neighbouring priests attend the denounced school. Instances of action.

394. When he came here the teacher showed the priest, who is since dead, a testimonial which he had received from the priest of his own parish. He was told that it was a pity to see anyone having such a character, coming from the north to oppose his bishop. He replied that when he left the north, he had no idea that either the priest or the bishop would be opposed to the school, more particularly as Lord Arran had informed him that he would most willingly leave the children's religious education altogether in the hands of the priests, and that he would be glad if they came two or three times a week to the school for that purpose. (This statement was afterwards publicly repeated to the people by the two managers.) On that occasion, the priest said in presence of four or five of his neighbours, that the Church had come victoriously through many scourges and persecutions, and that he would find she would carry her point about these schools in the end. Attitude of *a.* Teacher *b.* Managers. *c.* Priests.

395. Almost all the altar denunciations were prefaced by the oft repeated text "He that will not hear the Church, &c." The people were then usually told that the whole system of National education was "false and rotten to the core," got up to annihilate Irish patriotism, and to rob the people of what was most dear to them, their religion; that the Church therefore was opposed to all National schools, particularly to vested ones, and that the Garracloon schools were still worse, being under the patronage of "Protestant gentlemen;" that the bishop was against these schools, and would, as it was his duty, always be against them. Farther, that in accordance with his commands, no priest could or dare do anything for people countenancing them, except at their very last dying moments, when there would be no time for repentance. And that any person who, having arrived at the years of discretion, did not confess his sins at least once a year, and receive the Holy Sacrament of the Eucharist, was in a state of "mortal sin," in which dreadful state, should he die, he would, according to the doctrine of the Catholic Church, be "certainly damned for all eternity." Sometimes they were then told how much their forefathers, who "did very well without any education," suffered for their religion, and that they might rest assured it was not for their good that Protestant gentlemen now wanted to educate them. When an opposition "hedge" school was about to be got up—and several have been tried, and failed—they were told that the worst hedge school that ever was in Ireland (an expression the vigour of which no one who has not seen a few can appreciate), "was better than the very best of our National schools."

396. The teacher is in a position to state, without fear of contradiction, that throughout the eleven years, there never was any coercion direct or indirect exercised by the patron or managers. The children from the neighbouring estates, whose landlords never did anything towards the support of the school, attended as regularly as the rest of his scholars. That there was no pressure by managers.

397. The teacher adds—

"It is only God who knows how much of mortal agony and torture I and my deceased wife suffered here; were it not for the cruel and unchristian treatment we received, I feel almost certain my wife would still be living. She had always the best of health, and was only forty-nine years when she died; and I feel quite sure that my time of service under the Board will shortly be at an end, though I am only fifty-one years of age. I should have to write a large volume in order to give a correct idea of all that was written, said, and done to banish myself and family, and to 'crush down for ever' these schools. We had to fly from one house of worship to another, and for months at a time I could not think of going to any. If I left my own house, I was sure to be assailed with the question, 'If you be a Catholic, and I do not know how you can call yourself one, how can you think of teaching that school in opposition to Father —— and the bishop'? I was often saluted twenty or thirty times a day in this manner; but, thank God, few, if any, now annoy me about the schools, which are attended by the children of all the respectable families within miles of us."

398. The master of Garracloon is the only first-class teacher in the Ballina inspectoral district, and receives a good service salary, implying at least seventeen years good service, at the highest rate possible for his classification. His hair is nearly white, and he attributes this at his age (fifty-one) to what he has undergone. He is now applying for retiring gratuity, with the assent of the District Inspector.

399. Ballycroy is an extremely wild and poor part of the county of Mayo, shut in on three sides by mountains, and on the fourth by arms of the sea. Mr. George Clive purchased a large tract of land there in 1851. More recently his brother, the Rev. Archer Clive, acquired an estate adjoining it, and they are now the proprietors of all but the whole of that part of the country. They have the local reputation of being very good and considerate landlords. Mr. George Clive, in a letter to the *Times*, written in January, 1867, says— 3. Ballycroy case. Circumstances.

"I have resided on the estate from one to four months in each year, with the exception of 1862. No ejections have taken place, with the exception, perhaps, of two or three cases of obstinate non-payment of rent. Large sums of money (exceeding £15,000) have been expended in labour by myself and by an English gentleman who has leased a portion of the land; and, generally, I have exerted myself to the utmost to promote the welfare of the district."

400. On Mr. Archer Clive's property there used to be a school,—a wretched cabin,—at Doona Castle, under the management, I believe, of the Roman Catholic clergyman, which had struggled under great difficulties, which, had latterly, I am told, become extremely inefficient, which lost salary, because it could not keep up an attendance, and which had been discontinued for some years. There is still a school at Tallagh (two and a-half

or three miles from Doona), which I visited, in a miserable cabin which had been built, apparently without any lease, by a former teacher, who retired on gratuity. Mr. George Clive paid for the house and is now the proprietor and patron of the school, which was under the management of the parish priest and is connected with the National Board. He gives a considerable voluntary contribution and three or four acres of land free. The house is utterly unsuitable, one of the worst, in fact, that I have seen anywhere. Messrs. Clive resolved "to erect, with the assistance of the Board, new and good school-rooms for children of both sexes, and to provide proper Catholic teachers" at a place between Doona and Tallagh, so situated as to be suitable for the populations surrounding both. They propose to contribute, as usual, one-third of the expense of building; to support the schools, to superintend them, and to be patrons. On discovering, unexpectedly, that the parish priest entertained objections to these proposals, Mr. George Clive wrote to him as follows:—

Correspondence showing positions of landlord and priest.

"Perristone, Ross, Herefordshire, December 2, 1866.

"Dear Sir,—On reconsidering your letter on the subject of the objections of the Catholic Church to the school which, with the assistance of the Commissioners, my brother and I propose to erect, I am not sure that I clearly understand it, and I should be glad to be informed what your views are. I cannot suppose that you would withhold your assent to a measure calculated to introduce all the facilities for a good education into a district so much in want of them; but, if so, I should wish to know, before any further steps, what course you propose to adopt in the event of our proceeding with the undertaking.

"I remain, faithfully yours,

"George Clive."

401. Father Gilvarry's reply was—

"Ballycroy, December 22, 1866.

"Dear Sir,—In reply to your letter of the 2nd instant, I beg to say that, lest my objections to the school-house about to be erected in the townland of Drumslade be looked upon as captious, I waited on my bishop (the Most Rev. Dr. Feeny, Roman Catholic Bishop of Killala) who says, I must oppose it with all my might.

"No doubt, such schools are in conformity with the law of the land, but I am sure you will admit that clergymen have other laws, viz., Church laws to obey. The hierarchy of Ireland, convened at Thurles some seventeen years ago, condemned in the strongest terms such schools, and gave strict orders to all their clergy to oppose them. You were always kind in encouraging education, for which I am obliged, and for which reason I took the liberty of writing to Mrs. Clive, hoping she would use her kind influence in stopping a measure which, if proceeded with, will be calculated to create disagreeable feelings. You ask what course I intend adopting? First, to endeavour by advice to dissuade the children going, and if that be ineffectual, then to interdict both children and parents—that is, to withhold sacraments—an unpleasant course. Your anxiety for the education of your tenants' children I admire, but you can't blame me, their pastor, to see that the education be imparted in accordance with the rules of our Church. Trusting that not one word in this letter will give offence.

"I am, dear sir, your obedient servant,

"John Gilvarry, P.P., Ballycroy.

"G. Clive, esq., M.P."

402. To this Mr. Clive answered:—

"Perristone, Ross, Herefordshire, Jan. 5.

"Dear Sir,—I have only this day received your letter dated the 22nd of December. It is not for me to question the propriety of the course you propose to adopt, but I must express a hope that its extreme severity may be mitigated by your desire to encourage education in your very backward district.

"I can only pledge myself, that the issue between the law of the land and the law of the Church—if the latter be as you describe it—shall be fairly tried; and that my brother and I will persevere in giving to the population of Ballycroy, the offer of a good education, under teachers of their own faith. Should they reject it, which I do not for a moment believe will be the case, the continuance of the present state of ignorance must rest on themselves and their advisers.

"I shall publish this correspondence, taking it for granted you can have no objection to that course.

"I remain, faithfully yours,

"G. Clive."

403. Father Gilvarry's last letter was:—

"Ballycroy, Jan. 14.

"Dear Sir,—Your letter of the 5th ult. is just come to hand, in reply to which I beg to say that, I fear you misunderstand me, if you insinuate that I wish the population of the district to remain in ignorance. I believe you will admit that no one should feel a deeper anxiety about the mental cultivation of children than their spiritual guide, who must on the last day render for them an account. *To prove to you that I am for education*, I shall give the contemplated school my full co-operation, if you vest it in myself and some other Catholic—a latitude allowed by the Commissioners and Church.

"By your doing this it will prevent trouble, and perhaps, disagreeable measures.

"Faithfully yours,

"John Gilvarry.

"G. Clive, Esq., M.P."

And proposals by priest.

404. The words in this last letter which I have taken the liberty to italicise, carry one back into perplexing speculations. What was the nature of the terms which Father Gilvarry had intended to propose to Mr. Clive, till the language of his second letter induced him to make an effort to prove to him that he was for education? The offer which he thought could not fail to do so was simply, that the Messrs. Clive should transfer the absolute property of the school which they meant to build and maintain, to the parish priest and some other Catholic, and should content themselves either with an authority deputed to them by these trustees, and liable to be revoked at their pleasure, or with none at all. On the other hand, their promises and intentions could alike be judged by reference to their actual practice. The new schools were to be under Roman Catholic teachers. Probably, Father Gilvarry would have been the manager, with complete control over all details of administration, only without the power of appointing the master or dismissing him. At that very moment he was manager of the other two National schools in his parish, on Mr. George Clive's property. So little was Mr. Clive to be suspected of proselytizing, that he had previously refused, I was told, to contribute towards the setting up or maintenance of a Church Education Society's school, apparently on the ground that it would be so small as to be inefficient, and that there was ample protection for the rights of conscience under the National system, and in the National schools.

Opposition to building

405. So the matter remained till the spring of 1868. On the 26th April, a contractor—whose statement I shall give in his own words—undertook to build the school, and began work on Monday, May 4th. On the Wednesday or Thursday of the same week, he was at Special Sessions at Belmullet, and seven of his men were at work clearing the foundation. When he came back they told him that Father Gilvarry went past them about one o'clock, saying nothing to them then; but that he returned about half-past two, and told them to be off the ground, every one of them, immediately, and never to work there again. They all left at once. When the contractor came home, he went to the men, and induced five of the seven to return to work.

406. On the following Sunday, Father Gilvarry spoke from the altar about the school. The contractor, who

was a Roman Catholic, as all his men were, was present and heard him. He said that no matter who the contractor might be, he would not allow the men to work, and would deny the rites of the Church to any one who did so. After mass the contractor went to the priest, and said that had he known that there would be such opposition, he might not, perhaps, have undertaken the building, but that now he was bound to carry it out, and meant to do so. The priest said he'd wager a pound that he could not get a man by to-morrow night. He said that he should see about that. Next morning he set to work and anew secured the five and four more besides. About a fortnight later, Father Gilvarry begged him to delay the work for a week till he could return from Ballina, where he said he would see and have an understanding about the matter with the bishops and clergy. The contractor promised to delay the building, but said he would meanwhile go on collecting the material. Next day he found that some people were going to run up a lot of temporary things, pig styes, and such like, apparently for the purpose of using up all the stones on the spot, which would have compelled him to go four or five miles away for stones, and would have put him to great loss and inconvenience. These people had all heard the priest speak from the altar, and some of them had, he thought, reasons of their own, which made them hostile to the new school. He set to work to collect all the stones as fast as he could, and took two masons and three carts with him for that purpose, on the 9th of June. While he was gathering them, some of these people attacked him with stones, and turf spades. They smashed his watch, tore his clothes, and he believes that but for the men with him, they would have killed him, as they said in their presence that they would have his life. He managed to get away from them, leaving the carts and the stones in their possession. Next day he brought a larger force of men, about a dozen in all, and he had seven or eight more in reserve. There was a little more scuffling, but his party had the best of it. After the stones were all gathered, there was no further interference. Within a week after this occurrence, Father Gilvarry left the parish. The school is not yet completed, and a new priest has succeeded, whose policy with regard to it has not yet been declared by any public act.

of a violent character.

407. The Ballymonelly case occurred in the neighbouring parish. My account of it is taken from what I was told by the patron of the school, the teacher, two respectable tenants who attended on the day of my visit to it, and the Roman Catholic clergyman.

4. Ballymonelly case.

408. The patron, Mr. Carter, writes to me—"The greater part of Ballymonelly being my property, and my tenants there having about ten years ago applied to me to build them a school, I applied to the National Society for a grant, and in due time the school was built; but shortly after it was commenced, these same tenants came and told me that unless I gave the management of it to the Roman Catholic priest, they understood he would prevent them sending their children to it. I told them that however much I regretted their being Roman Catholics, it was not my intention to interfere with their religion, but that the school would be carried on under the rules of the National Board, I myself, or my agent, Mr. Crampton, acting as patron—and that I would not, as far as I could help it, permit the interference of any clergyman of any religious denomination with it. In fact I did not wish there to be any religious education at all in the school, but the rules of the Commissioners of Education, providing that it should be otherwise, at a certain hour of the day, the schoolmaster who is a Roman Catholic, instructs the scholars who are all (except occasionally one or two perhaps) Roman Catholics, in the tenets of their religion. I have had it intimated to me that if I would allow the priest to be joined with me as a patron, &c., &c., the school would be full, but that if I do not, the ban of the Church will be extended to all sending their children there, consequently not more than half a dozen families or thereabouts, of the Roman Catholic persuasion, who have more independence and knowledge than the rest, will send their children to the school." (I was particularly struck on my visit with the resemblance in features, bearing and character, between the tenants present, and the best type of the Ayrshire small farmers I used to see when I inspected schools in that county), "and instead of 80 to 100 scholars, we get but 15 to 20, or thereabouts. I do not believe the local clergy have any objections to the school, nor that the poor people themselves have any, but that the priests have to obey the hierarchy and their bishops, in denouncing those who would send their children to a school not under the Roman Catholic clergy. I have determined as far as possible, to keep the school out of the hands of the priests. I can refer you to the schoolmaster, as also to the tenants for corroboration of the above. There is no cause of complaint, no attempt at proselytizing—the Roman Catholic religion is taught at certain hours in the school—there are generally no Protestant scholars, and the only question is whether I am to be patron, having built and supported it" (Mr. Carter gives £20 a year to the teacher, and he has thereby been able to obtain one of the most respectable, and most efficient teachers I met in the West), "with the assistance of the Board of Education, and given the land, or whether I am to give up the patronage to the priest—whether a landlord may, with the assistance of the Government, build a school for his tenants without the interference of Roman Catholic priests or not. I object to being interfered with by the priests. I do not know of any Roman Catholic country where they are allowed to interfere in that way, unless it be in the Peninsula—certainly not in France or Italy, and, if not in France or in Italy, why in Ireland are we to submit to it? I founded the school myself. I have not directly or indirectly" (attempted) "to induce the children to go to school in spite of the opposition. I have left the school as much as possible to make its way on its own merits, and by non-interference on my part, hoping that after a few years the priests, seeing that the school was not established with a view to conversion of their flocks, would cease their opposition; but they, the priests are under orders, as also the bishops, and if they would they could not relax the rule they have to work under, or to disobey their superiors. I am myself a strong Protestant as far as my religious principles go, but in secular matters I wish to make no distinction. My tenants are very numerous, and for the most part Roman Catholics, and I have no quarrels with them."

Landlord's position

and success.

409. The school is vested and the teacher is trained. He attends his chapel regularly, and has heard his school often denounced; and all the Sacraments are refused to those who disregard these denunciations. There has been no case in which extreme unction was finally denied to any one. In four instances it was only given after the priest's conditions had been accepted. When the teacher's own wife was on her death-bed he had to promise to give up teaching the school. After her death, however, and after a short vacation which followed, finding no other means of livelihood, he returned to it. A tenant who was present told me that when his wife was dying, he was most unwilling to make the promise required, but his father-in-law made it, and he had not the heart to recal it. The children were withdrawn for about three months. There were two other cases of very much the same character, one of which happened two years ago, the children still remaining away. The strongest pressure is put on at the time of the "stations," and before and after them the attendance is low. The teacher believes that the priest does it simply in obedience to his orders.

Priest's action.

410. The constable in charge of the neighbouring police station at Bangor, who has known him for five years, tells me that the people like the schoolmaster, that he is very attentive, and that a more sober, correct man does not live in that part of the country.

411. The Roman Catholic clergyman stated that he simply did what it was his duty to do, and what every priest would be bound to do in similar circumstances.

Priest's view.

5. A runaway teacher.

412. In the next parish an amusing incident varied the monotony of these proceedings. A young teacher was offered a situation as pupil-teacher in the district model school in Limerick city. This offer tempted him greatly, as his income was somewhere altogether about £18, and he resolved to accept it, against the wishes of the priest, who is his patron. He got away twenty-five miles or so, but his mother, his brother and a cousin found out where he was, followed the runaway, captured him, and brought him home in triumph. As he told his story he could not help being amused with the figure he made in it, but he regarded the thing as a serious loss to him, and although he knew perfectly that if he had got to Limerick city, neither his own school, nor any other in the neighbourhood would have been open to him on his return, he says he thought he should have bettered himself both as a teacher and in life, if he could have got clear away.

6. A school kept closed, and unable to procure a suitable Roman Catholic teacher.

413. In the next parish again—the fourth consecutive parish which I have described—there is a long and miserable story which I shall condense as much as possible. Mr. Savage settled there about ten years ago, having obtained a lease, for several lives, of a large tract of country along the sea shore. He taught the people fishing, and did everything in his power to civilize them. His own clergyman (Established Church) applied to him for a site for a Protestant school, which he refused. Two priests made a similar application, with the same result. He was anxious that the school should be common ground for all classes of the people, and with the aid of the Commissioners, he built a vested school, some years ago, fitting up a residence for the Roman Catholic master he appointed to it, and giving him £14 a year voluntary contribution. A week after the teacher came (and he had high recommendations from the Roman Catholic bishop in Dublin, and several Roman Catholic clergymen), the priest denounced him both from the altar and in the village, denounced the parents of the children attending, and threatened to refuse them the rites of the Church. Many parents continued to send their children, notwithstanding, and the teacher remained in the situation for six weeks under the most violent persecution, when, through the favourable opinion of the Poor Law Inspector, he got another appointment. During the whole of that time he could not get anything to buy in the place, and the patron took him to live with him in his own house. After he left, a probationer, now a classed teacher, came, and the same system was pursued. He remained two years, but was unable to pass his examination, and the Board cut off his salary. After that the school was closed for two years. The patron had several applications from Protestant teachers, but declined them, as the children were Roman Catholic. The opposition was so violent, that he could not get a decently qualified Roman Catholic teacher. One was engaged, but just before he was to have arrived, he received a letter from him of which the following is, as far as he can recall it, a copy. He published it in the *Mayo Constitution* at the time:—

——— "National School.

"Dear Sir,—I would have felt happy if permitted to go down to ——— and take charge of your school, but the priest met me yesterday, and said he would interdict and anathematize me if I would attempt to go down. Under these circumstances, I deeply regret, but I shall never teach here any more under him—I shall go to America."

Shortly after this, the teacher emigrated.

414. During this interval the rector, the patron's clergyman, set up a school in a sod cabin, where the man who is schoolmaster had settled on a waste piece of ground. Mr. Savage neither removed nor encouraged him, but he was glad to see education of any kind given to the people. At the end of the two years, he at last got a master, who had been a classed National teacher in the neighbourhood, had been removed in consequence of the Inspector's unfavourable opinion of him, and who for a couple of years had been without work and nearly starving. After such an interruption of service, the Commissioners may order a man to begin again at the bottom of their ladder, and this man (43 years of age), who was a very nervous person, and had never probably been a "fine scholar," had to do so. He was popular in the place, appeared to be doing good work, and was as serviceable a master as the patron could procure in the circumstances. But he was frightened at the examination, and was dismissed because he had not presented himself for it, shortly before I arrived in the district. His nervousness was naturally not at all diminished by the constant denunciations and persecutions he had to undergo. These had gone on in all forms, throughout the history of the school. "One day, for example, an hour before the Inspector came to visit it, one or two of the neighbouring priests came down, and walked backward and forward along the road. It was evident and well known that this was to prevent or frighten the children from entering the school, so that on the Inspector's arrival there would not be any attendance. They remained on the road about or nearly an hour, until the arrival of the Inspector. On my hearing of this outrageous transaction, I immediately went up to the school, and found a good number of the poor children hiding in a cabin, and behind the ditches in the bog—went to them, told them not to be afraid, brought them into the school, and rebuked those who I considered were the cause of keeping them out. I assure you I felt much on the subject, as I never used any pressure to compel the people to send their children to school, or interfered directly or indirectly with their religious teaching, except that my wife purchased and paid for Roman Catholic catechisms for the children, and I offered to pay for all they would want if they wished."

Action against the school.

Patron's view of the case.

415. The patron adds, that the statement he gave me (which I have farther condensed), is only a meagre outline of the facts, and gives no idea of the amount of the persecution. He thinks further that it is absurd to insist on a re-examination of a man of 43 years of age when once he has been properly classified, after a fair examination by the Board's Inspectors, and that considerable allowance ought to have been made for his own position with a school which has suffered so much, for nothing but the support of the Government system in its integrity, and in a district where he has been prevented, through no fault of his, from getting such Roman Catholic teachers as he might have wished to procure, and where, after the school had in spite of all his efforts been closed for two years, he had at last obtained a perfectly well conducted, creditable, and very popular teacher. This man himself tells me that he has heard the priest say in the village, that any person who should send his child to the school was crucifying Christ,—and the communion has regularly been refused to such persons all the time he has been there.

Difficulties in remote localities, with salaries given.

416. The condition of the schools in this neighbourhood, when I visited them, will illustrate the difficulties of all attempts to procure and maintain fair teaching on probationer and third class salaries—and persons who possess higher qualifications are scarcely ever induced to come here. A line from Belmullet, north to Erris Head, another west by the Ballycastle road to Glenamoy Bridge, the Glenamoy itself which runs into the sea some three miles below, and the coast line, shut off from the sea some seventy square miles of irregular country. Leaving Belmullet, its capital, out of account, the educational wants of this district are supplied by seven schools—two of them in connexion with the Established Church, which are very poorly attended, and of which I have spoken elsewhere. Of the five National schools one flourishes. It is that from which the teacher made his ill-starred expedition towards Limerick city. Another is the school of which I have been sketching the story. A third is that from which the late teacher of the second was dismissed two years ago, and which had been closed for about three months when I was there. In a fourth the teacher had been dismissed a few days before my visit, for falsification of accounts. In the fifth, the present teacher took charge about a year since, and her predecessor had been dismissed on the same accusation. She crossed the bay, and has recently opened school in a cow-house, which

was given her by a tenant whose cow has gone out to the hill side for the summer pastures, and which will be available as a place of education till the animal returns. That is the only provision for a village with some sixty families. The landlord offered to build a vested school some six years ago, on the same terms as those on which Mr. Carter holds his at Ballymonelly—under a Roman Catholic teacher with himself as patron. The priest and his neighbours' experience prevented him from going farther, and he refused, I am told, to give a site to the priest for a school which the latter wished to build and keep under his own management.

Power of either priest or landlord to prevent education,

417. Occasionally the priest only exercises his influence in this way so as to prevent education. Parliamentary powers ought, I think, to be taken to compel landlords to grant sites for all necessary schools of the type of which the State approves, whether that be mixed or denominational; and there is something to be said in favour of giving them for any school which private persons are willing to build, where it can be shown that there is a considerable population requiring one, and not already provided. It is not often, however, as far as I could judge, that the difficulty might not be got over at present. Almost any cabin in the very far west, may be turned for a £5 note into a National school, It need not be floored, and a single window, with the help of the door on dark days, will be accepted as giving sufficient light. It is difficult to say how little will do in the way of desks, and everything else will come from the teacher or the State. This is the genesis of the simplest form of non-vested National schools. A teacher can be had on reasonable terms. A lad of 17, or a girl of 16, who knows as much plain work as a fairly taught child of 11, will be accepted as probationer, will cost the managers nothing at all, and lasts for at least two years. These are the simple conditions under which the Board distributes its support of National Education, and the patron need contribute nothing towards the maintenance of the school after its first start in life.

although National schools may be set up for £5 and maintained for nothing.

418. "It is really pitiful," writes a teacher, who is recommending "comfortable school-rooms, got up by the Board," as a means of securing regular attendance, "to see poor bare-footed children, often running perhaps a mile or two of a cold frosty morning, standing the remainder of the day on damp floors" (I have frequently stood on National school floors which were almost as damp as a bog in the middle of this dry summer), "shivering with cold, and the wind and rain blowing in through door and broken windows. Such children, along with endangering their health, could do no good at school. I have often sent them home while I was teacher of —— and —— schools, two of the above class. I have reason to be thankful to Providence that my health escaped the danger to which I was for a long time exposed in these places, and that I am now in charge of one whose very appearance is enough to cheer and to invigorate the most active mind."

7. Louisburgh case.

419. Louisburgh is a small town near the sea coast, at the south-western corner of the long rectangle which constitutes Clew Bay. It is the only place of any importance, except Westport, in the entire barony of Murrisk. In this way it is the centre of a very large tract of mountain country as well as of the populous and fertile districts which run along the shore at the foot of Croagh Patrick, and round the promontory facing Clare Island to the mouth of the Killary harbour. Some time ago large and commodious school-rooms were erected there by public subscription, with the help of the Board. They are vested in the Commissioners, which gives the State the privilege of keeping them in repair. The Marquis of Sligo is patron, and contributes towards the income of the teachers, and a local gentleman acts as manager under him. The same arrangements are adopted in half a dozen of the neighbouring schools, and no objection appears to be raised by the Roman Catholic clergy. The teachers are all Roman Catholics, and the clergy have perfect freedom of access to the scholars.

420. The present teachers of the male and female schools in Louisburgh, were appointed in 1851 and under them the schools have prospered exceedingly. The female school continues to flourish as much as ever. Both teachers were trained, I believe, after their appointment here, but before there was any talk of an express interdiction of the training college by the Roman Catholic hierarchy.

Cause of troubles.

421. In 1862 the Head Inspector, at one of his visits, informed the teacher of the boys' school that a navigation class had been opened in the training college, and that he thought it would be for his own good, and for that of the school, and the town, that he should attend. The master was subsequently summoned for training by the Board, and went up in May, 1862. The Archbishop of Tuam had himself prohibited clergymen in his diocese from sending forward Roman Catholic teachers for training in the beginning of 1861, and his policy was sanctioned and adopted by the unanimous vote of the Roman Catholic hierarchy of Ireland in May, 1862, the same month in which the master left for Dublin. He went there with the approbation of his manager, and with the full consent of his parish priest, and without a word of objection of any kind being hinted to him by any of the Roman Catholic clergymen in the place. At the time he had not heard that there was any opposition but that of the archbishop, which had continued for a great number of years. He returned in December, 1862, and everything went on smoothly in 1863 and 1864; the yearly averages being 82·3 and 82·8 respectively.

Beginning of troubles.

422. In the autumn of 1865, when the archbishop came to Westport, it was reported to him that in spite of the prohibition, a teacher, Mr. ——(§ 379), had gone up for training. He is believed to have ordered him and those supporting his school to be denounced from the altar; and he was denounced. Some clergyman present is reported to have told Dr. MacHale that two other teachers at Louisburgh and at Kelladoon came under the same head. Dr. MacHale is believed to have ordered them to be denounced also; and they were denounced; the first on September 3, 1865, the other a week later, by the curate of Louisburgh. The parish priest omitted to do so, and he was suspended by the archbishop's authority on the following Sunday, and remained so for three weeks, at the end of which time, on his promise of obedience, as it was believed, he was restored. I understand that the parish priest, who was not at home when I waited on him officially, is very much respected by all classes in the district, and that the people bear his exertions, during the time of the great famine, in most grateful remembrance. After his restoration he also denounced the school. This was in September, 1865. The average attendance for August was 77·8, and leaving out one day, which was before the denunciation, the average for the rest of next month was 12·3.

Parish priest suspended.

8. Connected case of Kelladoon.

423. The other school at Kelladoon, six miles off, was under the same management, and also very successful. The teacher was a former pupil of the master at Louisburgh, and had been brought up under his eye. He went up for training in January, 1864. At the time he went he was not aware that there was any but the archbishop's continued opposition to the whole system. The edict had never been read from the altar in the chapel he attended, which was a sub-chapel, served by the curate from Louisburgh. When he was on his way to the training school, he went to the curate for a certificate. That gentleman told him that the archbishop was very much opposed to teachers going up for training; that the proper person to apply to for a certificate was the parish priest, that he himself had nothing to say to it, but that he would be glad to learn what the priest did. When he came back with the certificate they had a little farther friendly conversation; the curate said, "God bless you, James," at parting, and the teacher went up to the training school. After he returned in June, 1864, the school "went on first rate" till September, 1865.

The average attendances were:—June, 74; July, 96; August, 93.

Denunciation.

424. A week after the denunciation of Louisburgh, Kelladoon was also denounced. The attendance went down to 22 for the three last weeks of September. The school was denounced by the curate—the teacher being present. He said that the children attending, and their parents also, should be excommunicated so long as the master continued there. The school was like a poisoned pool, from which issued streams which would poison anyone that might drink of them. The teacher had gone up for training, he said, perversely and contumaciously, and had he taken his advice he would not have been in his present predicament. Before that time he said that he had stood high in his estimation.

Effect on attendance.

425. The attendances in the week after were 15, 19, 20, 9, 6. In the next week, 25, 21, 26, 24. The attendance always fell off when the curate was expected out about the village, to collect his dues. It was influenced by the approach of the stations—*e.g.*, in January (Christmas), and April (Easter). The monthly averages were October, 1865, 22; November, 38; December, 40; January, 19; February, 29; March, 18; April, 11; May, 13; June, 14. These results do not seem to have been satisfactory. Repeated censures were resorted to every Sunday, and the priest came in, four or five times and turned the children out of school, so that they were afraid to come for months. In July the average was 1·5; in August, 1·2; in September, 1·7; all boys. In October, 3 boys, and 1 of a girl, as 3 came one day. In November it rose again to 13·1, and went on increasing. The people began to say they were determined to send their children. Some have said so openly, and have told the priest at the stations that it was a gross injustice.

426. The monthly averages for the year previous to my visit were, August, 51; September, 36; October, 23; November, 27; December, 69; January, 96; February, 97; March, 75; April, 27; May, 18; June, 35; July, 43. My visit happened a week after the archbishop's visit to Louisburgh, and the number present was 19. Many people had hoped that some relaxation of the system might have taken place on that occasion, but as things were rather worse than better, they were now sending them to Carrowniskey, over two miles away, which is crowded—and to Bunlahinch Irish Church Mission school, which is said not to have been spoken against from the altar since the attack on this school began.

Visit of two teachers to Archbishop.

427. After the parish priest had been restored, the two teachers—master and pupil—resolved to go together to the archbishop and represent their case. The Louisburgh teacher tells me that he showed him by the dates that it was impossible that he could have known anything of the prohibition before going up, except through the newspapers—as such a thing would generally be officially published from the altars at the Easter following its issue, before which time he had already returned to his school—and he declared that, as a matter of fact, he had not known of it. The Kelladoon teacher said it had not been read in his chapel, and he had not known of it. There was a good deal of conversation, in the course of which the archbishop said that, so far as he was concerned, he had published the prohibition properly; that he was sorry for the younger man, but could not help him—and that as for the elder, in consequence of all the scandal already caused by the suspension of the parish priest, and in connexion with the case, he would never sanction his continuance under the National Board. Since that the Louisburgh school has been regularly denounced in the usual way. The teacher has heard the denunciations; they are to the effect that neither the parents sending them, nor the children, nor anyone connected with the school, will receive the sacraments, or attendance of any kind from the Catholic clergy till the teacher leaves.

Successive steps taken by clergy.

428. At first the clergy were content, at the stations of confession, to exact promises from parents to withdraw their children, and on the strength of these promises they used to give the sacraments. It appeared that many of the children found their way back, and they had to do all their work over again at the next station, twice a year. Seeing no end to this annoyance they have latterly refused sacraments to those whose children have not been already purified by some months' completed absence from the school. The Archbishop was at Louisburgh about a week before me; and the teacher was told by his daughter and others who were present, that he himself turned out his daughter from among those presenting themselves for confirmation, and refused her that sacrament. He heard farther, and he tells me it is universally believed in Louisburgh, that the archbishop turned out of the ranks of those for confirmation all the children who within six months had attended the school, and all the grown people whose children had done so within the same time.

Effect on attendances in Louisburgh.

429. The attendances will show the effect of this course of action. In August, 1865, the average was 77·8; in September (excepting the first day of the month), 12·3; in October, 19·6; November, 13·8; December, 16·6; January, 13·2; February, 8; March, 11; April, 10·8—(in these months, which would naturally have been the best of the year, the Easter station of confession was either coming, happening, or just past). In May, 13·7; June, 21·4; July, 16·8; August, 15; September, 14·9; October, 11·3; November, 19; December, 17·8. In the first quarter of 1867, 22; in the second, 15·5; in the third, 37·1; in the fourth, 41. In the first quarter of 1868, 40; in the second, 30. On the day of my visit (which was quite unexpected), and which was in the week after the archbishop's, there were 11 present, of whom 6 belonged to the Established Church, 3 were the teacher's own children, and 2 others were Roman Catholics.

Where the children were sent.

430. The teacher at Garracloon informed me that he could scarcely believe his ears when he heard his own priest say that the worst hedge school that ever was in Ireland, was better than one of those denounced schools. The Roman Catholic Archbishop of Tuam appears to be of a similar opinion. The Louisburgh male school is capable of accommodating ninety-four boys; it is admirably equipped, well ventilated, as far as one could judge from the handful present excellently taught, and attended by eleven pupils. Upstairs there are eighty girls; but their brothers are not in the school-room below. In the immediate vicinity, however, there is a cabin with an uneven clay-floor, with scarce any light in it except by the door-way, with no ventilation; about sixteen feet square, but with a corner, eight feet square or so, boarded off—capable of accommodating, at the same rate of floor space, twenty-four boys (if it were not used, as it is, as the master's residence as well as his school-room), and packed with fifty-three. The teacher was a National schoolmaster in two places—one in the neighbourhood, one some distance away, in the Irish Church Mission field. There, he says, that the irritation caused by some private matters induced him to join the Irish Church Mission service, for which he was very sorry afterwards. He taught successively in three of their schools; then his health declined, and his religious convictions changed again, so that he returned to the Catholic faith, coming back finally to this, which is his native place, twenty-one months ago. I know nothing of his history but what he tells me himself. No man, whatever his ability or experience, could do much in such a hovel, with nothing but a few old forms and a kitchen table for school furniture.

Efficiency of rival school.

431. As it is, the scholars are of two classes—those who have probably never been taught elsewhere and those who still show results of careful and thorough training, and who show as plainly that they are losing them. Nothing could be more striking than the contrast between the looks of many of the boys, and the wretched cabin (the master pays 1*s.* a week rent for it) in which they are pursuing their studies under the sanction of their archbishop. The teacher tells me that he receives no aid from anyone except His Grace. The rest of his support he finds in school fees. In the one of the two rival schools I had 30 passes out of 33 possible; in the other, 62 out of 135. The orthodox seminary has one advantage over its

rival. The master tells me that he finds it very convenient, as it is so compact, that the children cannot be playing about in it.

Three or four of the children from Louisburgh walk, every morning and evening, to Kelsallagh, which is three miles away, and where they find an undenounced National teacher.

Character of denounced teacher.

432. The teachers of the male and female National schools at Louisburgh, were considered by the District Inspector among the best in his district. They were, no doubt, among the very best I saw in the course of my tour in the west. From the position of the town the schools had something of the character of a district academy. After his return from the navigation class of the training college, the master had a class of about nine in algebra, geometry, &c., which was very successful. I found that several of the best teachers (my informant enumerated eight, of whom I knew four, who were all excellent) in the neighbourhood, had been his pupils, and acknowledged their obligations to him very warmly. In fact, he has, no doubt, effectually done the work of a district minor model school for that part of the country. There seems as little suspicion of his being unfaithful to his duties as a teacher of religion to the Roman Catholic children, as there is of his interfering in any way whatever with the convictions of his Protestant scholars.

Pecuniary effect of action.

433. In these circumstances, of which I do not doubt it was fully informed, what has been the action of the National Board? The teacher's salary was £38, as he was in the third division of the first class. It was cut down, a year after the decrease, to £24, which corresponds to the first division of the third class, because the average had been diminished by the consequences of an act for which the Board was responsible. The master was in receipt of good service salary of about £10 per annum. When his average fell below thirty-five, that disappeared at once. The Board thus curtailed his income from £48 to £38, and for part of the time to £24, or just half of its original amount. It sustained him apparently for about six months, and then let him drop. If the action at the confirmation rails should have the effect anticipated, and should prevent the attendance from rising above its present level, it will withdraw its support altogether.

Average rules used as a weapon.

434. The rules about averages are the most effective weapons that could be put into the hands of the opposition; and although it would be of course impracticable to maintain a school and a schoolmaster for long, with no scholars to speak of, the regulations ought surely to be so far elastic as to enable the Board to sustain it long enough at least to give it a chance to resist successfully such a course of action as I have described. I understand from their proceedings in 1859 (Vol. II. of the Commissioners' published reports, p. 230, paragraph 19), that it is open to them to re-arrange the rules fixing the conditions as to average attendance, on which they allocate their grants, at their own discretion, and without submitting the new rules to the Lord Lieutenant.

435. They appear to have also sustained the Kelladoon teacher for six months; and that seems to have been sufficient to save him, as his average rose again after that period.

What attention is really given to religious instruction in the training school.

436. The opposition of the clergy to the training schools was so passionate, that I made inquiries as to the way in which the religious interests of Roman Catholic teachers are cared for there, of every teacher who was known to me, as having attended the training school since the prohibition by the hierarchy.

437. The teacher at Louisburgh tells me that there could not have been more attention paid to religious duties than while he was there for the second time. The only difference between the arrangements then and in 1852, was that clergymen did not then attend (because they *would not*) to the teachers in training. He believes that everyone who was there would agree with him.

Statements by teachers.

438. The teacher at Kelladoon "never saw a more regular place"—thinks as much religious instruction was given, and as much attention paid to religious duties as could be, and never heard a word against it in that respect from any person attending it.

439. The teacher at Garracloon female school says that religious duties were very strictly attended to, more so than she ever saw before or since. There was not the slightest interference of any kind. The correctness of the teachers in training, in respect to their religious duties, was more strictly regarded there than anything else. There were about forty Catholic mistresses under training at the same time with herself, and she believes that everyone of them would agree with her in these opinions. She knows them all pretty intimately and would have heard had there been the slightest feeling, on the part of any of them, that their religious duties were in the least neglected. The teachers, Protestant and Catholic, mixed with perfect freedom and made friends with each other, just as if there had been no religious distinction. Those of different denominations were not in the habit of talking about religion, or discussing their points of difference; that was the spirit of the place. I need not multiply instances, for everyone who spoke from personal knowledge of the training school within the last few years, expressed warmly and cordially the same opinions.

440. The teacher at Louisburgh informs me that the religious routine was as follows:—The Roman Catholic teachers went to mass on Sunday and Tuesday mornings, and on Tuesdays a man was stationed at the gate to see that they did go. On Sundays, in addition, they were allowed to go to mass as many other times as they chose. Every week-day morning they taught catechism for half an hour. They were expected to go to confession either once a month or twice during the course, and were sent in twenties or so every Saturday evening. Religious books were, in addition, provided for their perusal.

Credibility of foregoing statements.

441. The statements I have given are reported *on the authority of those who made them*, but I do not hesitate to say that I look on them as *substantially* true. I have given them in considerable detail, in order that it may not be imagined that I have selected cases of exceptional violence, or that individual priests are responsible for unusual excesses. They are taken impartially, in about equal number, from the two Roman Catholic dioceses which I visited, and clergymen whose names are involved in them have published independent statements, which I have quoted above, to the effect that they have been acting with the approval of their bishop and archbishop. I think they go far to prove—

Inferences from them.

442. 1. That no half concessions will content the opponents of the present system. It is difficult to conceive two points more vital to it than the two which are mainly in dispute. The State seeks no control at present over the vested schools, but in refusing to relinquish the buildings, two-thirds of the first expense of which it has paid and which it continues to keep up, it reserves to itself a liberty of future action. The clergy may fear the tendencies of modern states, but that their successors fifty years hence may be able and willing to encroach on the rights of the laity of that period, is just as probable as the reverse event. When they exclaim vehemently against the wrongs of the future, in the possibility of which mainly the vested schools differ from the non-vested, it is difficult to suppose that they are willing to listen to any terms to-day.

443. 2. That if the mixed system is to be maintained, it must be by those who have themselves practically learned its fundamental principle—that however they may differ in religion, men who love the same country and worship the same God, may grow up and continue friends. That is the conviction which seems to have been left by the training school and it is that conviction which it is designed to produce. Men need be no worse members of their own communion, I suppose, because they have learned by living contact with members of another, that they have many feelings in common with them. The mixed training school is a vital part of the mixed system and must stand or fall with it.

444. 3. That the sum of the demand for "free education" is that the Roman Catholic clergy shall be left free

to educate their own people as they choose, that no person but themselves or their agents shall have access to the minds of the children, and that every lay element or idea that is not in subordination to the clergy, and especially the landlords, must be unconditionally excluded from the school. Also, that the State shall pay the whole expense of this education.

445. 4. That the State has done the clergy no wrong, or at all events, is doing them none at present, unless the attempt to teach anything without intermingling it with religious lessons, be an act of hostility in itself; and that the ecclesiastical action which has been directed against the mixed system has been so violent as to make it difficult to yield to it, and certain that concessions would be held to have been extorted by that violence. They would be taken to show that the Government had made an insidious attempt to destroy the Catholic religion and Irish sentiment—had been detected in it and foiled—and had withdrawn only when it had been shown conclusively that all their strength was inadequate to the task.

PROSPECT OF CONTENTMENT UNDER PRESENT SYSTEM.

446. If the narratives I have given truly represent the state of feeling and the character of action with respect to the various offences which the National schools may commit against the clergy, it will naturally be asked whether there is likely to be peace in Ireland, if the demand that is made for what is called "Freedom of Denominational Education" be not conceded. I have seen no sign that the opposition of the clergy is likely to slacken so long as there is a chance that it may ultimately succeed. None of the vested schools I visited have been definitively closed by it—but there are some which maintain a precarious existence only by extreme vigilance and by great zeal. The teachers of the schools under the ban, are as a class—perhaps it is a consequence of their adversities—undoubtedly, the best of the National school teachers. In Mayo those of their patrons whom I have seen, are, as it happens, men interested in their schools, liberal in supporting them, and not believed by the people to have the slightest desire to proselytize. Three of the persecuted schools which I saw have survived the period of their probation and are flourishing—three others appear to pass through successive phases of success and failure—another has been closed, but not by the clergy—the last of those I have named is at its lowest ebb. Is it possible to maintain these long and desperate struggles against an influence so preponderating as that of the Roman Catholic clergy?—and if it be possible, is it worth while? Might it not be better, as the bulk of the people at least show no inclination to oppose the action of their priests—to thank the landlords and laymen generally for such support of education as they have given in the past, and to hand over the children to their clergymen, who are not likely to be contented on other terms? The opinions of the teachers themselves on the matter count, at present, for little, as they are too poor and too utterly dependent. Would it be possible, with the steady support of a Government abstaining with scrupulous care from everything which could give a colour of proselytism—placing the rights of conscience under the safeguard of an Act of the Imperial Parliament—with the teachers taken from a better class of the community, less dependent, more respected, more influential—to maintain a system continuing the present restraints on the majority for the sake of a fraction of the minority? If it were possible, is it necessary, or right? If the attempt is abandoned, are peace and mutual good will likely to spring up at once, spontaneously, between what have hitherto been hostile denominations?

General results of opposition on schools opposed.

SPECIAL ARGUMENT FROM BRITISH PRECEDENT.

447. In the course of the arguments which I was in the habit of hearing on the subject, it was usually urged that a mixed system could not be maintained in Ireland along with a denominational system on the other side of the Channel. No one, it is said, can persuade the Irish people that it is not established as an instrument against the Church of the Irish majority, and for the purpose of weaning her people from her, so long, at least, as England refuses for herself what she prescribes to her sister. Statesmen cannot, of course, ignore the existing situation in either country, or attempt to legislate as if everything in both were now to be made anew. But there is little doubt, I think, that a difference so fundamental as that between mixed and denominational education cannot become permanent, except by the consent of both. If Ireland demands denominationalism, on the ground that she is determined to be treated as an integral part of the empire, and refuses to have a system administered to her for her cure, which England and Scotland have rejected and continue to reject, it is difficult to see how her demand can fail to be conceded in time. If the State considers that to grant it would tend to deepen the lines between rival sects in a country which has been cursed by sectarianism for centuries, and be resolute, so far as her action can influence it, to prevent such a result, she must be ready, and ready soon, to give up the denominational system in the sister country. How far it would satisfy the demands of the religious sentiment in England and Scotland to allow the master, for whose secular work only the State may be supposed (§ 319) to pay, to teach religion to those of his scholars who belong to the same persuasion as himself, it is for others to judge. I doubt the possibility of sustaining a mixed system in the west of Ireland permanently, or long, against the vehement professional opposition it encounters there, the apathy of the mass of the people, and the precedent of Great Britain. Perhaps any one of the three systems, the secular, the mixed secular and separate religious, or the genuine denominational system—*i.e.*, *without a conscience clause*—might be established for all the three countries, by an organic law, and in obedience to the deliberate will of the Imperial Parliament. Systems essentially different cannot, I think, be maintained permanently in the three kingdoms, except on the understanding that each country shall be permitted to elect that which it itself prefers. I have nothing to say of the opinion of the rest of Ireland. But there is little doubt in my mind that West Connaught by itself, and especially the persons who call themselves its "natural leaders," and whose energy and vehement resolution mostly carry the bulk of the people with them, would vote at present for denominationalism.

GENERAL RESULT OF OBSERVATIONS. A. AS TO EDUCATION.

448. The net result of my observations may be stated very briefly. In West Connaught, as elsewhere, the teacher is the principal factor in the education question. Good schools, producing regular attendance, and supported by a cordial public recognition of their value to the community, are only to be secured by giving the teacher reasonable payment, enough, in the actual state of wages and employment in the country, to make his situation an object of desire; by placing him in a position fairly independent of individual caprice; by settling him as a permanent and important element of the society where he does his work; by supervising him strictly, but not in a spirit of suspicion; by providing a refuge for him under the stress of broken health or the infirmities of age. With such attractions to induce a young man to enter the profession, it would not be necessary to punish him perpetually afterwards. Settled in comfort, with his household growing round him, and reasonably secure so long as he did his work properly, he would look upon his school as his home, and would not be the discontented vagrant, ready to shift at a day's notice, or to pack up and leave the country, that he too often is.* Attachment to the Government under which this tranquil and useful life would be passed, would be the proper and probable consequence of such arrangements.

B. AS TO RELIGIOUS QUESTION.

449. With regard to the religious question, I believe that in the circumstances of Ireland the separation from infancy of the different sections of the people, the vesting of absolute authority with respect to the upbringing of youth in the ministers of religion, the exclusion of the laity from all connexion with it, would tend to fix the antipathies which exist in this generation in the minds of their successors, or to annihilate them by the removal or absorption of the dissident minority. It seems to me to be desired, in West Connaught, *partly* as

* I find that twenty-seven per cent. of the teachers have been one year or less in their present schools, and twenty-one per cent. more have been there between one and two years.

a means to an end, with a view to the ultimate realization of a separate national existence, and the creation of an Irish Roman Catholic Government. I see no reason to believe that the clergymen who met at Castlebar, thoroughly acquainted as they are with the circumstances of the country and the feelings of the people, were mistaken in connecting the cause of freedom of denominational education in that part of the country with Repeal of the Union. It is not for me to discuss the question whether Connaught might be better governed than she now is by an independent Irish Executive, or, the farther question, whether such a Government would be likely to carry out the educational policy which Connaught would probably adopt if left to herself.

450. I hope to be allowed to express my sense of the courtesy with which my inquiries were met, and of the obligations under which school managers, inspectors, and teachers, have alike laid me by their readiness to afford me every information in their power. I venture to solicit the special attention of the Royal Commissioners to the selections from the answers of schoolmasters which I have given in Appendix B, and to the papers and letters (Appendices C and D), in which lay and clerical patrons, and inspectors of schools, have stated their views. They seem to me to give eloquent and adequate expression to almost every feeling or opinion which deserves attention, on the general subjects of the inquiry.

I have the honour to be, my Lords and Gentlemen, your very obedient servant,

WILLIAM JACK.

APPENDIX A.

LIST of PUNISHMENTS in the INSPECTORAL DISTRICT of BALLINA (containing on an average 90 National Schools), for Two and a half years, from 1st January, 1866, to 30th June, 1868.

DISTRICT 20.—BALLINA.

List of REPRIMANDS and ADMONITIONS from 1st January, 1865, to 30th June, 1868.

No.		Date.
1.	On accounts,	25 . 6 . 66
	b. For non-suspension of Commissioners' Rules,	26 . 2 . 57
2.	On accounts,	9 . 4 . 68
3.	On backward state of school and neglect of Practical Rule IV.,	20 . 7 . 65
4.	On accounts,	2 . 1 . 68
	b. (Assistant) for non-attendance at examination,	22 . 8 . 66
5*.	On low proficiency,	9 . 8 . 65
6.	Do.	18 . 6 . 67
7	*a.* On neglect of Practical Rule VII.	12 . 5 . 65
	b. On neglect of Practical Rules VI. and VII., and on accounts,	11 . 8 . 65
	c. On neglect of Practical Rules VI., VII., XIII., and disregard of suggestions,	30 . 11 . 65
	d. On neglect of Practical Rule IV.	27 . 7 . 66
	e. On neglect of Practical Rule XIII.,	3 . 8 . 66
	f. On neglect of free stock,	19 . 10 . 67
8.	On low proficiency of pupils,	2 . 6 . 65
9	*a.* On low proficiency of pupils,	18 . 5 . 65
	b. On accounts.	14 . 9 . 66
	c. Do.	7 . 6 . 67
	d. Do.	13 . 11 . 67
10.	On low proficiency,	30 . 10 . 65
11	*a.* Do.	30 . 10 . 65
	b. On accounts,	19 . 11 . 66
12	*a.* On low proficiency, accounts, &c.,	12 . 5 . 65
	b. For misrepresentations,	9 . 2 . 66
	c. On accounts,	16 . 11 . 67
	d. On accounts, discipline, &c., &c.	28 . 2 . 68
13	*a.* On low proficiency,	24 . 11 . 65
	b. On accounts,	7 . 11 . 66
	c. On want of punctuality,	13 . 2 . 68
14.	On low proficiency,	27 . 7 . 66
	b. Do.	7 . 11 . 66
15.	On low proficiency and want of books,	2 . 6 . 65
	b. On low proficiency,	27 . 10 . 65
	c. On neglect of 13th Practical Rule,	12 . 4 . 66
	d. Do.	15 . 5 . 66
	e. On low proficiency,	10 . 8 . 66
	f. On frequent absences from school,	6 . 6 . 67
16.	On low proficiency,	23 . 6 . 65
	b. On neglect of suggestions,	27 . 8 . 66
	c. On low proficiency, &c.	2 . 10 . 67
17.	On low proficiency and neglect of suggestions,	27 . 8 . 66
18.	On low proficiency,	13 . 4 . 65
	b. Do.	21 . 6 . 65
	c. Do.	27 . 10 . 65
	d. Do.	21 . 6 . 66
	e. Do.	27 . 8 . 66
	f. On neglect of Practical Rule XIII.	23 . 8 . 67
19.	Do.	31 . 8 . 65
	b. On late attendance,	14 . 12 . 66
20.	On low proficiency, neglect of 13th Practical Rule, and want of books,	31 . 8 . 65
21.	On neglect of 4th Practical Rule,	26 . 10 . 65
	b. On low proficiency,	14 . 4 . 66
	c. On low proficiency and want of discipline,	20 . 6 . 67
	d. (Assistant) for late attendance,	10 . 6 . 68
22.	On low proficiency, want of books, accounts, neglect of 13th Practical Rule,	12 . 4 . 66
	b. On low proficiency,	27 . 8 . 66
	c. On low proficiency, accounts,	7 . 1 . 67
	d. On low proficiency and neglect of free stock,	7 . 6 . 68
23.	On breach of 13th Practical Rule,	12 . 11 . 67
24.	On low proficiency,	26 . 5 . 65
25.	On accounts and breach of Rules, &c., &c.	2 . 6 . 65
26.	On low proficiency,	7 . 7 . 65
	b. On neglect of suggestions, want of books, &c.	14 . 11 . 67
27.	On late attendance and accounts,	23 . 6 . 65
28.	On breach of 7th Practical Rule,	12 . 5 . 65
	b. Do.	13 . 4 . 66
	c. On neglect of monitor,	24 . 10 . 67
29.	On breach of 7th Practical Rule,	12 . 5 . 65
	b. On low proficiency,	18 . 7 . 66
	c. On irregular closing of school,	19 . 2 . 67
	d. On low proficiency,	18 . 4 . 67
30.	On breach of 13th Practical Rule,	31 . 8 . 65
	b. On low state of school,	13 . 11 . 67
31.	On want of sale stock,	20 . 7 . 65
	b. Do.	22 . 6 . 66
32.	On want of punctuality,	26 . 6 . 68
33.	On low proficiency,	19 . 5 . 65
	b. On low proficiency and accounts,	19 . 11 . 66
34.	On breach of 13th Practical Rule,	9 . 2 . 66
35.	Do.	9 . 2 . 66
36.	On low proficiency,	18 . 5 . 65
	b. Do.	12 . 4 . 66
	c. On neglect of suggestions,	26 . 2 . 67
37.	On low proficiency,	13 . 4 . 65
38.	Do.	3 . 8 . 66
39.	On breach of Practical Rule XIII.,	22 . 11 . 66
	b. On breach of Practical Rule IV.,	19 . 2 . 67
40.	On accounts, and breach of Practical Rule VII.,	19 . 11 . 66
41.	On low proficiency,	14 . 4 . 66
42.	On low proficiency, and breach of Pract. Rule XIII.,	12 . 11 . 67
43.	On low proficiency, and neglect of accounts,	18 . 5 . 65
	b. On low proficiency, and want of books,	18 . 5 . 66
44.	On low proficiency,	12 . 4 . 66
	b. Do.	21 . 7 . 66
	c. Do.	18 . 6 . 67
45.	Do.	12 . 5 . 65
46.	Do.	16 . 11 . 65
47.	Do.	15 . 5 . 66
48.	Do.	24 . 11 . 65
49.	Do.	7 . 2 . 68
	b. On accounts.	15 . 6 . 68
50.	On irregular closing of school,	18 . 5 . 65
	b. On low proficiency, and breach of Pract. Rule IV.,	31 . 8 . 65
	c. On breach of Practical Rules IV., VI., VII., and accounts,	28 . 2 . 67
51.	On low proficiency,	7 . 7 . 65
	b. Do.	15 . 5 . 66
	c. On accounts,	13 . 11 . 67
52.	On low proficiency,	3 . 5 . 66
	b. On low proficiency, accounts, &c., &c.,	18 . 4 . 67
53.	On accounts, and breach of Pract. Rules VI. and VII.,	11 . 12 . 65
	b. On breach of Practical Rule IV., &c.,	6 . 12 . 66
54.	On accounts and absence,	22 . 11 . 66
	b. Do.	27 . 3 . 67
	c. On accounts, and low proficiency,	17 . 8 . 67
55.	Breach of Practical Rule IV.,	17 . 12 . 66
56.	On accounts,	7 . 6 . 67
57.	On low proficiency,	27 . 8 . 67
58.	On want of cleanliness,	13 . 2 . 68
59.	On neglect of monitor,	24 . 10 . 67

List of FINES from 1st January, 1865, to 30th June, 1868.

No.		Date.
60.	£1, for loss of roll-book and false return of pupils,	28 . 11 . 66
61.	10*s.*, for breach of 13th Practical Rule,	2 . 10 . 67
12	*e.* 10*s.*, for absence from duty,	14 . 11 . 65
	f. 10*s.*, for irregular classification of pupils,	11 . 4 . 66
16	*d.* £1, on accounts,	12 . 4 . 66
	e. £1, on accounts and neglect of 4th Practical Rule,	12 . 6 . 68
8	*g.* 5*s.*, for low proficiency of school,	8 . 4 . 67
18	*h.* 5*s.*, for low proficiency of school,	8 . 4 . 67
19	*c.* £1 10*s.*, for over-closing school,	7 . 7 . 66
24	*b.* £1, for low state of school and neglect of suggestions,	9 . 3 . 66
62.	£1, for falsification of accounts,	25 . 7 . 67
50	*d.* £2, do.	6 . 6 . 67
53	*c.* £2 5*s.*, for abuse of free stock,	24 . 7 . 67

* School discontinued.

List of cases of "Depression," from 1st January, 1865, to 30th June, 1868.

9 *e.* From III^{a} to Prob. Inefficiency, &c., 1865 (teacher restored to former rank in 1867).

List of cases of Withdrawal of Salary, from 1st January, 1865, to 30th June, 1868.

No.			Date.
3	*b.* Prob.	Incompetency and non-attendance,	from 31 . 3 . 68
63.	Prob.	Evasion of examination,	„ 30 . 9 . 65
	b. Prob.	Falsification of accounts,	„ 31 . 5 . 66
	c. Prob.	Inefficiency and incompetency,	„ 31 . 12 . 67
8	*b.* III^{a}.	Falsification of accounts,	„ 30 . 4 . 67
25	*b.* II^{a}.	Inefficiency, accounts, disrespect,	„ 31 . 12 . 65
27	*b.* III^{a}.	Incapacity,	„ 30 . 9 . 65
64.	Prob.	Incompetency,	„ 30 . 6 . 68
26	*c.* Prob.	Falsification of accounts,	„ 30 . 6 . 67
	d. Prob.	Falsification of accounts,	„ 31 . 1 . 68
65.	III^{a}.	Fenianism,	„ 30 . 9 . 67
66.	Prob.	Evasion of examination,	„ 30 . 9 . 65
40	*b.* III^{a}.	Incompetency,	„ 24 . 9 . 67
42	*b.* Prob.	Falsification of accounts,	from 31 . 7 . 66
43	*c.* III^{a}.	Incompetency,	„ 30 . 9 . 67
47,	Prob.	Incompetency,	„ 31 . 8 . 66
62	*b.* Prob.	Incompetency,	„ 30 . 9 . 65
	c. Prob.	Incompetency,	„ 31 . 10 . 67
50	*e.* III^{a}.	Falsification of accounts,	„ 31 . 7 . 68
51	*d.* III^{a}.	Falsification of accounts,	„ 31 . 8 . 66
51	*e.* Prob.	Falsification of accounts,	„ 31 . 3 . 67
52	*d.* III^{a}.	Incompetency and falsification of accounts,	„ 31 . 8 . 67
68.	Prob.	Incompetency,	„ 31 . 11 . 67
56	*b.* Prob.	Incompetency,	„ 31 . 7 . 67
69.	Prob.	Incompetency,	„ 31 . 7 . 68

Of 84 school-houses in Ballina District (containing 88 Schools), 24 are *rented* by the *Teachers*, and 7 are the property of the Teachers. Total, 31.

Appendix B.

I issued a circular to school-managers and school-masters, of which the following is a copy:—

Offices of Royal Commission on Primary Education, 46, Sackville-street, Upper,
Dublin, 25th June, 1868.

Sir,—The subjects to which I beg to call your attention are such as these:—

1. The means of education in your neighbourhood. Are they sufficient for the poorer classes?
2. Reluctance of parents to avail themselves of the existing means. When it exists is it due to—the distance of schools—the amount of school fees—want of confidence in the teacher's skill—religious and conscientious objections—inability to forego children's wages—or any other cause that you can assign?
3. Industrial occupations that prevail in your neighbourhood, and their effect on school attendance.
4. Plans for securing increased or more regular attendance.
5. Local aid that may be expected in providing proper and efficient schools.
6. Government aid. Is it ever abused or misapplied.
7. Comparison of schools aided by the State or unaided, in reference to efficiency.
8. Mixed education—*i.e.*, education of children of different religious denominations. Is it beneficial or otherwise?
9. Gratuitous education.
10. Schools for boys and girls. Is the popular feeling in favour of the head teacher being a master or a mistress?
11. Evening schools.
12. Ragged schools.
13. Infant schools.
14. Inspection. Advantages or disadvantages of the present system.
15. Dismissal or removal of teachers within the last three years.

On any one of the questions suggested, or on any subject connected with the question of Primary Education, I shall feel obliged by the full expression of your views.

I shall treat any part of any communication with which you may favour me as private, if you prefer it; but evidence accompanied by names, dates, or particulars, will be of special value for the purposes of the Royal Commission.

I have the honour to be, your most obedient servant,
William Jack, Assistant Commissioner.

The school-masters in most cases answered the questions in order, and I have selected the following from an immense mass of replies which I have received, in the hope that they will show what are the views of the National teachers of the west on the subjects discussed. I have attempted to give a true picture, and nothing more, and I need not say that in extracting passages from the communications with which I have been favoured, I indicate no approval or disapproval of the views expressed in them.

No attempt was made in many cases to answer the eighth question, with respect to mixed education, for obvious reasons. It is not unnatural that a teacher of a school, which has fallen under the displeasure of the clergy, should express himself with reserve. "In a temporal point of view, I am of opinion that mixed education is the more beneficial. In a spiritual point of view I will not interfere," said one of the persecuted teachers whose story I told in the text. Many more had no objection to state their opinions orally, but preferred not to commit themselves to a public expression of them.

Irish Church Missions.

Cloonluane—Mr. W. Murray.

2. The people have no conscientious objections to send their children to this school; the only reason why parents do not avail themselves more of the educational advantages offered them, is the terror produced in their minds by the threats of the parish priests.

Among the many means employed by those to force parents to withdraw their children, the following may be adduced:—

1. Altar denunciations.
2. When parents of pupils are tradesmen, by cursing anyone who gives them employment.
3. By waylaying the pupils on their way to school and beating them.
4. When parents are dying, by refusing to anoint them unless they withdraw their children.
5. By refusing to hear the confessions of parents until they have taken an oath that they will never again send their children to this school.
6. When any epidemic visits the district, and that any of the parents of the pupils dies, the priests tell the people that it is by the power given them by God, they have caused the death of such an one, in order to make an example.

Cashel, Achill—Mr. Inslay.

The trustees of the Achill Mission Estate have provided ample means for instructing the youth in this locality, by giving gratuitous education—school requisites one penny per week to each child—and a suit of clothes yearly to each child who attends for nine months of the year. The reluctance of the parents to avail themselves of these means is due wholly to priestly influence. The priest is an inveterate enemy of education in this island. It is a known fact that there are upwards of ninety children, who could attend school in this village, sixty of whom are receiving no instruction, and were it not for dread of being publicly denounced by the priests, would gladly send them to my school.

The plan therefore to secure increased attendance at the schools is, in my opinion, to decrease the power of popery in the British Isles.

In conclusion I beg to suggest that no rebel is qualified to teach a loyal British subject to fear God and honour the king.

Moyard.

8. *Mixed Education*.—I believe that ultimately there *must* be a separate grant given to each religious denomination; while there are *Protestants* in Ireland religious instruction will be taught in their schools. The great point to my mind is this, whether popery, which Protestants believe to be *soul destroying*, should be allowed to be taught in schools receiving Government aid.

Errislannon.

1. I mean to inform you that we are plentifully supplied with schools, and the means are sufficient for the poorer classes. It is owing to the blessed effect of Irish Church Mission, because when the latter society establishes a school the priest sets up in opposition as in Deralea and Streamstown, and indeed all the other districts. As long as the people remain in ignorance the priests know that they will not leave them.

14. Inspected twice a year in secular subjects, and once in Scripture. When I taught in connexion with the National Board I was under the impression that the children in mission schools learned nothing but Scriptures, but to my surprise I find that the secular instruction given is as good as that given in connexion with the Board. The school hours are more, and although the Bible is taught yet I have as many school hours as when I taught the National school.

Tully—Mr. Carleton.

2. Parents are sometimes unable to forego children's work. Some few may have religious objections. But I speak from experience when I say that eighty per cent. have *no* religious objections, and would gladly avail themselves of the benefit of our schools, but are denounced from the altar if they would do so.

4. To impart a good education is to my mind the best for securing a good attendance. At least this is the plan I adopt.

8. I believe a mixed education to be most *beneficial for society;* otherwise it would be as it were training up two parties to meet in hostilities some future day.

Levalley—Mr. A. Fadden.

8. I consider mixed education in which religious teaching based upon the truths of Holy Scripture is given to all the pupils to be most beneficial, and calculated to promote good-will among them in afterlife. While mixed education, based upon a deliberate exclusion or perversion of the teaching of Holy Scripture has a tendency in my opinion either to beget indifference to all religions, or to create a bigoted intolerance of the convictions of others.

National Schools.

Newtown-White National—Mr. Brimstone.

4. Let the teacher be able to live independently of the people in the neighbourhood—let the character of the instruction be good—let the labourers' children be taught free, and let the wealthy farmers and other artisans be compelled to pay school-fees, or school-tax; and I have no doubt in saying that this will secure an increased and more regular attendance.

8. Mixed education is highly beneficial to the present condition of Ireland. My own school is a good example of this. Of the Ninety-two pupils now on the rolls forty-six are Protestants and forty-six Roman Catholics. The greatest harmony prevails. Not a single dispute of any kind between any two children of a different religious persuasion, has come before my notice since I took charge of the school, which was in August, 1863. And although the parish priest has often denounced my school from the altar, and even refused to raise his hand upon any of his hearers who had (at that time) their children at my school, still I find the people willing and anxious to send their children to the school. I am now sixteen years teaching under the National Board, and I have known very many teachers of different denominations in the counties Donegal, Fermanagh, Tyrone, and Mayo, and I never knew two teachers to differ on account of religion. These facts tell their own story and need no comment from me. But if the denominational system be established it will tend to create and foment those religious animosities which have proved so baneful to Ireland. Under the denominational system every sect will have different class books, and the present books now in use will be thrown aside as useless, and the two children or two teachers in the same neighbourhood will scarcely walk to the next market town together without looking upon each other with hatred and disdain.

9. By all means let the poor labourers' children be taught free. I know from experience that they are quite unable to pay anything. At least one-third, if not one-half of my pupils would be obliged to withdraw from the school if fees were exacted. But let the wealthy farmers, merchants, artisans, &c., be compelled to pay something in aid of the State grant.

Leenane—Mr. Brennan.

To secure a more regular attendance a registering fee of one shilling or so paid by each child when registered would be beneficial; and secondly the money so collected to be added to what I would also suggest—a premium fund to reward the most deserving. In my opinion rewarding meritorious pupils with suitable presents would have a good effect on the children of the poor as well as the rich. Monitorships in schools have a good effect. But monitors appointed through the influence of the managers, which too often takes place, are many of them an injury. The appointment should rest as a rule with the Inspector and teacher.

Separate education is preferable, and would be more successful than mixed. I believe no system of education will be successful in this country without the full sanction of the clergy. Some of them favour the present system, some are indifferent, but most of them are against it. With the latter the teachers are very unpopular, and are treated with less respect than the meanest in the parish.

The collection of local aid towards his payment by the teachers is highly objectionable. It leads to disputes between parents and teachers, lessens the teacher's popularity, and tends to withdraw the childrens' affection and respect from him. Owing to the poverty of the poorer classes the demand for school-fees tends to decrease the attendance. To the grown-up youth whose education has been neglected, and even to those who have a fair share, evening schools would, I am sure, be very beneficial. From my experience in Galway and Mayo, I know that night schools would be much appreciated. For a time at least they are required, and if encouraged would be successful in operation during six months of the year. The appointment, removal, and dismissal should not be within the power of any one party. Managers do not often dismiss and remove teachers; teachers leave of their own accord when they get cause to distrust the manager's disposition.

Managers make the teachers feel their power, and this pressure forces teachers to submit to tyranny till they manage to get another school, in which probably the treatment is worse.

There should be no probationers. Three grades and no divisions are sufficient for classification of teachers.

Carrowmore Palmer—Mr. M'Gurrin.

2. The reluctance of parents to avail themselves of the present means of educating their children, arises from an aversion to pay the teacher the much reasonable sum as school-fees. It is true that many of the parents of the school-going children can plead poverty as an excuse for non-payment of fees; but even those whose means enable them to pay, are reluctantly compelled to do so, from a notion that all National schools should be free from charge.

15. Now the position of a teacher between his Inspector and manager is quite unenviable. Should a difference arise between them, the teacher is awkwardly situated. The manager naturally counts upon the co-operation of the teacher, which, if the latter refuses, results in his removal, while the Inspector on the other hand has it in his power to make him feel the weight of his authority. The official authority of the one, and the absolute power vested in the hands of the other, are two evils that constantly menace the poor teacher. To incur the displeasure of the manager makes him liable to instant removal, while to displease the Inspector is a sure means of keeping him without promotion, premium, or a good report during the official's stay in the district. Of the two grievances which is the least? I would answer, the official power of the Inspector, for should he report a teacher wrongfully, it is probable the Commissioners would give the matter a hearing, and thus give the teacher the opportunity of righting himself; but should the manager take a notion to have the teacher removed, he has no tribunal to appeal to. I would also give it as my opinion, that the fewness of the number of teachers who have been removed by the caprice of their managers, arises not from the forbearance of the managers, but from the necessary slavish obedience which the teachers must at all times render to their slightest wish or command. It is quite true that there are some noble exceptions to the class of managers above designated; but it is equally certain that with the kindest of them if a teacher shows a reasonable share of independence, he would be sure to suffer, if not removed, at least the pain of an unsparing reprimand.

Louisburgh School—Mr. Sweeny.

8. In a temporal point of view, I am of opinion that mixed education is the more beneficial, as love created among children at school is generally cherished through life, and the most inexperienced must know that children of different schools never agree so well as those educated at the same school. In a spiritual point of view I will not interfere.

10. The popular feeling is in favour of the head teacher being a master. A mixed school (boys and girls) conducted by a female head teacher, is in my opinion only better than no school at all; it has rather a tendency to bring other efficient schools into disrepute.

15. Appointment, dismissal, and removal of teachers at present, seem to me the greatest obstacles to the working of education. I say so with respect, and not by way of dictating to my superiors. A teacher, at present, except he has a little spirit, must act as an engine, I mean just as all parties wish to act on him, he must act; if not, he is sure of dismissal, removal, fine, depression, or ecclesiastical censure. Managers can appoint and remove teachers of their own authority. Under such circumstances some schools are in the hands of men who have no taste for teaching, and who to avoid dismissal keep away from examinations till they have got a few salaries to take them to America or elsewhere, and as soon as they leave, a similar man takes charge of the school, on similar principles, and so it goes on for years. Consequently no teacher should get charge of a school except he be previously pronounced competent. Competent, and once appointed, no *individual* ought to have power to remove him. If he grow negligent, or misbehave in any manner, let him be reported, let his case be

fully and impartially investigated by at least three, and then let him hear the consequence. No one will then dare to attack him because he strictly complies with the rules of the Board, and fearlessly carries out its principles, for I positively assert that I know a teacher who because he did so, fell under ecclesiastical censure and suffered. When the teacher I allude to was asked by a clergyman to admit books, during secular instruction, which were objectionable to some pupils, the teacher replied that such a course was "against the rules," and that he could not allow it; the clergyman replied, "And you will comply with rules condemned by the Church." I ask, if that clergyman was the manager should he comply? Yes, the teacher should comply or travel.

Therefore a teacher should have protection, and not be, as he is at present, the most passive official in the British empire. Teachers should be reasonably remunerated for their services; for although the office proclaims the man, without means to maintain position, the man is thought but very little of, and a teacher thought little of, his school is thought little of; for as the schoolmaster, so will be the school.

Letterfrack—Mr. Cawley.

Government aid is misapplied in the building of new schools, too convenient to other schools, or in more populous localities, it is also grossly misapplied in the building and maintaining of district and minor model schools. These schools are useless as models for country teachers, for the great bulk of us seldom or never have an opportunity of seeing how they are conducted. Every teacher before taking charge of a school should have received a regular course of training in one of the central model schools, and all the other model schools should be either reformed or done away with altogether.

The power which managers have of removing teachers has done a great deal of mischief, and should be taken out of their hands at once. It is a well known fact that the majority of managers take no interest whatever in education, and yet to such men the Commissioners intrust the arbitrary power to dismiss their teacher. In consequence of this power many excellent teachers leave the service of the Board in disgust.

Westport—Mr. Macnamara, late of Molranny National School.

4. The most successful plan for securing an increased or more regular attendance, would be, in my opinion, to begin by removing the grievances under which Irish National teachers labour at present. They are the most unjustly treated body of men in existence, they see the gauger, the policeman, not a whit more meritorious than they themselves, in receipt of salaries adequate to their wants, and when they have ceased to be able to perform their respective duties, granted a pension for the remainder of their lives, while they (the teachers) are doomed to drag out a miserable existence, harassed by debts which they are unable to discharge, owing to the scantiness of the pittance they receive, their only alternative in case of sickness being the workhouse. If these disabilities, were removed, then if their salaries were increased, and a pension granted them after a certain term passed in the service, it would rouse their now dormant energies into action, cause them to address themselves to the duties of their position with greater zeal, and in fine be, in my opinion, the most successful plan for increasing a regular attendance.

11. It would be very desirable, in my opinion, to have evening schools established in the more remote parts of the country, during the winter months particularly, as opportunities would be afforded in consequence to many grown-up young people, of learning to read and write, who are unable to avail themselves of the ordinary day schools.

Cloongee School—Mr. John M'Carrick.

2. *Refusing to pay school fees—unsuitable school-rooms, and want of teachers' willingness to work.*

The last of these causes which is so injurious to the state of the school, may be justly laid down, in many cases, as the result of the other two. Local aid in such schools there is none; the people have no inclination to remunerate the teacher; the patron takes no interest in its welfare, scarcely or never pays a visit, except for the purpose of satisfying parties who make complaints, but never makes the smallest exertion on behalf of the teacher. The building is both miserable and unwholesome, and furniture inadequate, and to complete the picture, the teacher has to pay rent for it along with, perhaps, keeping it in repair. It is easy to see he cannot keep it in that condition which will satisfy the inspecting officer. That gentleman makes his visit, and, of course, reports unfavourably of the schools almost in every respect; for in such a school it is impossible to teach with success. A reprimand to the teacher, and notice to the patron that unless the school be repaired before Inspector's next visit the grant will be suspended, are the result. Then, again, that unfavourable report disqualifies the teacher for going forward for promotion for twelve months; nor can the Inspector recommend him for any of those premiums at his disposal for "neatness, efficiency, and order." Hence his class is low, his pecuniary circumstances embarrassed, and his aspirations for promotion dead. Under these circumstances (and the number of these schools in this province is many) how can it be expected that a teacher will come to his school with cheerfulness and earnestness to do an honest day's work? It is contrary to human nature to expect it, and the fact is, he endeavours to just *half satisfy* the Board, and makes no effort to gain the confidence of the people.

4. *First of all*, I would suggest that the teacher's position be made both independent and respectable, and that he should not have anything to do with the parents of the children in the way of cash demands. It is utterly impossible to work any system advantageously, no matter how efficient in itself, if the teacher does not feel satisfied, and placed in that position that should he lose it he believes he would have sustained a great loss. According to how they are now circumstanced, many of them, particularly those free from the care of a family, would deem it a blessing to be dismissed. It is vain to expect that the teacher can ever collect anything respectable in the form of school fees from the people with a good will. It is the most disagreeable part of his duty to have to deal with them at all in this way, for they are under the impression that teachers are not allowed to charge, so that often have I been insulted for only making a demand.

Again, the Commissioners of National Education while anxious that teachers would go even to extremes with the people to enforce their dues, have actually, by a late rule of their own, regulating the salaries by the number of attendance, made it impossible for them to do so with safety. Should he go to law with the people, they are sure to send their children elsewhere, and teachers knowing that if their attendance fall below the number fixed by the above rule, their salaries are sure to be cut short, will gladly receive them. Hence the small amount of school fees, and the difficulty of remedying it. Hence, also, the practice, too common among country teachers, of *coaxing* the people to send their children to *their* schools; and the latter, knowing the object and drift of this, take advantage of it, and in place of offering money to the teachers, they rather expect compliments from him. In the face of these facts, can it be wondered at if a poor teacher, who by hard study has attained a respectable class, having a little family to support, and seeing his salary in danger of being reduced by, perhaps, one-half, should yield to the temptation of the moral degradation of falsifying his school accounts, and run the risk of being thus ignominiously dismissed, a fate which has frequently been the lot of many an excellent teacher,

Secondly. I would recommend comfortable school-rooms, got up by the Board. It is really pitiful to see poor bare-footed children, after running perhaps a mile or two of a cold, frosty morning, standing the remainder of the day in damp floors, shivering with cold, and the wind and rain blowing in through door and broken windows. Such children, along with endangering their healths, can do no good at school. I have often sent them home again, while I was teacher of —— and —— schools; two of the above class. I have reason to feel thankful to Providence that my health escaped the danger to which it was for a long time exposed in those places, and that I am now in charge of one whose very appearance is enough to cheer and invigorate the most inactive mind.

Thirdly. I would strongly recommend a yearly public examination, conducted by the patron and Inspector, at which *prizes* would be given for good answering and regular attendance.

Fourthly. The teacher's ability, earnestness, and manner are powerful instruments in commanding a good regular attendance. The patron should have a particular eye to the teacher in this respect, which I consider the most important duty connected with his office.

8. Inspectors should be compelled to act with respect and courtesy towards a teacher, particularly in a school. Many of even what teachers call "good Inspectors," have a most commanding and brow-beating way about them in a school. If a teacher has an occasion to call upon one of them at his depot, many of them will keep him, perhaps, for hours standing in the hall, or may be kitchen, and at the end, perhaps, order him to send the full particulars of his mission through their servants. Again, many of them are loquacious enough to tell their opinion of a school and teacher, not only to other teachers, but to their car-drivers.

9. While patrons and Inspectors claim such arbitrary power, as they now enjoy, it is impossible to guard against abuses.

The Inspector's report of a teacher and his school on the most vital subject affecting his position is received by the Commissioners as Gospel truth; nor can the poor teacher appeal unless through his patron, he being strictly prohibited to hold any direct communication with the Commissioners. That any man, who in private or public life may be a tyrant, should have the power of throwing anyone supported by the State, and whose services are required and appreciated by the public, adrift, without judge or jury, is an insult to the people, and a scandal to a free constitution. This very power in the hands of managers has been levelled at the very existence of the system of National education by the Roman Catholic hierarchy of Ireland, and has enabled them to condemn the training establishment with but too much success. I make not the smallest doubt, if the National teachers of Ireland opened their minds freely on this subject, but a number of instances could be given of teachers who have fallen victims to this power, which, for injustice and tyranny, can scarcely be equalled in any other civilized country. It is to be presumed that no teacher whose character is tarnished will get charge of a school. Why, then, turn him away without a just cause? In the army and navy, &c., the lowest in the ranks is entitled to a court-martial; the police, and even our own Inspectors, to full inquiry, while the teacher can be peremptorily ordered about his business. It is vain to expect that teachers can be satisfied with such treatment. Nothing short of a full and impartial investigation will please them in this respect.

Kingston School, Clifden—Mr. Hallaran.

9. Moreover, their dislike to National teachers is great on account of their small salaries, for all the people say it is the most beggarly life for any young man to pursue now extant. The common day labourer is paid at the rate of 1*s.* 6*d.* per day, whereas a poor teacher has only 9*d.* or 11*d.* The generality of teachers has only about 11$\frac{3}{4}$*d.* a day. To be clothed, fed, and boarded by 11$\frac{3}{4}$*d.* per day, surely his maintenance is scarcely beyond that of a common street-cleaner. The Mission schools are paid at the rate of from £3 to £5 10*s.* per month. It is simply scandalous to expect that any rational being should spend his time at so arduous and worrying a duty for so miserable a pittance.

15. Teachers should have the right to correspond with *the Board* in certain special cases at least, so as to be able to defend themselves by letter from, for instance, a malicious or unfair report from an Inspector or manager, sent in against them. Some cases have occurred in which teachers were most unjustly treated, because they neither knew how nor could they defend themselves from unfair attacks made upon them by inspectors or managers. In cases like these, teachers should be entitled to claim the right to make a personal appearance before the Board at the Education Office.

The humblest sub-constable has the means to defend himself from his superior officers in the constabulary force, and get them (officers) punished if they deserve it. Is there anything more rational than that National teachers be possessed of similar rights?

Mr. Moran—Aglish School.

8. The Roman Catholic clergyman (with the Roman Catholic master, whom he appoints and dismisses).
   1. Objects to separation of religious and secular instruction.
   2. Objects to the National school books, as omitting—
      1. Religious teaching (Catholic).
      2. National sentiment.

The present books, published two years ago, are much better liked in this district, and not liable to the last objection. The people like the new books wonderfully well.

9. Many teachers get payment in kind from parents who don't pay in coin—potatoes, meal, or labour, turf, &c.—but that is not carried to any great extent except where teacher holds land. Two days in a quarter would be given freely for a pupil. There are a good many cases of this kind in the country. As the old National books contained no patriotic sentiments, and as those who have been educated in these schools entertain them strongly, either their education must have opened their eyes, so that they came to do so, or they must have got them from the teachers, or, which is more probable, a little of both. The teachers, some of them at least, were ready to go in for Fenianism, or any "ism," being very much dissatisfied, never getting any redress of grievances.

2. Schools, however, of a denominational character are also becoming popular, and although parents generally assign no "religious or conscientious objections" to the National system, the attendance of pupils is lowered, owing to the influence exercised by their respective pastors.

8. There is overwhelming evidence to show the vast benefits which have resulted from "mixed education" in this country; but certainly the social condition of the people has not kept pace with their educational progress. So far, however, as the poorer classes of all denominations are concerned, they would rest satisfied with any system, but in matters of importance they are guided by the advice of their respective pastors.

One of the greatest grievances which weigh upon the teachers is the want of suitable residences for themselves and their families. Accommodation for the teacher, either adjoining the school or at a convenient distance from it, should form one of the main features of any system of popular education. The teachers also feel acutely how inadequate their present salaries are to meet their daily wants. This grievance, coupled with the dreadful consequences which ensue from their not having retiring allowances to depend upon in old age, render many discontented, and eager to leave the service whenever opportunity offers.

Westport—Mr. J. M'Clintock, E.C.

The only plan that seems practicable is to better the present condition of the teaching staff, who would then feel in a condition to be more urgent upon parents, as they would have little to lose and everything to gain. Should a teacher at present practice such a course, the people think he is merely doing so to advantage himself by securing the Board's salary by his average, and bettering himself by the school fees he may expect. One of the most general complaints amongst teachers is delay which has always occurred in the payment of salaries. Teachers have often to wait for a whole month after their quarter's salary being due before they can have the Board's salary. Monthly payments, paid at certain depots by the Board's officers, in a similar manner to the army, would be a great boon to most teachers.

The annulling of the grants of free stocks of books, &c., which the Board formerly granted triennially, are much felt amongst male schools.

Garracloon—Mr. Traynor.

Mixed Education.—With regard to mixed education, as it now exists, my opinion is, that if the *people of all* denominations, for whose benefit the system was established were permitted to judge for themselves, they would never think of asking for any change. They know well that, even if any teacher was inclined (and I have known no teacher who was) to tamper with the religion of his pupils, the rules of the Board are at present so framed that he could not do so under pain of immediate dismissal. They know that the moment any attempt at proselytism in a public school-room would be made, it would be detected and made public. In fact I consider proselytism to be a thing almost impossible in a National school. As this vexed subject of denominational education has been kept up in continued agitation by the hierarchies of the two rival Churches almost since the National system was established, I have had ample opportunity during the almost twenty years I was teaching in my native county, Tyrone, of learning the opinions of the teachers not only of Tyrone but of Armagh, Down, Monaghan, and Derry, upon this subject, and I can truly say that everyone of these teachers with whom I spoke upon the subject was opposed to the change now called for by those high ecclesiastics and selfish place-hunting politicians. And at a few teachers' meetings held in Ballina, I had an opportunity (which I embraced) of finding out the opinions of the teachers of this district upon the subject, and I found that they were and are of the same opinions as the northern teachers. Indeed I think I may safely conclude that almost all the teachers of Ireland hold only one opinion upon this subject, and humble and low as their social status is, I do not know any other body of men of the lower (or perhaps the middle) order, better qualified to form an opinion upon the subject.

During the space of almost twenty years my wife (now dead) and I taught the Altmore National schools; about one-third of the pupils were Protestants of various denominations, the other two-thirds were of course Catholics, and during that long period no angry feelings ever rose in this school regarding religious matters. Many Protestants left their own schools and came to me from a distance of from two to four miles. And when my wife was called to the training establishment in Dublin, in 1848, a wealthy and respectable Protestant gentleman allowed his daughter to teach the female school, while she (my wife) was being trained, nor would he take any remuneration for his daughter's services. And the patron of the school was and is a Catholic.

National Education.—So far as I have been able to learn from both observation and inquiry, I find that the greater number of patrons —more particularly since the late outcry for denominational education has been got up—consider that they sufficiently discharge their duties as such, by simply tolerating by their sanction the schools under their control, for I cannot call it management, as in general that simply consists in appending their signatures four times a year, to the teachers' receipt for salary from the Board, and also in signing the "application sheet" for school requisites, at such time as the poor teachers can themselves scrape up the price of them.

Perhaps in no civilized free nation in the world could there be found such an example of uncontrolled power being vested in any class of men over the destinies, means of existence, and in some cases, indirectly, over the very lives of another class—of both sexes—as that exemplified by the unlimited power conferred upon the patrons and managers of National schools over the National teachers of Ireland. And what seems strange and unaccountable is that to this power is not attached one single responsibility or duty; nor is there a single tribunal of appeal to apply to from any decision they, the patrons, may choose to make regarding teachers. These men could turn out of their schools all the National teachers in Ireland in forty-eight hours—all except those under the patronage of the Commissioners—nor would they be bound to give the Board or Government any explanation for so acting. It would be of no use for the teacher so turned adrift that he could show he had been ten, twenty, or even like myself thirty years teaching, and that during all that time, he had faithfully discharged his duties to the satisfaction of the Board's officers. No, the patron having *fiated* his fate and that of his wife and family, (if he had such), they must all go under the brand of dismissal, and perhaps without the last quarter's salary, though earned, because the patron may refuse to sign the receipt, and if not signed by him the Board will not pay the money.

A patron can deprive a teacher of his salary when earned, deprive him of a gratuity, premium, or good service salary when awarded, and granted by the Board; can deprive him of the necessary services of a monitor or assistant when either is recommended and appointed by the Inspector; can compel him, without reward or fee (if a Catholic), to serve at the altar on Sundays, to teach the catechism, &c.; can compel him from taking any school-fees from even those who are both able and willing to pay; can compel him to do any service he wishes *gratuitously*; in a word, the patron can, and often does, treat the teacher worse than if he were his own paid servant; he can with impunity insult and apply physical force to the teacher; and in case of a female *even do worse!* Almost everything I have mentioned above I have myself known to be done, and could mention the names of *some* of both acting and suffering parties; but delicacy forbids my doing so, as they are all still living. (The acts referred to took place in Tyrone.) Of course there would not be found many patrons capable of acting in the manner described, but all I wanted to show was, that these men *may with impunity do so.* Lastly, I should remark, that I never knew a man worthy of the name of patron (so often a misnomer), who did not say he had too much power given him.

Inspectors.—With some exceptions—two of which I have met here—I have found *all* the Inspectors to be kind, sympathizing, and gentlemanly in their demeanour. A teacher should not be dismissed by whatever an Inspector *may choose to write against him.* Inspectors after all are only men—some good, some bad—and if a teacher unfortunately offend (and one rash or unthoughtful expression, even true, may do so) a bad or unfeeling Inspector, he can, by one or two reports get the unfortunate man dismissed FOR EVER; because a teacher when dismissed through an Inspector's report will never again be taken into the Board's service. This is another of the many grievances of which the National teachers complain.

Any person who entertains spite or malice against a National teacher, can very easily at any time get him dismissed. He has only to draw up any number of charges he pleases against the teacher—it does not make the slightest difference if even every one of such charges is false and unfounded—and send them to the Secretaries of the Education Office. An investigation is ordered, and though it seems almost incredible—at all such investigations, of which I have heard, and one of which I witnessed here, the teacher is told to stand aside, and will not get leave to say one single word in his own defence.

No person receiving any salary under the British Government, or in any public office, will be dismissed without a just cause, or without a *fair trial. The poor National teacher is the only exception.* I trust he shall not be long so.

Incidental visits.—The teachers consider that an Inspector can in almost all cases, by means of the ordinary inspections, inquiries from the patron, the opinions of the people of the locality, &c., discover with sufficient accuracy whether they are properly discharging their duties or not, and that therefore there is no occasion for "incidental visits." And when a teacher finds out that the Inspector goes a mile or two out of his direct way (as is often the case) to make those visits, he cannot be made easily to believe that the visits were purely incidental. Of course the Inspector is only carrying out his instructions. But when such visits become frequent in a district, all mutual confidence and harmony between teachers and Inspectors ceases; and when this is the case, education cannot prosper as it otherwise would. And I may here remark that nothing can be more hurtful to the feelings of a teacher, who is conscious that he is doing his utmost to discharge his duty.

Note.—My candid opinion is, that the National teacher will never be satisfied, nor will the system prosper, until they are treated in all respects as *civil servants of the Crown*—in fact *appointed as such.* This opinion I formed twenty years ago, and have since expressed it at many meetings of teachers who all agreed with me. So much are the teachers at the mercy of all parties, that they are little *better than slaves;* and so low is their social status (in this district at least), that the five-acre tenant-at-will-farmer thinks himself a far more respectable man, and looks down upon them with contempt.

Their treatment is a National disgrace; they are the educators of the people of Ireland—they are of the people, looked up to by the people when information is required, and scattered amongst the people in all parts of the kingdom, and therefore their power to do national good or evil is very great, and should not in my opinion be overlooked any longer by British statesmen. Justice at least should be done them: I hope I shall live to see this the case.

Burriscarra School, Ballyglass, County Mayo—Mr. Egan.

Reluctance of parents to send children arises sometimes from a *dislike* on the part of the enlightened parents (the ignorant not being able to judge) of the *present system,* which is regarded somewhat in the light of a *Protestant Government* system by most of the enlightened people of this country. This latter view, which many respectable well-informed people entertain, tends very much to lower the status of the teachers, who by many of this class of persons are regarded as, perhaps, a shade better than "Jumpers."

4. I believe that as irregularity of attendance is generally traceable either directly or indirectly to the poverty of the small farmers and cotters in country districts, the want of *good land laws,* of a *good system* of *tenant right,* lies at the foundation of the existing state of things. If therefore the attendance is to be rendered regular in country schools, the Government must commence the good work at the very foundation by granting the tenant farmers of this country a *good system* of *tenant right.* This is an agricultural country; therefore its prosperity, if it is ever to be prosperous, must be based on *good land laws,* which will secure to the poor tenants fixity of tenure, and an encouragement to improve their holdings. It is evident to every thinking mind, that a reformation of the present system of land laws in this country is absolutely necessary to raise the social comfort of the cotters and small farmers to what it should be, and to what it is in every well governed European country. It therefore follows that it rests with the Government to take the first essential step towards securing regularity of attendance in the primary schools of the country. The next step should be to redress the many *galling grievances* of the teachers, so as to encourage them to love their profession, and to take a *real interest* in their schools. There should also be a small school-fund, out of which the most deserving pupils should get premiums for *regularity* of *attendance,* &c.; and out of which the poorest children should occasionally get the price of a suit of clothes, so as to enable them to come to school tidy. A modification of this system is practised in the Balla schools under the patronage of Lady Blosse with the best possible results. All the children pay a small amount of school-fees, which however does not go to increase the teachers' income, but is kept as a school fund, and is refunded again to the children every Christmas in the shape of premiums of clothes, &c., to the most deserving of the poorer class of children.

8. Mixed education—I believe that it is more beneficial than no system, but not so beneficial as the denominational system would be, and that it never will succeed in bringing about the ends to which the Protestant supporters of it think it will, namely, that they call *liberalism* in religious matters, but what all sincere orthodox Catholics must call *indifferentism,* as far as Catholics are concerned. All Catholic teachers and managers, I believe, are at present alive to the fact that the late Archbishop Whately used the system in an indirect way for prosleytising purposes; and I know myself, in addition to this, that all the Protestant managers I ever taught under would use the system, if permitted, for the same purposes.

Manulla School—Mr. Higgins.

10. In winter a number of grown-up boys attend, and if the head teacher is a mistress, the boys will not respect her orders in such a way that discipline can be properly carried out. Besides, a mixed school is always more difficult to manage than one for males or females *alone.* The popular feeling is in favour of the "head teacher" being a master.

11. If evening schools were *aided* by the State, a *very great benefit* would result from them. Grown-up boys would attend, and as such boys are always eager to learn, and cannot attend the day schools, an evening school would be *very* popular, *very* efficient, and the surest way for educating the young men of Ireland. A respectable amount of school fees could be calculated upon, as no pupils pay as generously and voluntarily as "evening school pupils."

13. For improving the education of the Irish people, I strongly recommend the following, and without several of these changes or improvements, I am certain that education in Ireland will remain as it is, or get still lower than it is. The several improvements have their relative values shown by the numbers opposite each.

1. The present salaries of National teachers to be largely increased,	100
2. Evening schools to be established (aided by the State),	80
3. Non-vested schools to be placed on the same footing as vested schools,	70
4. The "Inspector" to visit at least once in every two months,	60
5. A local depot for books; requisite apparatus to be set up in all large towns,	50
6. That school fees be abolished, and salary of teacher be wholly provided by the State,	50
7. Premiums to be awarded to rural National schools,	40
8. That a teacher be not liable to dismissal by any person whatever without cause,	90

Drumgallagh School—Mr. Cormack.

14. The oftener the children are visited and examined, especially in rural districts, by a gentleman or lady, or a Board's officer, the more advantageous to them, the more the teacher will be on his sharps, the more orderly and cleanly will the children endeavour to be, and the more improvement will be effected in the discipline, regularity, order, conduct, and general welfare of the country schools.

——— *National.*

As regards the sufferings of teachers on account of the scanty pittance they receive from their Honorable Secretary of National Education, I will not dwell nor go into any particulars presently, as indeed I could give innumerable instances in which teachers can scarcely procure the cheapest and worst diet, but upon this painful subject I will dwell no longer. I will just say a few words concerning my own course in life. Having evinced an early taste for teaching, I was appointed in July, '67 at the rate of £15 per annum, out of which I was obliged to pay for lodging, board, washing, clothing, maps, stock of books, &c., &c. And here I am to this date, September, '68, on the £15, of course, running into debt daily, still depending on the examination for promotion. I sincerely desire that your honour will excuse this meaningless harangue, which I have in some sort of excitement indulged in.

Rossgray School—Mr. P. A. T. Gibbons.

2. I often heard people say this:—that the pupils in National schools are sent too soon to learn grammar and geography, and that they should devote the principal part of their time, which they spend in learning those subjects, to the study of writing, reading, and arithmetic.

Ballymonelly—Mr. Richard Finn.

4. If the co-operation of the local clergy could be secured the desired end would be accomplished. The present existing school is admitted on all hands to meet fully the requirements of the district, if it had not been established on the basis of a vested school. I cannot say what aid the Roman Catholic clergy would be prepared to guarantee towards the erection of an ordinary National school.

Derrygimla School—Mr. Faherty.

2. Parents in general are desirous of having their children educated, but in this locality are constrained to forego its advantages owing to bad mearings. Hence to prevent trespass, and consequently litigation, they keep them at home herding, regretting at the same time their being obliged to do so. Again, as a general rule, parents are averse to paying school-fees to the teachers of State schools, though should a hedge school teacher, or even the pupil of a National school set up a night or any other sort of school, parents pay double, and in some cases treble the sum required of them in National schools. I have made it my business to pry into and know the cause of this prejudice, and am of opinion that it is done through charitable motives, though they are fully aware and cognizant that the information imparted to their children is far inferior to that which they would receive at the very worst State school.

4. In order to secure a regular attendance I would abolish school-fees altogether. I would also charge each pupil at the time of his registration a fee of sixpence, and not exceeding one shilling; this to be paid every time the pupil presents himself for registration. The benefits arising from this would be twofold; it would prevent children leaving one school and going to another every time they pleased. Also it would, I am of opinion, prevent their being absent for a lengthened time. I would further suggest that this fee, together with some additional aid either from the State or the manager, be given as premiums at an annual examination held on the last quarter in each school, the regular attendance of the pupil as well as his answering to be taken into consideration.

8. The object of mixed education is well known, but if persons are properly educated, though in separate schools, the same object will be effected, as education gives "mutual respect, and to each self respect."

Fahey School—Mr. Patrick Kelly.

2. A pretty general cause of popular dissatisfaction is this: It is the wish of the parents, at least in rural districts, that their children, for the short time they can spare, should be occupied exclusively with reading, writing, and arithmetic; and they think that grammar, geography, &c., which they consider quite useless to the labouring class, interfere with those branches.

5. I beg to disavow any selfish views, when I state it as my opinion that the surest way to provide efficient schools is to provide and *keep* efficient teachers The schools will soon fall into the hands of raw or inferior men. And how can it be otherwise? Who can expect the services of efficient officers for fifteen or eighteen pounds a year? And this is the pay for a probationer or one in the lower grade of third class. Such are the men on whom will devolve the education of the rising generation. For the teacher after about six or eight years service begins to consider in earnest how he is to wrestle with the future. He has now, after many a weary hour's study, qualified himself for the duties of a good primary instructor, and when he sees himself, in spite of his exertions,

"Doomed to that hardest task of man alive,
To make *three* guineas do the work of five;"

when he sees the precarious tenure of his office, and that sword of Damocles threatening him every instant (the average rule), and his helpless age unprovided for, he resigns, and a probationer takes his place, whose inferior acquirements and inexperienced drudgery can command neither respect nor confidence.

Lecanvey School—Mr. William Moran.

2. I know that the reluctance of the people to avail themselves of the existing means arises principally from the causes—first, the people look upon any school and upon every teacher that is not strongly recommended to them by their clergy, with very great disfavour, and such recommendation is very seldom given. Secondly, the entire burden of keeping the schools supplied with requisites is left on the teacher, and (as it is now admitted) he in almost all cases cannot spare the money to do so out of his small income.

8. A tax for educational purposes would be much better than school-fees, both for the children and for the teacher, for under the present rules of the Commissioners of National Education in Ireland the teacher cannot enforce his school-fees, as he must keep up his average attendance, which he cannot do if he insists on school-fees,—or let the attendance down, and then lose a part of his salary from the Board. Secondly, the teachers ought to be relieved from the arbitrary control of the managers. As the case stands at present those gentlemen have the power of dismissing any teacher however deserving, without even assigning any cause whatever. Thirdly, something in my opinion ought to be done by an enactment of Parliament to give the teachers a support in old age.

Belcarra School—Mr. M. Chalk.

P.S.—I most respectfully beg leave to bring under your notice the inadequacy of the teachers' salaries to supply them with the mere necessaries of life, and those of the most inferior description. I have known teachers to be often in a starving condition.

Carrownisky School—Mr. Sweeny.

5. Upon the principle that "Three removes are as bad as a fire," National school localities often suffer; for it is impossible for a school to work efficiently while a teacher has no security of tenure. It is true that some managers never abuse their privileges of appointing and removing teachers; still, such privilege is mischievous, as a poor teacher is always in doubt, consequently he will not take that lively interest in his school which he otherwise would if he were secure.

Doohoma School.

2. Except in a few cases of boys taught by me who got situations in the navy, constabulary, and clerkships in America, I never heard of any person who attained a livelihood through his education. It is not rare to find a man here to say "that he would prefer his son to know the art of tilling potatoes to a knowledge of the sciences." I remonstrated with a man on the very irregular attendance of his children; his reply was, "that himself and several of his neighbours, who never went to school, were better off than myself." Yet there are several circumstances to be mentioned which would tend to promote a desire for education which does not now exist.

4. In fact, the low state of rural schools may in a great measure be attributed to the teachers' poor pittance; it is barely sufficient to supply the most common necessaries of life, hence the inadequacy of the supply of school requisites. I know the case of a teacher who for four years could not afford to purchase a new *coat*—even a cheap one—and who was fined, notwithstanding his poverty, the sum of £1, for want of having sufficient sale stock in his school.

Aughlean School—Mr. P. O'Malley.

7. Hedge schools should not be tolerated, as the teachers endeavour to bring the National system into disrepute. The teachers of hedge schools, as a rule, live with their pupils, a night in each house; he there works upon the minds of his illiterate hosts.

Ballintober School—Mr. C. Flanagan.

1. You are aware that the framers of National education in Ireland supposed that school fees would form a very important part of teacher's salary, but teachers could not collect or enforce school fees, and managers would not help to enforce payment, or pay anything in lieu. The teachers, therefore, have nothing to look to for support but the small salary from Board or Commissioners of National Education, and hence it is that the teachers are in debt, and have to pawn their coats until next pay day, in order to make all ends meet, or to support life. This is no exaggerated picture, but often too true—there are few exceptions. In my opinion, the teachers never will be independent or efficient until the State or Executive pays their whole salaries, and taxes the people.

Knappa School, Westport—Mr. Langan.

I am in receipt of good service salary from the Board, and I have been told by the Inspector that unless I have an average attendance of at least thirty-five pupils for this year, that it will be discontinued. Considering the great number of National schools in the neighbourhood, and the constant decrease in the population, I think it a great injustice to be threatened with the withdrawal of a benefit which I have not forfeited by any want of zeal or faithfulness in the discharge of my duties. It is not my business to say whether the second National school were required in the poor, unpopulous townland of Knappa; but this I state, that in my National school the children of every persuasion could be educated, as they had been for years, in strict accordance with the rules of the Board; and that if it were not taken into connexion, I would be sure to have the annual average attendance required by the rules. I give it as my testimony that during the long period that the Protestant children attended my school, there was not the slightest dispute, religious or otherwise, to my knowledge, between themselves and the Catholic children. I trust, sir, that you will do your best to prevent the multiplication of National schools in such unpopulous localities as mine; and should you assist in doing away with the rule of "averages," you would confer a great benefit upon many a poor teacher.

It is my opinion that parents should be compelled to send their children to some school for at least three months of the year. Any parent who would fail to do that should be fined at least £1 every year, which pound should be handed over to the manager for the repairs of school, and for premiums to children who would attend regularly.

The people are aware that the teacher requires a certain average attendance to entitle him to his salary, and if he insists upon school fees, they keep their children at home. The poor teacher, fearing to lose any portion of his salary, soon invites the children back, and promises not to charge them. As the teacher cannot insist upon school fees without injury to himself, I think it is better that there should be no such thing at all. Let the State pay the teacher a salary which shall enable him to live respectably among the people, and both the State and the people will be the gainers in the end.

I think that two inspections of a school every year would be quite sufficient. The Inspector could then pay more incidental visits at present. I also think that if the manager, or some respectable person in the neighbourhood, were invited to attend during one of the inspections, and if some little premiums were to be distributed on the occasion to the best children, it would tend very much to induce them to attend school.

There are no teachers in this locality out of debt. I know one who had to incur debts on account of sickness and deaths in his family. This poor teacher has to pay two or three pounds of instalments every quarter to his creditors. Anything less than £1 a week is insufficient for the support of any teacher with a wife and family, at the present rate of provisions. One of the Royal Constabulary died in Westport about a fortnight ago, and I have been told by a member of the force that his wife is to receive ten pence to the pound, and each of his children two pence to the pound for every pound he was paid since he joined the service. Would it not be justice, sir, to put the National teacher and his family upon the same level with the constabulary, to be paid in the same manner, and to be compensated or pensioned in the same manner?

Trienbeg, Newport—Mr. Flynn.

4. Unless attendance be rendered compulsory, I believe the most effectual plan would be to induce the clergy, by meeting their views on education to some extent, to become more generally managers of schools; as the great influence they possess with the people, and the pressure they would exercise on the parents, would be certain to procure a much larger and more regular attendance.

5. Local aid cannot be calculated on, as the wealthy classes, who alone can afford aid, are either too selfish or too regardless of the education of the poor. If a small tax were levied on property, including that of landlord and tenant, in school districts, and school fees entirely abolished it would much aid the efficiency of schools and also tend to increase the attendance.

8. Mixed education I consider to be productive of the most beneficial results. There is no more powerful agent in promoting harmony and social intercourse between young persons of different creeds, and of removing sectarian prejudices. An object most desirable to be attained in this country.

Maam—Mr. John Cunningham.

The collection of local aid towards schools by the teacher is objectionable, it leads to disputes between parents and teachers, lessens the teacher's popularity, and tends to withdraw the children's affection from the teacher.

Ballycastle—Mr. Golden.

5. A better remuneration to teachers would give more efficient schools, for where teachers would be well paid, young men, wishing to adopt teaching as a profession, would improve themselves in proportion to the remuneration offered. Instead of which, young men now-a-days only teach for a few years, and as soon as a more remunerative employment offers, they resign. I knew two young men who were monitors in my school, and who were afterwards appointed to schools, to leave off and join the constabulary; and the consequence is that managers and inspectors will often appoint persons as teachers who are incompetent, rather than have schools closed.

Belmullet—Mr. Egan.

I respectfully beg to state that until the managers of National schools are deprived of the unlimited and arbitrary power they possess at present, teachers can never be contented or happy. We want to be the immediate servants of the Government, or their *reformed* Commissioners, in whom alone ought to be vested the power of appointing and dismissing teachers — no dismissal to take place without sufficient cause being shown. Unless teachers are paid respectably, from £50 a year for a probationer to £100 a year for first class, no young men, who are ever likely to become useful or successful teachers, will join the profession; besides, all the clever young men, who have been trained at the public expense will leave the service and emigrate, or look out for some more remunerative employment.

Teachers wield a great moral power—they are *educating* the men of a future day; and if the Government expects them to instil sentiments of loyalty into the minds of those who will be the men on the stage of life in ten years hence, why (in the name of justice) not pay the educator?

Certificated masters ought to be promoted solely for the proficiency of their pupils, and ought not to be allowed to waste so much of their energies in preparing for examination on abstract subjects (scarcely ever taught in their schools) as they are at present.

I would suggest that there be first, second, and third class teachers, with no grades; and that the salaries should be as stated above, and that all teachers get pensions after a reasonable term of service, and not be obliged to retire to the workhouse as some of them are at present.

Derrygorman.—Mr. Hynes.

I further beg to add that teachers ought to be better paid by the State, and some provision should be made for teachers who, from age or infirmity, are no longer able to teach efficiently—even should a small portion of the present salary be deducted as aid towards such a fund. I am aware of a teacher whose four sons were in the Board's service, and all left—one is a marine, another in the constabulary, and the other two, within the last eight months, gone to *America*. By a late rule of the *Board* schools are not furnished with maps, tablets, &c., free, except in the case of new schools, and then only the first grant is free. Teachers generally feel that they cannot teach efficiently without school apparatus, which must generally be supplied by themselves. The teachers also feel very insecure, as the manager may dismiss a teacher without assigning any cause. I admit that such cases are rare; but the teacher should not be dismissed at the whim of manager or Inspector. When a teacher is a considerable time in the Board's service it is a great hardship to him that he knows not the day his salary is stopped. Such is not the case with the constabulary, or even with a footman in a gentleman's employment. The sword of Damocles is always hanging over his head.

Glencastle School, Belmullet, Mayo—Mr. Carney.

15. I have six Irish miles to travel every day, which I have kept up for the last eleven years, through winter's storms and summer's parching heat. For five years previous I travelled ten miles a day in the same manner, so for the last sixteen years I have travelled over 30,000 miles on my daily avocation as a school teacher. Since my connexion with the National Board, I have travelled over 40,000 miles; this in itself shows the great necessity that exists for providing adequate dwellings convenient to the schools.

Derrycroff School—Mr. Hynes.

Teachers have very often to purchase maps, tablets, &c., out of their small salaries; heretofore the Board of Education supplied such at the end of every three years, which was a great boon. No clerk will be called upon to furnish anything for the use of the office.

Ballina.—Mr. Thomas Ruddy.

6. May it not be considered misapplication of Government aid, though indirectly, not to give teachers such salaries as would enable them to settle down contentedly at home, rather than give the benefit of the Marlborough training establishment to the governments of foreign countries? It is a fact that classed teachers, "trained" and untrained, are leaving the *service* owing to their nominal salaries failing to provide them the common necessaries of life. Four such classed teachers have, within the last twenty months, resigned their schools in the Ballina district, and have emigrated.

7. Having some knowledge of the working of schools not in connexion with the Board, and contrasting their efficiency with those aided by the State, I believe the balance is much in favour of the latter.

Lisaniska School—Mr. Taaffe.

3. A gentleman in the neighbourhood, carrying on cultivation of turnips, pays poor children from 4*d.* to 6*d.* a day, without meat or drink. Small farmers have bad fences between tillage and pasture, and even between themselves and their neighbours, and must necessarily keep their children taking care of cattle. A good many of them have no cartways to their houses, and must keep the children driving asses to and from a bog, bringing home turf and mud (a kind of auxiliary for manure).

4. I find making arrangements with parents whose children attend irregularly, to pay so much yearly or quarterly whether they attend or not (say half what they should pay if they were attending regularly) a good plan; but if small farmers had a tenure of their lands, so as that they could make improvements on their little farms, and so keep the adults of their families who go to England every year, at home, then the children would not be kept at home as they have been, taking care of it in the absence of their father or elder brothers; and if they could with confidence build good fences, put gates to their fields, and make cartways, or if their landlords would remunerate them for so doing, children would not be engaged as I have stated, in a word, local gentlemen and landlords can almost do all in this respect, for a word from a landlord to his tenant about keeping his children at school, would be a greater inducement to do so than if we promised and could perform making Newtons of them in a month. Gentlemen should visit schools more frequently, and give poor children little premiums in proportion to the number of attendances made within the previous year, quarter, &c., taking care to give nothing to any child not attending at least half time; or if we could afford giving little encouragements of this kind, I think it would be the means of securing better attendance. I give little books, pens, &c., to children who attend regularly, and though my circumstances are so limited as that I can give but what is very trifling, still I find it a cause of animation.

Appendix C.

The patrons and school managers who have favoured me by the expression of their views refer to the same circular in several instances.

Sir Robert Lynch Blosse, Bart.

Has resided for upwards of twenty years in the country, and is patron of three National schools, and contributes to the support of one other.

Mixed Education.—The great bulk of the people are Roman Catholic. In the school nearest his own residence, there have generally been a few Protestant children. Has never heard of any quarrelling or difficulty of any kind among the children in or out of school. Is certain from his own observation, that mixed education creates better feeling between the two classes. Would consider any scheme for treating the Protestants as one denomination and the Roman Catholics as another as mischievous. Any tampering with the present principle of the National system of combined secular and separate religious instruction, would do incalculable harm.

Difficulties which arise are generally due to the clergy of both denominations. The people themselves have no objection to the principle of mixed education.

Gratuitous Education.—His feeling and experience would be strongly against it. The plan adopted in his own school is that *all* pay; but the poorer children—a very few—get the money given them by him to pay with. There would be danger under a system where many do not pay, while some do, that the former might receive less than their fair share of attention. Thinks it probable that in many cases where fees are not paid at present, an equivalent is given in kind. The fact of paying, makes both parents and children value more the education given and insures greater regularity in the attendance of the children at school.

Local Funds in supplement to Government Payments.—Thinks the rule that there should be one-third raised locally (which applies to building grants) perfectly sound. Believes that it is most important that in this and other matters Ireland should be made more self-reliant, and should neither be encouraged to beg for, nor receive, pecuniary aids not granted in England. At the same time perhaps this principle *could not be applied with regard to salaries.*

Inspection.—Believes inspection most beneficial. Should not expect to find that teachers resent incidental visits, or consider themselves watched. People of their class have been accustomed to be watched, and generally speaking, require it.

Compulsory School Attendance.—Is quite in favour of the principle of compulsory education, but fears it could not be carried out in Ireland, from the strong sectarian and political feeling existing. It would be represented to the people as an attempt on the part of the "Saxon" to proselytize their children, and would form a political grievance as well as a religious one, and would probably have the effect of putting both parents and children against that education which at present they so highly prize, and which they are determined to have.

The Archdeacon of Tuam.

The Venerable John Cather, Rector of Westport, Archdeacon of Tuam, has been connected with National schools in Ireland, since the year 1840.

He has resided during the last seventeen years in Westport, and for several years, beginning from 1851–2, he was the manager of ten National schools, of which the Marquis of Sligo is the patron, and all of which had Roman Catholic teachers. The management of these schools he resigned, partly from the pressure of many professional duties, and partly because he arrived, from experience, at the conclusion that trouble in the management was less likely to arise were the schools in the hands of laymen.

He is now the patron of three National schools within his parish, and desires to establish a fourth, the teachers all being of the Church of England.

From an observation of more than twenty-five years, he holds a settled conviction in favour of the mixed system in preference to a denominational one.

Throughout the west of Ireland it is almost impossible to maintain a school for the Protestant minority, and in cases where it is maintained it is seldom a good one. Without the National system the Protestant children must remain ignorant or go to denominational schools, avowedly proselytizing, filled with Roman Catholic emblems, and Roman Catholic practices, thus making the denominational system the means of establishing the ascendancy of the majority.

In the National schools under his management, the teachers being Protestant, and the children mainly so, and the religious education Church of England, he has never seen any reason to believe that the religious instruction was retarded or lessened in the very slightest degree, or that the children lost any portion of the benefit to be obtained from a sound religious training in youth; and he has been and still is, in the constant habit of visiting and examining in largely attended schools, in his own parish and elsewhere.

He recognises the difficulty of working the system of mixed secular, and separate religious instruction, except through the willing co-operation of local managers; and he doubts whether the Education Commissioners themselves have found it possible to carry it out impartially.

Still he believes that if embodied in an Act of Parliament, and steadily carried out in every particular, as by the Government it ought to be, the greatest possible benefits would be secured to the country by the mixed system of education.

The advantages already accruing from it, can in his opinion, be hardly overstated; and can only be appreciated by one who in a remote and partially civilized district is able, as he is, to mark the difference between the intelligence and civilization of the children of to-day, as contrasted with those of thirty years ago.

Westport Rectory, September 10, 1868. J. C.

A Roman Catholic Clergyman who prefers that his name should not be published,

Thinks that the reluctance of parents is due greatly to religious and conscientious objections. The parents dislike schools in which it is impossible to have the Catholic emblems, and in which they are liable to interference with their religious practices.

He might give an illustration. In a school now under him, but before he became patron, a Roman Catholic Inspector noticing that the children were in the practice of marking themselves with the sign of the cross when the clock struck twelve, called the attention of the mistress to it, and left some remarks on it in the Observation Book. No doubt the practice goes on there and elsewhere in many instances, but the Inspectors have too much discretion to notice or report it if they are men of sense.

Another illustration was in a convent school receiving Government aid, which he knew, where a little girl went home to her mother, and told her how the nuns had let down a screen before the image of the Virgin, or a Crucifixion, or some Catholic emblem, when the Inspector came in, the image being of course exposed regularly, except then, and her mother was very much distressed that they should be compelled to act in this way, as if they were ashamed of their Saviour. In the same way the children had strict orders not to carry on any Catholic practice, such as saying a little prayer, or crossing themselves, when the officers of the government were present. These things hampered and annoyed them in the management of their schools, and the Roman Catholic clergy wished a denominational system under which they would have no such difficulties. With regard to the General Lesson, it had been at one time reported that it was not hung up in one of his schools. The Commissioners wrote down angrily on the subject, and referred him to one of their rules. He found that they attached much more importance to it than to the Ten Commandments, and told them so, and was not farther troubled. He thought it perfectly useless and frivolous to require its continual exhibition, but he should not be disposed to take it down where he found it up when he became manager, nor to put it up where he found it down.

As for the abuse or misapplication of Government aid, he considered that it was abused or misapplied when it went to support Roman Catholic teachers who had gone up to training in disobedience to the decision of the hierarchy. A teacher went for training, and was appointed on his return to a school. Of course the clergy prohibited the Roman Catholic children from attending, and for nine months he was without any or only with a nominal attendance. During that time he was paid salary by the Board. The school was under a lay patron, and it could not be ascertained for some time whether the salary from the Commissioners continued. Afterwards, his predecessor, the Roman Catholic clergyman, wrote to two Catholic members of Parliament, who promised to bring the matter before the House, and under pressure of this, the salary was withdrawn. He considers that a Roman Catholic teacher who has disobeyed the express order of his own spiritual authorities, is not fit to be a teacher of youth.

With regard to dismissal of teachers, he does not see his way to any change, and regards it as essential that he himself should have such a power as he now has, as otherwise he could not control a wide district, containing some remote schools which he can only visit occasionally. And without the power at present in the hands of managers, he thinks many of the teachers would be indifferent or careless about religious knowledge.

P. Denis Browne, Esq.

128, Baggot-street, 4th September, 1868.

My Dear Sir,—Since I had the pleasure of meeting you, I have been thinking much on the subject matter of our long conversation, and though my opinion on the main question and the many by-questions necessarily linked with it can be of very little value, I think that as an educated man it is my duty to add my mite of weight to the side that I believe to be right.

I shall, therefore, as shortly and as plainly as I can, answer the substance of such of the questions in the printed paper you were so good as to send me, as I have been able to form any opinion on.

I can hardly conceive that any man, whose mind is free from party bias, can look upon the National school system in and for Ireland otherwise than as a national blessing, or than as the system above all others adapted to promote a kindly feeling towards each other

in the scholars, and a feeling of loyal reverence for a government which provides equally for all children under it the means of becoming honoured and useful members of the great commonwealth.

Every denominational school must of necessity, in my opinion, tend to widen (in its district) the distance that divides its pupils from those of any and every other denominational school; and but slight knowledge of human nature is required to be sure that the smaller the difference between any two, the sterner will be their mutual abhorrence of each other.

That the National schools in Ireland, as they actually teach and act, as they are taught and acted on, require modification and even reform, is, I think, clear; and this modification or reform, to be radical and useful to the rising generation and coming times, must begin above, viz., with patrons and masters.

The patrons are in some few cases—very few I fear—men free from religious party views, to whom primary education is in itself interesting, and who have sufficient feeling of their duty as citizens, by frequent visits to the schools, and attention to the well-being of teachers and pupils, to endeavour to help to raise up about them a tolerant and loyal class of fellow-subjects. In other and more numerous cases the patrons or managers are only such from their social position. They take no interest whatever in schools, education, children, or teachers, and leave things to shift as they may, the only sign of patronship they give being the signing of the master's papers, to enable him to get his salary.

The third and remaining, and by far the most numerous, class of patrons are men of the strongest and most uncompromising party views in religious questions, who, as a body, disapprove of the National system, and then often accept the management of a school as the surest means of defeating the objects of the system itself.

To my mind, no man whose profession makes strong denominational views a matter of necessity should ever be the manager of a National school. In plain words, I would have parson and priest debarred, by the fact of their profession, from being patrons.

But as this might expose the schools to more direct and keen opposition than they have to encounter at present, perhaps the wiser plan might be at once to curtail the power of all managers and patrons, to have more constant and frequent supervision from head-quarters, and to make the dismissal of a teacher in every case a question to come before the Board, only giving the manager the power to suspend arbitrarily in case of some gross delinquency, but leaving the final decision to head-quarters.

The position, the uncertain tenure of place, and the poverty of the teachers make them in many cases mere "*proletaires.*"

No change can injure them much, their pay being little above that of a common day-labourer. They have generally neither house nor land, nor indeed anything else, that cannot be summarily taken from them.

Their learning and intelligence in the meanwhile, make them powerful for good or evil among the peasant class, with whom they pass their leisure hours.

Publications, often not the most loyal, are agreeable to their restless and discontented minds, and they naturally become the exponents of disturbing views to the relatives of their pupils, and thus often positively undo in one part of the day the negative moral good that has been done in school during another part of it. The remedy for this evil appears to me very plain:—

1. Increase the pay of the poorer teachers.
2. Give them all dwellings, and, where it is possible, a small plot of ground.
3. Make their tenure of place more secure.
4. Furnish them, gratis, with agreeable and useful reading. Newspapers they will have, and it would pay far better to supply them for nothing with truth than that they should buy cheap and hurtful lies for themselves (and their hearers). I truly believe if these things were done that the National schoolmasters would become centres of order and loyalty, instead of what they very often are.

The question of the payment of small fees by the children is one that would, perhaps, not have been raised at all if the whole system worked as it ought, and, I think, still might. Yet, it is now one involving some doubt and difficulty; but, on the whole, I am disposed to think that we value more and attend with more diligence and perseverance to what we pay for than what we get for nothing.

On the other questions I have had no means of forming any opinion.

Believe me, my dear sir, yours very truly,

P. Denis Browne,

To Professor Jack, 46, Sackville-street. Manager of Treenbeg National school, near Newport, Mayo.

Edmond Pery, Esq.

Belleek Castle, Ballina, July 20th, 1868.

Dear Sir,—As you were good enough to request me to do so, I have endeavoured to set down the substance of my conversational remarks to you the other day, merely premising that if some of the expressions should seem too forcible, they sufficiently correctly set forth my own opinions, and will possibly be found more generally entertained than has been anticipated.

I have been a constant resident in Ireland for fourteen years, during which time education has been frequently the subject of my anxious consideration.

There are three National schools, long established, on my property, and one on an adjoining property, to which I am an annual subscriber. In the first mentioned schools the parish priest is the patron, and my assistance is limited to occasional small donations of money for purposes connected with the physical comfort of the children.

With the last mentioned school I have had more to do.

On its opening I called on the then parish priest, a Mr. Monelly, and solicited his co-operation in the work. Mr. Monelly informed me that he was directed by his superiors to oppose the school, unless it were placed under the patronage of the bishop, and that he had no option but to obey.

I am aware that he did carry out his instructions, by prohibiting the parents from sending their children. Some parents did, and do continue to send their children to said school. I should have mentioned that this school is under lay patronage exclusively.

The success attendant on this school has not been of a too encouraging character. So much for my personal experience. With regard to my general opinions on the subject of National education I will state them as concisely as I can.

I am of opinion that the scheme of National education has worked surprisingly well, considering the inadequacy of the teachers' pay, and want of pension, the want of really efficient supervision and fostering encouragement by the landlords—in lieu of which is the dwarfing influence of a Romish priest—and the calls on the children for performance of agricultural work.

With regard to the teachers' pay, it is the same now with Indian meal at £11 per ton as it was when meal was at £6 10*s.*, and labourers' wages have increased about fifty per cent.

Children's wages are now from 5*d.* to 6d. per day, which makes them presently valuable to their parents, and accounts for one of the difficulties.

I consider that the cry of a Godless education is only an "*ad captundum*" one—that no real religious teaching is acquired at schools of any denomination, and I would put it to the six hundred and odd members of the House of Commons, whether such is not their own personal experience. The Catechism learned by rote—the chapter of the Bible listened to with indifference, the prayer gabbled through at the rate of a hunt, constitutes the religious instruction given at most schools, with, perhaps, hypocrisy superadded.

A denominational system of education would but draw a darker line of demarcation between the respective persuasions, embitter sectarian animosities, and retard—if not render impossible the fusion of races and parties, nowhere so likely of accomplishment as on the common form and common play-ground of a school.

If it be urged that the denominational system being in vogue in England, the same must needs be meted out to Ireland, as an improvement on the National system, I reply not so; the National system is only another instance of legislation in Ireland being in advance of that in England, possibly also, in advance of the Irish themselves.

Ireland being comparatively a "*tabula rasa,*" it was easier to start right at once than to graft on an existing establishment,

It is but human nature to set little store by what is cheaply attained, and I am of opinion, that if parents in general paid more for the education of their children, they would take more care than at present, that the attendance was more regular, and that they got value for their money.

The advantages of education are nowhere more keenly appreciated than in Ireland, and the Irish are very apt to learn.

I approve of the suggestion that a rate in aid of education—to be supplemented by a Government grant—be added to the county cess.

I consider that the Grand Jury should be responsible for the education of their respective counties, and that a standing Committee of that body, assisted by a Government Inspector, take cognizance of all questions relating to the schools in their county.

A minimum valuation should be fixed, as in rating for the relief of the poor, below which the occupier should not be liable to pay such county cess.

I should approve of a model farm being attached to each school.

I consider that £50 per annum should be the minimum pay of a schoolmaster, and that a house and garden rent free should be provided near the school-house.

I believe that the spread of education has had a tendency to Fenianism, Red-republicanism, call it which you will, but I fail to find in that a reason against education, still less do I find in it a reason for placing the education of 5-6ths of the Irish people under a hierarchy that cannot be loyal to a Government representing and supporting "heretical and damnable" doctrines.

No doubt the clergy will discountenance purely secular instruction, but the State can only legitimately subsidize such, and the sooner she withdraws from all interference with religion, the less will her motives be impeachable.

I think I perceive a growing impatience under the domination of the clergy. I take this to be a sign of political regeneration, and if at the outset it should run into licentiousness, I conceive it is no more than might have been expected, and that time will effect the cure.

The subserviency of the people to the Romish priesthood is, to my mind, the chief obstacle in the way of a voluntary and equitable settlement of the land question. The priests' interest lies in the multiplication of hearths, the landlords' in the diminution, hence the conflict. The situation of the unfortunate possessor of the franchise reminds me of the sea-story of "pull devil pull baker."

I have known an instance of a voter coming to his landlord to beg for a notice to quit, which would furnish him with an excuse for refusing his vote to the priest's nominee. I have also known a voter to run away and hide himself during a canvass.

I do not think the ballot would give any real protection, as the wife would find out which way her husband voted, and she would certainly tell it to the priest.

I believe the great majority of the rural voters would go with their landlords if they dared.

Romish priests in Ireland have a tremendous power, and thoroughly understand "ploughing with the heifer."

In these few remarks on a very momentous subject, if I should seem to have launched out into a diatribe against the priests of the Romish church, it is only because I find in them the extreme example of what is more or less applicable to those of other denominations.

Begging pardon for the length of my letter,

I have the honour to be, yours obediently,

EDMOND H. PERY, J.P.

To Professor Jack, Assistant Commissioner,
Royal Commission on Primary Education in Ireland.

Charles Kelly, Esq., Patron of Newtown National School, Tuam.

Dissatisfaction and complaints often spring from a want of conciliating and courteous manner on the part of the Inspectors and schoolmasters towards the patrons or clergy. Inspectors should be instructed to do all in their power to conciliate the patrons and clergy, to communicate freely and unreservedly with them on all questions relating to the management of the schools.

The rules of the Board should not be rigidly adhered to. They should be considered merely as general instructions to be acted on or deviated from according to circumstances, in the discretion of the Inspector. Considerable latitude should be allowed to Inspectors in this respect. They should be instructed wherever practicable to comply with the wishes of the patron and clergyman, though such wishes should not be exactly in accordance with the regulations of the Board. Of course this must not be allowed when inconsistent with the general good management and efficiency of the school.

It is difficult to believe that in order to make good citizens, it is essential that in an exclusively Roman Catholic locality, all symbols of the Catholic Church, for which Catholics have the deepest reverence, such as the image of our Saviour upon the Cross, the statue of the Blessed Virgin, all religious pictures, all religious instruction should be rigidly excluded. This is naturally and necessarily calculated to give offence and create dissatisfaction.

The very atmosphere of the school-room should be religious. In imparting secular instruction, the master should at any moment, and at every opportunity, instil religious principles as part and parcel of his secular teaching.

Catholic children will not be worse citizens or less loyal subjects for being good Christians.

In localities which may substantially be considered as altogether of one religion, the schools should be denominational.

In localities where the population is not exclusively of one religion, there ought to be a separate school for each religion, provided the number professing each religion be sufficiently large.

Where the number of one religion largely preponderates over that of the other, the school may be under the mixed system, or certain regulations may be laid down so as not to exclude the minority, and yet at the same time provide for the *religious* instruction of the majority.

The plans and models issued by the Board for the building of schools are too expensive, and generally unsuitable. The cost of building a good school-room in a rural district ought not to exceed £100.

CHARLES KELLY.

P.S.—The model schools being condemned by the Roman Catholic bishops, the pupils who are there educated acquire a spirit of irreligion and insubordination, and a disposition to set at defiance all Church authority. This of itself renders them unfit to be instructors.

The model schools throughout the south and west should be exclusively Roman Catholic, and in the north Protestant or Presbyterian, and they should be so constituted as to give satisfaction to the heads of the respective Churches.

Certificates of competency as teachers should not be given to pupils only of model schools, they should also be given to pupils of other schools, such as the convent and Christian Brothers' schools, provided they are found to be competent on an examination, and a probation of some short duration at one of the model schools.

Hugh Wilbraham, Esq.

Hugh Wilbraham, esq., Boathaven Lodge, Westport, has resided constantly near Louisburgh for seventeen years. Is manager of six National schools.

Thinks the means of education quite reasonably sufficient in the neighbourhood, with the exception that there is no school in a district between the head of Doo Lough and Louisburgh, where one is much wanted.

Not much local aid can be expected or relied upon there.

Has a decided opinion in favour of mixed education. The schools of which he is manager are all under Roman Catholic teachers, and except in the case of the two Louisburgh schools, are attended solely by Roman Catholic children. In Louisburgh he thinks he has seen the good effects of mixed education. The children of the two denominations make friends with each other freely, and there is no feeling of animosity permitted to grow up between them.

His feeling is opposed to gratuitous education, on the ground that people don't value what they don't pay for. He has encouraged the exaction of school-fees in his schools, and he thinks with good effect on the attendance. So far as he has observed, teachers are too ready to let people off for nothing.

He does not think a county-rate would be popular, and the assignment of the proper proportions to be paid by the innumerable small tenants—assuming that all over the poor-rate line were charged—would be troublesome. At the same time he quite allows that it is not desirable that the entire management of schools should be in the hands of the Government, as it certainly would tend to be more and more, the larger their proportion of the total school-charge. They must depend on the reports of the District Inspector, and it is impossible that they should be as familiar with details which are innumerable in schools, as managers should be.

The subject of the payment of teachers is no doubt important, but he is not sure that they are on the whole badly paid. In all his schools they have nothing to do with rent or repairs, and several have free residences. One of his teachers, for instance, is the son of a herd, and is better off than the rest of his family. He walks three miles each way to and from school to his father's house. Another was a very poor boy, whom he encouraged to continue at school a year or two longer than usual for the express purpose of getting him to be a teacher. There is £30 per annum distributed by him from Lord Sligo, among the six schools, the great bulk of which amount goes to the teachers. Accordingly, with fees and this sum, each has perhaps £4 or £5 in addition to the salary paid from the Board, besides the free residence in some cases. Besides the salaries, clever teachers often receive gratuities from the Board for educating monitors, and for cleanliness and order in the schools.

The question of the teachers' tenure of office is equally serious and difficult. There is no doubt that the power of the managers is perfectly unlimited, and that an ignorant or capricious manager can dismiss at a moment's notice, for disobedience to an unreasonable order, or for no reason whatever, a teacher of any number of years' good service. The difficulty arises from the fact that it is necessary in his opinion that there should be some authority, *purely local*, which should be able to determine all the important questions in the last resort, and without appeal to Government, and that it is scarcely possible to get such an authority at once safe and powerful. The idea of school-committees is equally impracticable, so far as he sees it, in country districts, and the only possible way might be to give some second local authority an absolute veto on the dismissal of teachers, except when that dismissal was supported by a Government officer of some high position (*e.g.*, a Head Inspector), on consideration of all the circumstances of the case, leaving the dismissal in the hands of the present managers so long as this second authority, being appealed to, agreed to their decision.

He has not known the power of managers to be exercised in any arbitrary way, and he does not suppose that the teachers in his neighbourhood would complain of them, though they might prefer a more secure position naturally enough.

Rev. Hubert Fineran, R. C. C., Manager of Tully and Letterfrack Schools.

Tully, Letterfrack, co. Galway,
September 15th, 1868.

DEAR SIR,—In accordance with your wishes, I make the following statement concerning National education in Ireland, and especially concerning its working in these districts that come within my own observation.

First, then, concerning education in this district. There are about 150 children deprived of education. Why? Because the landlord will not give a lease for building a school. He assigns no reason. Again we have in Connemara, the Law Life Company, proprietors of a very large tract of country. I understand they will give no lease. Consequently hundreds of children are deprived of education. It is to be desired that the Government would compel landlords to give leases for a reasonable rent in the same way as they compel them to sell land for railways. It is bad that they will not endow or assist in building schools for their tenantry, but that they should refuse even a place for a school is a thing that should be well considered by the Government if they have the education of children at heart.

The next thing that I would direct the attention of the Government to is the condition of the National teachers. Nothing could be more deplorable, nothing can have a more injurious effect on education than the present payment of teachers. Why? First, those that undertake the office of teaching will be always discontented and dissatisfied. A person in this mood will be always looking for something to better his condition, and consequently never will discharge his duty as he ought. Second, if the teacher be not able to appear somewhat respectable in the eyes of his pupils and of the public he will not be able to conduct his school with that confidence which is necessary to secure success. Third, managers cannot get teachers unless very indifferent or positively bad ones. Why? Every other person is better paid. Nay, more, the common labourer in this district is better paid. Mr. Henry, of Kylemore House, is giving to his men 1*s.* 6*d.* per day. No teacher unless he be classed first of third will have so much. Now let us take the probationer, a very large number of which class are teachers. He gets £15 a year, £3 of this are for his lodging. He must then support himself for 8*d.* per day, which is not at all sufficient for support. Now this is the great reason why there are so many bad teachers. A teacher will not come from a distant district. Managers are then forced to get young boys brought up in the district for teachers. The £15 will be able to do something for them as they are living with their parents or friends. In many instances it is better to have the schools closed than have them conducted by such teachers. But then the managers cannot remedy this state of things, until the teachers are better paid. In this district there is no endowment, except in one instance. There are no school fees, neither can they be enforced. If they be enforced the children will not come. I should think that it would be better not to enforce them. I have known teachers to take better care of those pupils who paid fees. The next thing to which I would direct attention is the want of accommodation for teachers. In this district this is a thing much to be deplored. I have known a school in this district (Roscrea) to be for a long time without a teacher, merely because there could be no place of residence procured. It was so with Tully school, and even now I am forced to keep it closed, failing to procure a place for a teacher. I have known this to be the case with many schools.

But let us take the case where lodgings can be procured. Is a house where there are many in family, and consequently where there is much noise and bustle, a fit place? A teacher should have a place where he could study. This evil is to be remedied by having a place for the teachers built on the school grounds, if no other can be procured. This is a thing that demands as much consideration as the payment of teachers.

As to plans for making the attendance of children more punctual, and for making the parents take a greater interest in the education of their children than they do. The first great obstacle to attendance in the schools in this district is the severity of the police force, in enforcing the law to keep cattle off the public road. If the cattle be seen on the road there is a summons.

The parents must work for support owing to the poor circumstances of the district, then the children must be kept to look after the cattle. There are no fences, there is no fence to the mountain upon which they generally keep their cattle. The landlord will not make them, neither will he encourage them. The tenant will not, as he does not know at what moment he is subject to a notice to quit.

Unless this can be modified there can be no attendance at the schools. The law certainly is a good one, but there ought to be certain modifications of it in this district, as the circumstances are entirely different from those of other districts. I state positively there will be no education here unless this law is either repealed or modified or the severity of the constabulary restrained. On this day I spoke to the magistrates about the circumstances of having so many children deprived of education. They stated that "they could do nothing whilst the law stood. When the police brought the matter under their notice they should act." I think it would be unjust to tax the people (as was suggested by some) for education, unless the Government would first consider this matter.

It would be difficult to tell the exact plan that would ensure punctual attendance. But I will give you one which I myself tried, and which I found to be successful. I promised in the commencement of the year some clothes to those that would attend best during the year. I had a greater attendance that year than was before. This plan has only reference to the poorer classes, but these are the persons to be induced to come to school. I would think that a pressure ought to be brought to bear on the parents for the attendance of the children. But this should be only up to a certain age, and not in the harvest or spring time in the poorer districts. As to what that pressure would be, I am not prepared to state.

I would be of opinion that managers residing at a very great distance from the school are injurious to the school. I know one to be forty miles distant.

I have not known of any instance of great severity of manager with regard to teachers. I would be of opinion that teachers should be left entirely under the control of the manager, for the following reasons:—1st. The opposite would be of no advantage to the teacher, for if a dispute arose, and that the teacher was protected by the State, it would be better for that teacher to leave the school at once. 2ndly. Teachers are a class of persons that must be looked after well. Who is to do this but the manager? 3rdly. Even supposing that there may be some few cases of severity, still the evils arising from the opposite would far outnumber the former.

As to the subject of mixed education, it is my opinion that education will not be efficiently carried out until the denominational system is granted.

From Mitchell Henry, Esq., Patron of Lettergesh School.

Stratheden House, Hyde Park, S.W.,
2nd October, 1868.

Sir,—In reply to your note I am happy to state the circumstances connected with the school now being built at Lettergesh, Connemara.

Finding a deficiency of schools in the neighbourhood I desired to assist in the erection of one on the National system. The whole population is Roman Catholic, and having been appointed patron and manager of the school, I intend to place a Roman Catholic school-master and mistress in charge. It would be contrary to my views of justice to nominate a Protestant, and if I did so no doubt the school would be rendered less useful.

You are aware that Dr. MacHale, the Roman Catholic archbishop of the diocese, objects to National schools, and inhibits his clergy from becoming connected with them.

At first I thought that it would have been possible to overcome this difficulty, and that I could have appointed the parish priest to be manager under the ordinary rules of the Commissioners. As this, however, cannot now be done, I must content myself with such assistance and co-operation as can be given by the Roman Catholic clergy in their private capacities. It is certain that if the archbishop's views were not so very strong on this point little opposition would arise from his clergy.

I am, sir, your obedient humble servant,

Mitchell Henry.

William Jack, Esq.

T. M. Carter, Esq., Erris, County Mayo.

Mixed System.—In addition to the views which Mr. Carter states in the text p. 399, he says, "I think that it would be very desirable that the Government school should be of so entirely secular a character, and so free from any interference of a religious character in Ireland, that there should be no objection on the part of anyone to the schools on the subject of religion. If any one denomination in a mixed community interferes, and the religion of one sect is dominant, of course the others object, and mixed education becomes impracticable.

Gratuitous Education.—Education must, in the poorer districts, be gratuitous, but when the parents were rated to the poor at above £10 a year, or were worth an equivalent otherwise, I should think ½*d.* or 1*d.* per week would tend to keep up the attendance more regularly—which I have found to be the case in England, on the principle of getting value for their money. In large families this might be reduced to ¼*d.* a head. I suggest this more for the purpose of keeping up a regular attendance, than for financial results.

Master or Mistress.—I am unable to state the popular feeling, but should for children under thirteen years of age prefer myself a male teacher, and a mixed school for boys and girls, except in large and populous places, where sufficient scholars and means could be had for two schools.

Inspectors.—I do not understand the present system of inspection, but I think that it is not advisable to have the same Inspector always. Assuming that there are three Inspectors available, I would send them alternately, this not by way of objecting to the present Inspectors; but on the principle that what might escape the notice of one, as objectionable or otherwise, might not occur to another.

Local Aid.—I am sure that all schools in these remote districts require Government aid, or the aid of some society, or charitably disposed people of wealth, to aid local means.

Robert R. Savage, Esq., Deep Sea Fishing Station, near Belmullet.

Is eighty years of age, and has lived thirty or forty years on the coasts of Mayo, and is well acquainted with the people and their habits, and with the good which the present National schools have effected. He believes that there is not anywhere a more peaceable or better disposed people, and it was his greatest ambition to see the children in his neighbourhood improving under such a system as that of the Irish National schools. With that view he established a school (Fishing Station, or Tip), vested in the Commissioners, under his own patronage, and he appointed Roman Catholic teachers. He has not encouraged Protestant education in the locality, having refused a site for a proselytising school, and taking no part in supporting the Mission school, which now exists there. The history of his school is told in the text, p. 400.

From his experience he would express himself on two points of detail. First, that he would recommend a female teacher in any school far from towns, to instruct the female children in sewing. Second, that in his opinion, teachers once classed, after a sufficient examination should not be liable to be "depressed," or to be summoned to new examinations for the purpose of depressing or removing them.

His experience leads him to speak most strongly in favour of the mixed system. He has lived twenty years in Achill, knows every cabin in it, and is familiarly acquainted with the feelings of the people. The National schools there, where both Catholics and Protestants go, are extremely popular among the people, and have done, and are doing great good in the way of making the people more disposed to live peaceably together. At Doolough, Mr. Bingham, E.C., his son-in-law, is proprietor, and sends his own children (5) to the National school, taught by a Roman Catholic teacher, and under the patronage of the Roman Catholic priest. Any other Protestants about the place send their children in the same way, and they are all thoroughly satisfied with the teaching, and they believe that it tends to make their children grow up much more friendly with their Roman Catholic neighbours. Mr. Savage knows the people of the entire coast of Mayo intimately, and he is certain not only that the mixed system creates this friendly feeling, but that every intelligent man among them wishes the mixed system God speed.

I am of opinion from my experience and a perfect knowledge of the present system, that it only requires some alterations to make it almost perfect. I would relieve all *patrons* from their arduous duties—in fact I would not permit clergymen of any denomination, or laymen of any sect or creed, to be patrons of any National school in Ireland. I would, as a matter of real necessity, have the present Inspectors to visit and inspect them, but something oftener, and I would increase their salaries accordingly.

I would not alter the present system of mixed education, as it is the greatest boon Ireland has ever received from the Imperial Government, for if the children should unfortunately be separated, each party having a school of its own, it would be the means of sowing hatred amongst them. A Protestant and a Roman Catholic school in the same village would cause the children as they grow up to look on each other as real enemies, so that as they arrived at man's estate, they would feel mortal hatred to each other, not to be removed, while the present mixed system of education, (if clear of the patrons,) would lead the children to look upon each other with brotherly affection.

It is a well known fact that cannot be contradicted, that the teachers in Ireland are obliged to please their respective patrons. None will dare to gainsay this statement, as this fact from common observation is well known. The fact of forty or fifty teachers of National schools being Fenians tells with certainty what their patrons' views are, and the fact also, in the north, of numbers being Orangemen, tells the truth with equal certainty.

I have seen teachers plodding their way to school with a number of disaffected journals under their arms, and, as a matter of course, the boys read and hear of articles that are not fit for the ears of the rising generation. This is the same in the north; the masters of other creeds obtain from their patrons, or some one connected with them, papers as violent in the other direction. The masters of Ireland would be, I believe, to a man, more loyal, more independent, more useful, and better members of society, if only under *the control of the Inspectors, without the aid of patrons.* Besides, it is the duty of the Government (I care not whether Whig or Tory), with a high hand to alter this most monstrous abuse of a noble system.

P.S.—If the Government could not carry this, they might make it imperative on all patrons to pay £10 per annum to the teachers over whom they may hold the *tyrannical* sway of *patrons.*

I hope this may reach you before you leave Achill, as you will see there the dangerous effect unmixed schools have on the rising generation.

Miss Pringle.

1. Within the range of two miles there are three National schools, namely, Ballinglen Presbyterian Church, Ballinkeleterah and Creeves, besides Glenedagh, supported by funds raised by the Rev. Thomas Armstrong, Ballina, Superintendent of the Irish Presbyterian Connaught Mission, and the one on Castle Farm, Ballinglen, established above twenty years ago by the Scottish Ladies' Mission Society to Roman Catholics in Ireland, and all along wholly supported by that society, with a first-class male teacher, a morning school and a night school. The existing educational wants of this locality would be fully supplied by *one* excellent school.

2. No school fees have ever been charged at the mission school on Castle Farm. All the children, including those of the Presbyterian minister of Ballinglen, availed themselves fully of the advantages of the school on Castle Farm until the National school was opened by the Presbyterian minister.

3. Tenant farming on small holdings, when the services of the children are required by their parents at certain seasons of the year.

6. Applying for and appropriating Government funds not required, seeing one school, that of the Ladies' Society, was fully sufficient to meet the wants of the locality when the population was three or four times as numerous as at the present time.

CHARLOTTE PRINGLE.

In addition to the information given to you by our teacher on your visiting the school here referred to in July last, and leaving with her Schedule A C 6, 25th June, 1868, as secretary of the Scottish Ladies' Society's Mission to Roman Catholics in Ireland, I may state that my experience of *mixed education* in this country, by means of mission schools, for above a quarter of a century, is, that when the parents are dealt with openly and honestly, making full and free use of the whole Bible, and unrestricted as to hours, is no drawback to the attendance of the children, nor opposed to the wishes of parents, all the children being of Roman Catholic parents in this school, excepting four.

CHARLOTTE PRINGLE.

NOTE.—The Ballinkeleterah school is returned to me as having an average attendance of 30 in the best quarter of the year, and 76 on the roll; the Creeves school an average of 48 in the same quarter, and 100 on the roll. These are the non-National, non-Presbyterian schools. W. J.

From Rev. Weldon Ashe, M.A., Prebendary and Vicar of Kilmore Moy, Established Church Ecclesiastical Union of Kilmore Moy, Diocese of Killala.

There are four parochial schools in Kilmore Moy Union, viz., a male, female, infant, and a school for boys and girls. All the teachers are of the Established Church; the pupils number 98—Established Church, 62; Presbyterian, 6; and Roman Catholics, 30. The schools are in connexion with the Church Education Society, in whose training schools three of the four teachers have been lately trained. This society trains teachers at a very moderate expense, and supplies annual inspection; but I am not aware that it gives, as a general rule, any other assistance—I have never received any other. Its funds do not enable it to give any support towards the payment of teachers. The "General Reformation Society" helps towards the payment of two of the schools, but the stipends of the teachers are mainly provided by local aid.

1. I do not know any part of the parish or union in which there is a want of the means of education for the poorer classes. In the town of Ballina there are perhaps too many female schools. Some of the pupils wander from school to school.

2. The reluctance of parents to avail themselves of the existing means arises chiefly from their want of appreciation of the benefits of education. Being for the most part uneducated they but lightly esteem them. Parents who pay set a higher value on that for which they pay; but to the poor occasionally the amount of school fees is a hindrance. A plan similar to that on which the medical relief is administered would remove this difficulty.

6. Where Government aid is given payment ought to be made direct to the teacher, and not through managers. I have known instances of teachers having been kept so long out of their stipends, which the managers had received, that they were involved in the greatest distress. In one case the teacher enlisted in despair.

The position of the teacher ought also to be made more secure, and be if possible attended with a higher scale of payment. The stipend of a teacher in a National school in country districts is too low to command the services of a man capable of giving first-class primary education.

7. In a comparison of schools National and Scriptural, the study of the Bible, in the habits of thought and reflection which it produces, has given an advantage to the latter; and I believe I am speaking without prejudice when I say that Scriptural schools are in every way more efficient. They have, as a general rule, a better class of children to instruct. My comparison extends only to the ordinary schools of a parish. In my schools I do not make the Bible a school-book, but a portion of it is daily carefully studied.

8. If mixed education be continued in any form, the school-house should, under no pretext whatever, adjoin a place of worship, nor be attached to a religious house, nor should the teacher belong to a religious order. I have a strong opinion of the benefit of mixed education in our colleges and in our higher schools. I do not see how it can be efficiently conducted in primary schools.

WELDON ASHE, A.M.,
July 18th, 1868. Prebendary and Vicar, Kilmore Moy, Diocese of Killala.

Rev. R. Ryder, Incumbent of Derrygimla Mission Church, Clifden.

1. I think in my parish the means are sufficient, as there are six schools—four Protestant and two National schools.

2. I believe it is due to the apathy of parents and their ignorance regarding the benefits of education.

3. The parents take the advanced boys and girls from school to assist in field work in spring and autumn. Gathering sea-weed for manure in spring, saving turf and drying it in May and June, and herding sheep in June and July, interfere generally with the attendance.

4. I know of no plan but the instructing the parents with regard to the advantages of education, and this we inculcate. I cannot say whether it is adopted with regard to the priest's schools, which are the two National schools.

5. We never received a penny for local aid for my four schools.

6. I believe the Government aid ought to be given to the four Protestant schools; they never received one penny of it. I remark a large attendance at the National school when the Inspector is expected, but a very bad attendance in the intervals between his visits.

7. I do not like to give any opinion on that subject.
8. We have no trial of the system here, as the National schools here are thoroughly denominational. I dare not enter them. I was warned by the present teacher not to attempt it, as he would assault me if I did so.
9. All our schools are gratuitous.
10. In favour of the head teacher being a master, most undoubtedly.
11. Evening schools do not succeed well; that is my experience.
12. All our schools are more or less ragged schools, and I believe the National schools are ragged schools also.
13. We have infant schools always; they are most useful.
14. I believe the present system of inspection of the National school is a thorough humbug—hollow to the core. Numbers present on the day of inspection and not efficiency, I understand, is all that is valued.
15. Many schoolmistresses have been removed from the National schools within the last three years very suddenly. I do not know the reasons for it, but I think it is injurious to the National school.

Yours very truly,

William Jack, Esq., Royal Commissioner. Rev. R. Ryder, Errismore.

Rev. Patrick Malone, P.P.

Belmullet, July 29, 1868.

1. There are seven National schools in this parish. One more is required for a remote locality, with this the means of education for the poor would be then pretty fair.
2. The reluctance of parents to avail themselves of these means arises from several causes. In this part of the country there are no prospects for boys or girls of good education, no trades or professions for them to enter, and they resign themselves to the use of the spade and the sickle which requires no amount of education. In some places distance retards them. Want of proper clothing prevents others, and want of confidence in the *system* prevents many. The people imagine that the teacher is highly paid by the Board, and therefore indifferent to the interests of the children, and if he attempt to exact fees, the parents withdraw the children. This happens only in cases of parents of little means. The books of the National Board are objectionable, as they teach neither history nor religion, and are therefore less interesting.
3. In country places the people are generally so poor that the children, from the age of seven upwards, are employed in the spring time in putting down seed, drawing manure, &c.; others of them take charge of house whilst both parents are employed in the fields, and in the harvest and summer time many are employed in herding sheep and cattle to prevent them from destroying the crops, for unfortunately, owing to the insecurity of tenure, there are no fences or ditches made where there are large villages. I have often seen as many as a dozen children employed in herding two dozen sheep the whole day long. This system causes a great diminution in the attendance at the schools at those very seasons when the attendance ought to be greatest.
4. A small tax upon parents for not sending their children to approved schools would be useful to increase the attendance.
5. Local aid, very little.
6. Government aid is often abused. I have known hundreds of pounds expended by the Commissioners in the erection of schools on the application of some interested proprietor, which remained for ever after comparatively useless for want of attendance.
8. Mixed education highly injurious to the schools.
15. In reference to the dismissal of teachers, I cannot see any just grounds for interfering with the present system, although it may happen that a manager would act capriciously in some cases. The instances, however, are very few. In fact in my experience I have not known more than one such instance.

Patrick Malone, p.p., Belmullet.

Rev. P. O'Reilly, P.P.—Kilmore Erris.

August 2, 1868.

1. No; two or three more schools required.
2. Reluctance due, partly to the distance of schools, partly even to the small amount of school fees, partly to the want of sufficient clothing, and partly to the fact of the children being employed in herding cattle. The parents being poor and their holdings of land small, they are obliged to keep the children at home for the purpose of saving the little sowing, and protecting it from their own or their neighbour's cow.
3. Agriculture, and every child able to work is generally employed, especially during the spring and harvest seasons.
5. Not one shilling have I ever received in this parish from any local source.
6. Yes, when the patronage and management are in the hands of parties with whom, for certain reasons, Catholic clergymen cannot co-operate, an example or two of which I could easily adduce.
7. There are no unaided schools. All are National schools.
8. All the children at my schools are, with very few exceptions, Catholic. Any of a different persuasion are the *rari nantes*.
9. Useful, and in this district essentially necessary.
10. Indifferent, unless the boys are advanced in years and education, then the male teacher is preferred.
14. Inspection useful and necessary.
15. One teacher removed by the Inspector of National schools.

The foregoing remarks are forwarded by

Your obedient servant,

William Jack, Esq., Assistant Commissioner. P. O'Reilly, p.p., Kilmore Erris, Belmullet, county Mayo.

Rev. James T. Fowler, Vicar of Ballysokeery.

Ballysokeery Vicarage, Ballina, November 2, 1868.

2. The reluctance of parents arises from two causes. The Protestant schools give a superior education, but the Roman Catholic clergymen seek to prevent the younger members of their flock from attending them. The parents themselves are anxious, and I have known of an instance in which a respectable farmer's wife was refused confession for keeping her children with a Protestant teacher. She however persisted, and was obliged to go away some fifty or sixty miles to get the rites of her Church elsewhere, where the rules are not so stringent against mixed education.
5. It would be difficult to obtain *much local* aid, there has been such competition to educate in this district. The landlord, the Earl of Arran, is a munificent patron of schools under the National Board, and also under Erasmus Smith's Board. The Presbyterian Missions have two schools liberally supported by their Board. Where so much has been done for the people by others, they are not willing to do much for themselves. I believe the independence of our people has been injured by the ample funds provided for them by others.
7. I can only speak for my own parish. The best school in it is the Newtown-White National school—patron, Earl of Arran—teacher, Mr. Brimstone. The efficiency of a school depends chiefly on the teacher. Whatever gives us good teachers, and retains them in the country, will benefit education. Everything in my opinion is subordinate to the teacher.
8. I believe mixed education is most beneficial. I should be sorry to see the denominational system substituted for it.
9. Gratuitous education seems to me to be overdone in this district. I believe education would be more prized by the parents if obliged to pay school fees.
10. The feeling in this district is in favour of male teachers. My own opinion is that for young children female teachers are desirable, and that masters are to be preferred for those who are more advanced.
15. The inspection of schools I regard as of great importance. I would wish to see a system of competition established, *by which the schools of a district might be brought together and examined.* It would stimulate teachers and pupils, and be gratifying to parents and managers.

There are many things in connexion with the wide subject of primary education which have practically come before me, and having had some practical experience, I have been led to form opinions of my own upon them. I will write freely on some of them.

As to the establishment of Schools.—There has been great laxity in the practice of the National Board trying to conciliate patrons, and also to return an increasing number of schools in each annual Report. Thus, school on school has been multiplied without any real necessity, and money squandered. On the other hand, in poor districts with the population widely scattered, assistance should be given even where there are only a few pupils.

In more populous districts where a school is already in successful operation, the Board should be slow to establish another to its injury. Where there is a minority requiring separate religious instruction, the Board would act more wisely in giving aid to build a separate apartment for religious instruction, rather than establishing a new school.

The Teachers.—The success of any system depends on the teacher; with a good teacher any system will succeed, with a bad one the best system will fail. Anything that tends to improve the status of the teacher will improve the education of the country. Much might be done—rewards might be given, honors, titles, scholarships in the Queen's colleges, to the teachers who have been *most successful in educating.* I should like to see the profession of teaching duly organized, and every step in it from that of monitor to that of Professor, Inspector, or Commissioner of the National Board, open to the honest ambition of the humblest teacher. There should also be a retiring allowance which might be increased by contributions from the teachers themselves. This would attach them to the system and give them an interest in it.

Lastly, as to the Board of Education—The members of this Board seem to me to be appointed as the members of no other Board, from political influence, family connexions, or official situation. Why should it be so? The men who should conduct the machinery of education ought to be practical men, conversant with the subject—teachers, professors, Inspectors. Party spirit should find no place at the Board of Education.

As a Protestant, and one who formerly was favourable to the National Board, I am indignant at the changes made in it apparently for party purposes.

It would seem as if a number of Commissioners have been added, whose duty it is to register and carry out the commands of the Roman Catholic prelates. Why should not the rules of the Board be as free from party spirit as the rules of the Poor Law Board?

My opinion is, the Board of Education should be composed of men conversant practically with education, that their rules should be free from bias, and should not be binding till approved by the Privy Council, and laid before Parliament.

As to the question of religious education, it is too large to be treated of in the present communication. I will in a future letter give my opinion upon it.

JAMES T. FOWLER, Vicar of Ballysokeery.

Rev. James T. Fowler, Vicar of Ballysokeery.

I shall endeavour to supplement my previous communication in respect to the three chief questions of the Commissioners.

1. How can the profession of National teacher be elevated?
   - A. By periodical examinations *imperative on* ALL *teachers* under the Board.
   - B. By increased emoluments arising from local contributions, payment by pupils, and also by a judicious reduction of the present number of schools, making those retained more efficient and better endowed.
   - C. By honors, medals, titles, &c. Why should not an efficient teacher who has trained, say 500 or 1,000 pupils, and imparted a good education to them, be as worthy of a medal as the soldier who has been in battle? Why should he not have a title as Master Teacher, Assistant Professor, or some such recognised rank and title?
   - D. By scholarships and exhibitions in the University or Queen's Colleges. I don't know any means so likely to advance the position of a teacher as the prospect of a collegiate education and degree.
   - E. By promoting teachers to be Inspectors, Commissioners, &c. Every office under the Minister of Education ought to be open to the National teachers, and the majority of appointments confined to them. This would retain the best men in the employment of the Board.
   - F. By adequate retiring allowances, &c.

These I suggest for consideration. The merit of a teacher depends not so much on scholarship as ability to impart knowledge to children in general, the best teacher being not the man who can turn out occasionally a prize pupil, but he who can bring on best the greatest number of average boys. Any man can teach a smart lad, but the perfection of teaching is to be able to smarten and brighten up dull and stupid boys. Public Boards make a great mistake when they overlook this, and it is this aptitude for teaching which should especially entitle its possessor to reward.

II. *With respect to the Constitution of the Board.*—My opinion is—That the Board should consist of men who are *practically* conversant with the details of education, the majority of the Board consisting of former teachers and Inspectors, elected solely for merit and efficiency. That religion and politics should be ignored in the selection. That such a Board, so constituted, should frame rules, to be submitted to the Minister and Council of Education, and that these rules should be laid before Parliament, and should not be binding till they received the sanction of the Houses of Parliament.

Nothing short of this will ever prevent the abuses which have crept into the administration of National Education.

Now as to the changes in the Board, they are—

First. The increase in the number of Roman Catholic Commissioners of extreme views. This increase was made to conciliate the Roman Catholic clergy, and procure their support for the Ministry of the day. By this accession the old Commissioners of moderate views suddenly found themselves swamped by a party able to attend in greater force, and to carry everything their own way. See Archbishop Whately's Address to the Clergy, 1860.

Second. The rules have been altered. The "Scripture Lessons" agreed upon at first, the "Book of Sacred Poetry," &c., have been excluded from united education. I need not refer to the history of these changes, it is too well known. Other changes of an ultramontane tendency have been made. Conventual schools taught by members of the religious orders of Rome receive assistance, whilst Scriptural schools are excluded from all support. The last effort was to transform the conventual schools into training schools, and flood the country with teachers trained in them, thus bringing the system under the complete control of the priesthood. It is well known that the Roman Catholic clergy at present discourage their teachers from going to Dublin for training. They look forward to the time when they will succeed in getting them trained in the convents and schools under the religious orders of their Church. These efforts have been resisted by the Presbyterians, and so far with success. Again, in some of the convent schools there are representations, images of the Virgin and Child, which are tolerated, whilst a copy of God's Word is rigidly excluded.

The reports of the Inspectors are manipulated in the office, so that I am justified in saying I have no confidence in a Board which has departed from its original basis of impartiality, and has thrown its influence into the hands of the ultramontane party in the Roman Catholic Church.

III. *Religious Education.*—With respect to this question I will endeavour to condense my views. There are three parties concerned in the question. The Government, the clergy, the parents.

1. Ours is a mixed Government, Roman Catholics being admitted to power and office. The question for our rulers is how can they, professedly Christian, reconcile their duty to the Great King with that perfect religious liberty guaranteed to all classes of the community? Two principles should guide them,

1st. The absolute control of the parent over the religious instructions to be imparted to his child.

2nd. Consistent with this, the recognised duty of imparting such an amount of Christian instruction as all bodies of professing Christians are agreed upon.

This seems to me as far as the State can go. In case proselytism should be attempted, it is easy to suspend the grant or dismiss the teacher. And the clergy of all denominations are sufficiently watchful not to permit it without remonstrance.

In fact, the Board should return to its first principles as regards united secular and religious instruction.

2. To look at this question from the clerical stand point our first duty as ministers is to preach the Gospel to every creature, to poor and rich, young and old.

But there must be regard to time and place and manner in the fulfilment of this duty. We are not to thrust our message on those who will not hear. We are not to cast pearls before swine. We are not to set aside parental authority, nor to degrade the Word of God to a level with ordinary school books, nor to turn the National school-room into a controversial class. But I do claim to have restored to us, the liberty formerly enjoyed under the Board, of speaking at proper times to all the children of the great truths of our Catholic faith, of the love of God in the gift of His Son, of the death of Jesus Christ for us sinners, of the different articles of our common creed and religion.

If I were a missionary in India, and the Government to invite my co-operation in educating the natives on the same conditions I believe I could accept them.

There is one restriction at present which I feel so much, that it alone would prevent me cordially co-operating with the Board. During the hours of united education the patron, visitor, or teacher may refer to any book except the Word of God. He may refer to Moore's Melodies, Cobbett's History of the Reformation, but he dare not refer to Scripture. This I regard as an insult to the Bible and unworthy of a Christian State. To us in the nineteenth century the written Word is what the Living Word was when He lived here on earth. Would any of the Apostles or Disciples be willing to go into a place where Christ would be excluded or his mouth closed? Such I must acknowledge is my feeling when I go into a place where I am prevented all allusions or reference to the Word of God. Opposed as I am to every unworthy attempt at proselytism, I feel that a practical dishonour is done to my Lord and Master by the rule which banishes His Word from our National schools.

3. In looking at this question from the parental point of view, all parents, and especially Roman Catholic parents, wish to get the best education possible for their children. From twenty years' intercourse with them I can testify I have never found them indisposed to permit their children to be taught the Holy Scriptures. It is only when they are compelled by their clergy, and the terrors of the confessional are brought to bear on them, that they withdraw their children from Scriptural or Protestant schools. I do not say they wish their children to be made Protestants, or that they are indifferent to the question of proselytism; but I do assert that the Roman Catholic parents, when left to themselves, do not object to have their children taught their own version of the Holy Scriptures.

The proper mode of protecting a child's faith is, as I conceive, that the parent when applying should have the power to specify what instruction his child should receive, and where this did not interfere with the order of the school the application of the parent should be received, and his wish carried out.

If I were in France, a parent, and in limited circumstances, with no other mode of educating my children but letting them attend a school taught by some of the religious orders, I should like to have the privilege of sending my children there to learn secular things. It would be my duty to go with them and make the best arrangement possible, and also to counteract by home instruction anything I might deem erroneous.

Such privilege as I would seek for myself in France, I think should be accorded to those who differ from the majority in State supported schools. Some regulations for the protection of the faith of the minority are absolutely required. When I came to this parish I found several

Protestant children attending Roman Catholic National schools. Some of these children were taught in the Roman Catholic Catechism, others were taught to cross themselves and say Roman Catholic prayers. Other instances I could mention proving the necessity of some control. How this can be effected without trenching on Christian liberty is the great question which I trust the Royal Commission of Primary Education (Ireland), will assist to solve.

Appendix D.

I have been favoured by a statement of the views of three of the Inspectors of the National Board. The Inspector of District A says :—

A mixed school committee could not work in a district like this. A denominational school committee, if it existed nominally, would come round to the supremacy of the clergyman in the end. He alone would probably interest himself in it.

Were schools *denominational* instead of *mixed*, there would be just as much local support probably, in this country district, (there *is* next to none), and just as much interest in schools as there is now, and no more—in town districts probably a good deal more.

It would be chimerical to expect that a conscience clause, however worded, or however it might be attempted to enforce it by inspection, could protect the consciences of the minority under a denominational system which did not accept the principle of the mixed system, *i.e.*, the separation of secular and religious teaching.

There are 120 incidental visits a year here for 90 schools. The rule that the payment depends on the average attendance is at the root of the system. The attendances, out of which the averages are made, must be checked. One effect of this rule at present is, that any local opposition has a weapon put into its hands. When it cuts down the average, it either lowers the salary—as in A—or cuts it off altogether, as it probably will, in B.

I am decidedly opposed to the continuance of a rule giving payments on average attendance, considering these circumstances, and that the test of average attendance is not an adequate test of efficiency. I am of opinion that the rule must still be used to prevent schools too small to be proper recipients of aid obtaining it.

I believe the payments should be made according to the principle of results, in reading, writing, and arithmetic—extra payments being made for extra subjects. This system would imply one inspection in the year with notice, and many incidental visits. I am strongly of opinion that the system of incidental visits cannot be dispensed with, and should, instead, be greatly developed.

I think that there would be considerable advantage in a gratuitous system, free to all, for primary subjects, if all now liable to rates were rated in addition for education. It would be a very small rate which would be needed to replace fees, and people would feel that they got value for their money on the spot. That rate would secure local interest and regular attendance.

I think the present rule, by which a manager has absolute power to dismiss a teacher without reason assigned, is inexpedient. The manager ought to be allowed to retain some power of removal, subject to certain control and review, satisfactory reasons being assigned. It would be desirable that in such cases the Head Inspector should make a special report, and that the concurrence of the manager and Head Inspector should determine removal. In all cases the central office should retain the absolute power to dismiss, for reasons assigned.

If the grant for evening schools were given for schools held for the four winter months, many of them would be maintained, and the effect would be very good. They would be more numerous even now, except that many masters are reading for examinations. They could only be held in towns and populous villages, as in the country districts people are afraid in this part of Ireland to be out far at night.

Increase of salary should depend solely on the improved efficiency of the school. After once passing a reasonable examination, sufficient to secure a proper literary qualification, before he is admitted, a teacher should never be required to pass another. Men over forty seldom do themselves justice, and frequently, in attempting to pass these successive examinations, damage their health and usefulness for a time.

No one should be admitted as a National teacher without the qualifications of at least III[1]. At present a third of the teachers in the district are probationers, who are, as a class, useless; and not a third of these are ultimately certified as competent. Of 48 teachers summoned to the recent teachers' examination, 19 are recommended for promotion, and no fewer than 12 (all probationers) for dismissal; the other 17 are left as they were. The two-thirds of the probationers ultimately dismissed were for one, two, or three years under the stigma of incompetency after their first failure, and are ultimately dismissed on that ground.

The qualifications for III[2]. are pitched too low. Cases have been known where a man rose from probationer to first class in four years. The term during which a man who seeks to improve his position is liable to examination, varies from four years to forty. There ought to be only two grades of teachers, in my opinion (lower and higher), and the higher grade should only be given to teachers who have been regularly trained for their profession.

Teachers who have not been educated or trained according to the mixed system are not likely to enter into the spirit of it.

In several cases when I have been talking with the people of the locality about teachers who had left, I have been told that they were dreadfully at a loss, now he had left, for political news—*e.g.*, especially about America. In fact, I believe that in many cases in remote districts they are the principal disseminators of political news. It is well known that they often go to fairs and markets (the Board prohibits this); and many of them have bits of land, and must go. In that case they must write to the Inspector, and get the manager's leave to go. I get three or four such notices before every fair.

Sale stock parcels are often delayed unnecessarily. Often the office seems out of the commonest stock—*e.g.*, slates, copy-books, or common readers; and frequently they send things not ordered instead of things that are. For instance, a teacher ordered 120 copy-books and a number of slates—there were no slates in stock, and she got back copy-books to serve her for two years.

There seems to be no valid reason why the teacher should not get his money directly from Dublin by post-office order.

The Inspector of B District sends me the following expression of his opinions :—

Inspection.—The present system of inspection is vexatious, unnecessarily expensive, and far from being the best adapted to realize the objects of inspection. Both Inspectors and teachers agree that it is vexatious, lowering to both, and making the relation similar to that between the police and the ticket-of-leave men. It is unnecessarily expensive, not from over payment of the inspecting staff (they are underpaid), (compare pay of Inspectors under Council of Education in England and Scotland), but from excess of inspection. Forty Inspectors, without any Head Inspectors, could do the work well under a more practical system. Each Inspector has about 100 schools to inspect three times a year—300 inspections. Make his work 150 schools twice a year, simplify the school records, amend the forms of report, and do not ask the Inspector to go out of his way *unnecessarily* to visit the manager. Incidental visits cannot I fear be done away with at once. I would however gradually lessen the number, with a view to their ultimate abolition.

Maps, &c.—Educational requisites of a permanent character, such as black boards, wall-maps, together with a clock for each school, should be furnished at the local expense, in the same manner as the local proportion of the teacher's salary. The present system is most unreasonable.

Salary of Teachers.—The commencing stipend of teachers is too low to induce an adequate number of suitable persons to apply for vacancies. Twenty-six pounds a year from all sources should be the very *minimum*. Various considerations point to this conclusion—the present prices of provisions, the rate of wages, the social position of the teacher, the desirability of drawing the supply of teachers from the more respectable of the poorer classes, the teachers' literary needs, &c.

The salary should in part arise from local sources, *other than school fees*. The teacher should not be degraded into being his own tax-gatherer. Where the payment is both voluntary and variable, the unpleasantness of such a position is extreme, and is prejudicial to the teacher's influence. The voluntary local *endowments* moreover cannot be depended on, and in principle are unfair.

All should contribute to the education of the poor, especially the landlord class, whose interests are involved in the progress of education among the poorer classes. An education-rate should be levied on *property*, either by Grand Jury, Poor Law Guardians, or other local authority.

Aids to Schools.—Many localities have been and will be for many a year unprovided with schools under the present system. Means should be adopted to build schools where necessary—say an advance from the State, to be in part repaid from local tax within a limited number of years, or by special presentment on the townlands for whose benefit the school is raised, or on the barony (or say *on the barony* with a *larger proportion on the townlands* interested).

Qualification.—No one should be appointed (in future) to the office who has not had some *practical* preparation for the duties of teachers, by having been under a trained or experienced teacher as monitor for some years, or by having been *trained himself* in a model school or other suitable establishment. The serious opposition offered by the Roman Catholic clergy to the "trained" teachers, renders it desirable, not only that the teachers now in office should remain in possession during good conduct and efficiency, but also that some provision be made for untrained teachers where the "trained" teachers will not be accepted. Let untrained teachers then be admissible at a low salary (say £20), but be ineligible for promotion till trained.

Promotion.—The standard of literary attainments is pitched at an absurdly low point. It should be made as high as that now required for admission to second class—subsequent promotion to be by annual increments dependent on good conduct and efficiency.

At present there are *in point of fact* eight classes—Probationers, III[2]., III[1]., II[2]., &c.—let these be reduced to *four*. The untrained class at £20, third class at £26, rising £— per annum to £36, second class £40 to £50, first class £55 to £70. Promotion from class to class

not to take place without five years' service at least in the lower class, and then to follow not as a matter of seniority or right, but as the result of merit. Promotion into first class should perhaps be preceded by an examination of a high standard—to include the most useful branches of natural philosophy and drawing—perhaps also a language—Latin or French.

Punishments.—I have little to say on this subject, save that the punishments now inflicted on teachers are unequal and not regulated by a fixed code, too frequent and often mixed with threats never to be carried into execution.

Tenure of Office.—The uncertainty of the teacher's tenure of office is one of the most serious evils affecting the working of the National education system. It will be of little use to raise the salary and standard of literary proficiency if the tenure of office be dependent on the will or caprice of an irresponsible individual, generally quite ignorant of school management and often guided by views quite independent of the success of the school and general character of the teacher. The teacher once appointed should have a right to his post, only to be taken away for imperfect discharge of his duties, or immoral or unbecoming conduct. But how to attain this end is a question of great practical difficulty.

I cannot help thinking that in a *mixed* system of education there should either be *no* clerical manager, or at least two, of different persuasions. I would either take the dismissal of teachers out of their hands, and place it in the hands of the Commissioners of National Education, or place it in the hands of the two managers and a local magistrate. In no case should the Inspector have this power.

But I must confess I do not clearly see any *practical* way of solving the difficulties of this question, which I can put forth as perfectly satisfactory.

The Inspector of C District writes as follows. The numbers refer to the questions in the circular I have already printed, p. 406.

2. The necessity which the parents' poverty imposes of employing the children in manual labour is, in my opinion, the only one of the causes enumerated under this head, which operates to any great extent in producing an unwillingness to avail of the existing schools—the latter are, generally speaking, situated at convenient distances from the homes of the children; when parents are unable or unwilling to pay for education, the teachers, owing chiefly to the rule of the Board which makes public aid to the schools depend on the extent of the average attendance, are easily induced to waive their claim to fees. There being here but little trade, and no manufactures, and the situation of National teacher presenting, consequently, to such of the more intelligent young persons of the humbler classes, as do not emigrate, almost the only means of bettering their condition; this district possesses a comparatively large proportion of skilful and efficient teachers.

3. During eight months in the year the National schools in this neighbourhood are thinly attended. This is due not alone to the fact that agriculture is the employment of the great bulk of the population, but to the backward state of agricultural knowledge, the unimproved condition of the soil, and the great poverty of the people. Ordinarily in the rural parts of Ireland all the children who are fit for field labour are kept from school to assist on the farms during the hurry of spring and autumn. To this cause of irregularity are here superadded, (1) The absence or the badness of fences, and the consequent employment of children at all times in herding; (2) The house feeding of cattle being much neglected—the scarcity of manure, to supplement the supply of which children are busy, from the time the spring sowing is completed until the corn and potato crops are ripe, in conveying in panniers from the bogs, turf mould, or "black mud," as it is called here; (3) Owing to the stony nature of a great portion of the soil, and still more to the inability of the people to purchase a proper stock of working cattle and farming implements—the all but universal practice of spade tillage, which in proportion to the extent of land under cultivation, requires a much larger number of hands than the use of the plough; (4) Employing the aid of children during summer in the business of the turf harvest; and, finally, (5) The scarcity of labour here in autumn, when it is usual for the heads of families and other adult males to seek employment as agricultural labourers in England. In addition to these five sources of irregularity of attendance may be noticed the occasional visitation of peculiar distress, arising from the partial failure of the potato, on which root, as is well known, the agricultural population of Ireland, particularly of the west, depend mainly for subsistence. On one unhappy occasion of this sort I knew children to have been kept from school by the want of sufficient clothing, all the resources of the poor people, aided by public charity, having been barely sufficient to provide a scanty supply of food.

4. From the nature of the causes just detailed, it is evident that the remedy of the state of things which they produce must be mainly the result of social changes, the consideration of which comes within the province rather of the statesman than the educationist. I am quite aware that highly efficient teaching combined with, and in no small degree the effect of the active benevolence of influential local parties who frequently visit the schools to stimulate and encourage teachers and pupils is, to a large extent, capable of counteracting the operation of these causes, and of inducing parents to sacrifice to the educational interests of their children the pecuniary advantage derivable from those children's labour.

The instances, however, are unhappily so rare in which a combination of circumstances so beneficial to the schools is found to exist, that it would be vain to look to this as the sole or even the principal source of the correction of the evil of irregular and insufficient attendance.

9. Without sharing in the usual opinion that education is commonly estimated at the money value set upon it by those who impart it, and that instruction for which nothing is charged, is generally regarded as worth nothing, either by the recipients or by their parents, I should be sorry that free admission to school should ever be a recognized feature of any system of education established by the State in this country. Requiring all who are in receipt of earnings, and who avail themselves of the teacher's services, to fee him in proportion to their means, while not withholding gratuitous education from the children of the really destitute, would produce a moral effect which in Ireland, whose people are generally but too much disposed to look to the aid of others where they should rely on their own independent exertions, I hold to be of national importance.

14. With regard to the practice of visiting schools incidentally, and of withholding, except once a year, notice of the regular inspections. After mature consideration, I retain the opinion that the abandonment of either of those practices, especially the former, would give encouragement to many serious abuses.

The great defect of the present system of inspection is, that the time of the Inspector is too much occupied in mere scrivenery, and too little devoted to the business of inspection. A late Head Inspector has truly stated in one of his published reports that in the course of a year many a hard-working clerk has not a greater amount of penmanship to perform than ordinarily falls to the lot of a District Inspector. The result is that the more important part of his duty suffers. I believe there is no Inspector in the service who does not feel that the time he is able to devote to the inspection of schools, is quite insufficient to admit in each case of an investigation so searching and complete as to form the basis of a thorough appreciation of the character of the school. Then to say nothing of recreation, for which during eleven months of the year Inspectors can rarely find time, I believe the instances are not numerous, in which the requirements of their engrossing public duties permit them to indulge in private reading of even a desultory kind; and I have never heard of more than one who, under the present system, was able to pursue a regular and systematic course of study. Often have I painfully felt the force of an observation which occurs in a published report of one of Her Majesty's Inspectors of schools in England: "There is no such thing as standing still in knowledge. He who does not daily add to his stores, is destined at no distant period to lose even his original possessions." If the application of this truth leads to inferences to be regretted for the sake of the Irish Inspector, they are surely to be deplored in their bearing on the general interests of Irish National Education.

A plain remedy for these defects—a remedy so plain and natural that I have known it to occur to more than one who separately and independently considered the subject—would be to have only two principal inspections of each school in the year, instead of three, as at present. This, allowing for an increased number of incidental inspections, would diminish by nearly a third the amount of clerking labour, and would afford ample time for the thorough and effective examination of the schools.

Nearly all the teachers who have been removed from their situations here by the Board during that period were probationary teachers, who, after the annual examinations, were dismissed for incompetency. Dismissals from this cause may be looked upon as unavoidable under existing arrangements. So long as National teachers are so poorly remunerated as at present, so long will the necessity continue of admitting to the service an inferior class of candidates, who, barely competent to stand the preliminary test, will be found to fail at the ensuing annual examinations.

Rare as are happily the instances in which the irresponsible power of dismissal possessed by the school managers over the National teachers is harshly or unjustly exercised, I have long felt that it is in the last degree desirable to relieve the teachers from that harassing sense of insecurity which even the occasional abuse of this power has excited in their minds. At the same time, I must confess that in connexion with the administration of the Irish National system of education, I know of no question more difficult than how to reconcile with the just interests of the teachers in this important particular the right which most of the managers claim of exercising a censorship, and an active control in all matters pertaining to faith and morals over the conduct of those to whom the education of the youth of the country is intrusted. The curtailment of the arbitrary power under consideration is plainly incompatible with the exercise of this right, and the experience of many years has shown that power to be at least perfectly harmless in the hands of the vast majority of those who possess it. Herein consists the entire difficulty, and I know of no direct way of grappling with it. The only question then that remains appears to be, how, while leaving the right referred to perfectly untouched, can such a clog be placed on the action of the very few managers who may be disposed to abuse the absolute power intrusted to them, as may have the effect of reducing to the smallest possible limits the number of dismissals of teachers on unjust or insufficient grounds. The plan of providing free residences for the teachers within easy distances of the schools, recommends itself by its practical benevolence, and would probably produce the desired effect by extending to the unjust dismissal of a teacher, a portion of the popular odium which attaches to the tyrannical eviction of a tenant from his holding.

ROYAL COMMISSION OF INQUIRY INTO PRIMARY EDUCATION (IRELAND).

REPORTS OF ASSISTANT COMMISSIONERS.

M.

REPORT

UPON THE STATE OF

PRIMARY EDUCATION

IN THE

KILLARNEY DISTRICT,

BY

J. PERCIVAL BALMER, ESQ.,

ASSISTANT COMMISSIONER.

CLASSIFIED ABSTRACT OF THE SCHOOLS

IN THE

KILLARNEY DISTRICT.

COMPILED FROM THE CONSTABULARY RETURNS.

Whole Number of Schools, 238.

Constabulary Districts.	Number of Schools.	National.	Church Education.	Monks'.	Nuns'.	Private.	Baptist.	Erasmus Smith.	Irish Coast Society.	Protestant Parochial.
Killarney, . . .	51	37	1	1	4	8	–	–	–	–
Caherciveen, . .	31	22	3	1	1	4	–	–	–	–
Kenmare, . . .	31	27	3	–	1	–	–	–	–	–
Dingle, . . .	27	20	5	1	–	1	–	–	–	–
Tralee, . . .	53	26	9	3	2	12	1	–	–	–
Listowel, . . .	45	29	3	–	–	10	–	1	1	1
Total, . .	238	161	24	6	8	35	1	1	1	1

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Report on the State of Primary Education in the County of Kerry by J. Percival Balmer, Assistant Commissioner.

Introductory.

1. My Lords and Gentlemen,—I have the honour of laying before you the result of my inquiries into "the state of Primary Education in Ireland"—"the practical working of the system of National education"—and the "means to be adopted for extending more generally to the people the benefits of education"—which I have made as Assistant Commissioner in the "District of Killarney." The time occupied in my inquiry extended from June 27, when I arrived in my district, to September 9, when I commenced my homeward journey, and during the whole of that time I was closely engaged in the examination of schools, or the prosecution of the various inquiries directed by my original instructions. The topographical character of the country, and the small extent of accommodation afforded by railway, necessitated nearly all my journeys being made by car; and much time was consequently consumed in travelling, which might have been more profitably spent in the pursuit of my investigations.* The schools not unfrequently lie very far apart, and many miles had to be travelled before the day's work of examination could be begun. The number I visited is, therefore, less than, under different conditions, it might have been. I have reason, however, to believe that a wider examination would not have produced any results substantially different from what are embodied in this report.

Limits of the inquiry.

2. The county of Kerry is divided, for the purposes of the Constabulary, into seven districts—viz., Listowel, Tralee, Dingle, Cahirciveen, Kenmare, Killarney, and Killorglin. Copies of the returns of primary schools, made to the Royal Commissioners by the Sub-Inspectors of six of these seven Constabulary districts, were furnished to me, and practically determined the geographical limits of my inquiry. The seventh district—that of Killorglin, which lies north of Killarney and south of Tralee, and is situated near the head of Dingle Bay—was not assigned to me; but as the country comprised in it, and through which I was obliged to pass, presents no special characteristics to differentiate it from the rest of the county, the following report may be taken as adequately representative of the condition of primary education in the whole of the county of Kerry. It should be noticed, on the other hand, that two of the schools returned by the Sub-Inspector at Listowel, are situated in the county of Cork—viz., Knockaclarig and Rock Chapel National schools, both in the barony of Duhallow and the parish of Clonfert. These exceptions, however, are so trifling that notwithstanding them, the northern, eastern, and western† limits of my district may be considered identical with the same limits of the county of Kerry.

Method of procuring information.

3. With a view to obtaining information from every source which I deemed trustworthy, I called upon as many of the clergy, whether belonging to the Established or the Roman Catholic Church, as I possibly could, and also upon such of the resident gentry as, from what I learned by previous inquiry, either took an active interest in education—unfortunately a very small number—or from their position as landlords in the county had granted sites for schools, or otherwise contributed to their material support. I moreover availed myself of every opportunity which presented itself of conversing with members of the poor and lower middle class, to which the children attending primary schools chiefly belong. The circular of queries with which I was furnished from the office of the Royal Commission, I found exceedingly useful as a point of departure in conversation on the various circumstances affecting education. Comparatively little service, however, was rendered by it, in obtaining information from those clergymen and laymen to whom I sent copies of it, but whom I had not the opportunity of visiting. Very few replies to it have reached me, and of these the majority are very meagre, being either written on the margin of the page containing the questions, or at the most, on the fly-sheet of the circular. I regret this the more, because, with scarcely an exception, all, both clergy and laity, from whom, personally, I endeavoured to obtain information, were most ready to give me whatever they could, and many promised to furnish me with statements in writing of facts within their knowledge, or of their personal opinions and wishes. These promises, however, are in too many cases still unfulfilled; and there is a danger, therefore, that some of the nicer shades of sentiment or opinion expressed to me orally may receive a less accurate expression in this report than if they had been committed to paper by the persons entertaining them. For any inaccuracy of this kind of which I may unintentionally be guilty, no apology is needful other than this statement of its cause.

Existing Means of Primary Education in Kerry.

Existing means of primary education.

4. The amount and variety of means provided for primary education in Kerry with reference to the area and population of the county are approximately exhibited in the following table, which, so far as it relates to the number of schools, has been compiled from the Constabulary returns. In distinguishing separate and mixed National schools I have availed myself of the Appendix to the Report for 1866 of the National Commissioners.

[Table.

* Vacations also considerably interfered with the examination of schools. Upwards of fifty schools were closed at the only time when I was in their neighbourhood. I found it difficult to obtain certain information whether a given school was open or not. The times mentioned in the Inspectors' books for the summer vacations of National schools, are subject to alteration at the caprice of managers and teachers. Two schools to which an Inspector had sent notices to remain open were closed on my arrival in company with the Inspector. More than once I could not hear of any school within reach of my head-quarters for the time being which was not closed.

† I assume that in those directions, the Constabulary districts, or at least the districts to which their returns relate, are conterminous with Kerry, and that no part of that county is within the limits of the Constabulary districts of either Limerick or Cork counties.

5. TABLE exhibiting the Area, Population in 1861, and Present Number of Primary Schools of different descriptions of each Barony of the County of Kerry.

Barony.	Area.	The same, less water.	Total Males and Females.			National Schools.				Scriptural, Male, Female, and Mixed.	Christian Brothers.	Hedge.	Private and Boarding.	Total.
			Males.	Females.	Total.	Male.	Female.	Mixed.	Total.					
	A. R. P.	A. R. P.												
Iraghticonnor,	102,017 0 5	87,936 2 13	12,485	13,151	25,636	8	8	5	21	6	–	5	–	32
Clanmaurice,	120,872 1 34	120,156 1 35	13,324	13,203	26,527	12	13	10	35	5	–	7	–	47
Trughanacmy,	195,773 0 38	194,918 3 4	24,080	24,694	48,774	13	15	14	42	11	2	7	1	63
Corkaguiny,	138,990 1 17	138,101 3 24	10,918	11,042	21,960	5	6	14	25	5	1	3	–	34
Magunihy,	171,995 2 39	166,069 2 29	14,828	14,694	29,522	18	19	5	42	1	–	3	4	50
Iveragh,	163,246 3 20	158,693 0 37	11,096	11,637	22,733	9	9	12	30	3	1	2	–	36
Dunkerron, North,	74,035 1 1	71,310 0 26	2,638	2,609	5,247	3	3	–	6	–	–	–	–	6
Ditto, South,	97,119 3 8	95,854 0 18	5,246	5,268	10,514	7	7	9	23	3	–	2	–	28
Glanarought,	121,866 3 4	120,995 0 23	5,382	5,503	10,885	4	4	10	18	1	–	–	–	19
Totals,	1,185,917 2 6	1,154,036 0 9	99,997	101,801	201,798	79	84	79	242	35	4	29	5	315

Additional means.

6. To the schools enumerated in this table there must be added, in order to obtain a complete idea of the existing means of education, three evening schools for adult males (aided by the National Board) in Tarbert, Killarney and Sneem, a similar evening school for females in Tarbert, and an industrial school for females in Killarney, established and supported by Lady Castlerosse. There are also some hedge schools not included in the constabulary returns, which, either from the remoteness and obscurity of their position, or the wandering propensities of their teachers, escaped the observation of the returning officers. Of such schools, I was informed that two existed in the neighbourhood of Kilgarvan, in the barony of Glanarought, another in Dunkerron South, near to Westcove on the road between Sneem and Waterville, and another near Tarbert in the barony of Iraghticonnor. Besides this, it is the custom in the winter season for the small farmers living in the glens in Tuosist and Kilcrohane parishes, and probably also in other districts, to unite in hiring teachers to instruct the children of four or five neighbouring families. These hired teachers are frequently boys of fifteen or sixteen years of age, who at other parts of the year are pupils in the higher classes of National schools. Their tutorial functions are confined to the period during which the swelling of mountain streams or the severity of the weather prevent the attendance of the younger children at regularly constituted schools.

Schools not primary.

7. In addition to primary schools, strictly so called, there are comprised in the constabulary returns four schools in which a higher training is given. These are St. Brendan's College (intended mainly for boys destined for the Roman Catholic priesthood or the learned professions), which is situated at Killarney, and is under the immediate supervision of the Bishop of Kerry; a boarding school for girls taught by the nuns of the Scartlea Convent, near Killarney, where pupils from different parts of Ireland receive instruction in modern languages and the other branches of a liberal female education; and two classical schools at Tralee and Listowel. The former of these is conducted by Dominican monks, and is a "superior" school. The time of the boys attending the latter is divided between it and the National school in the same town.

National schools conducted by "religious."

8. Of the schools in connexion with the National Board twelve are conducted by religious, namely—two for boys at Killarney and Milltown, under the care of the Presentation monks; one at Kenmare, belonging to the Poor Clares; two (at Killarney and Tralee), belonging to Sisters of Mercy; and the remaining seven being attached to convents of the Presentation Order of nuns at Killarney, Cahirciveen, Milltown, Castleisland, Tralee, Dingle, and Listowel. The schools taught by nuns are mainly intended for girls, but in several of them children of both sexes are admitted to the infant departments.

Workhouse schools.

9. Nine of the National schools in Kerry are of a special character, namely, the workhouse schools at Killarney and Dingle, where the boys and girls are instructed in separate apartments by teachers of their own sex; mixed workhouse schools at Listowel, Tralee, Cahirciveen, and Kenmare, and a gaol school at Tralee.

Extent of "National" education.

10. The extent of the means provided for primary education in the same district by the National Board is shown in another form in the subjoined table:—

Barony.	Area in square miles.	The same, less water.	Average Number of square miles to each National School (Separate or Mixed).
Iraghticonnor,	159·40	135·84	6·47
Clanmaurice,	188·87	187·75	5·37
Trughanacmy,	305·89	304·56	7·26
Corkaguiny,	217·18	215·78	8·64
Magunihy,	268·75	259·49	6·18
Iveragh,	255·08	246·74	8·26
Dunkerron, North,	115·67	111·43	18·58
„ South,	151·75	149·78	6·08
Glanarought,	190·42	189·06	10·51
Total,	1,853·01	1,800·43	General Average 7·44

Rugged character of Kerry.

11. In order to make a correct estimate of the figures here presented, it is necessary to recollect that a great part of the county, and particularly the southern and western portions of it, are very mountainous, and consequently have a thin and widely dispersed population. The northern division of the barony of Dunkerron, in which it appears that a less provision, both absolutely and relatively, is made by the National Board than in any other part of the county, has an area nearly two-thirds of that of Clanmaurice, in which the largest relative provision is afforded. Its population, however, in 1861 did not amount to a fifth of that of the latter barony. But the great inequality between the 18·58 square miles of Dunkerron and the 5·37 square miles of Clanmaurice, to which, on an average, a National school is allotted, becomes less conspicuous on recollecting that MacGillicuddy's Reeks, the Gap of Dunloe, and the mountainous country to the west of the Killarney Lakes are comprised in the former barony, whilst Clanmaurice is comparatively a flat country. So, too, it must be recollected that Glanarought, which appears to rank second in the scale of scarcity, consists in part of the hilly and thickly-wooded district intervening between Killarney and Kenmare; and Corkaguiny, which stands third, but which

contains probably the most backward portions of the population of Kerry, is intersected throughout its length by parallel chains of mountains.

Towns and country districts.

12. If comparison is made between towns and rural districts, the towns, as might be expected from the greater density of their population, are the best provided with schools. All the most important towns in the county—Tralee, Listowel, Killarney, and Kenmare—and several of secondary rank, have convent schools for the education of girls, and schools for boys under the care either of the Christian Brothers, the Presentation monks, or National schoolmasters of the first class.* The deficiency of school accommodation, where it does exist, is entirely in country districts. The deficiency, however, appears to be not very great.

Districts where schools are deficient: Tralee Constabulary District.

13. The Constabulary returns indicate only the following localities within my district where there is any considerable tract of country, in which no National schools are in operation. The Inspector of Tralee mentions, without specifically indicating two localities within his district, which, I was informed, are (1) the country between Causeway and Ballyduff in the western part of Clanmaurice, a distance of about five miles, in which there is a thick population; and (2) a region lying between Listowel on the north, and Tralee and Castleisland on the west and east respectively. This second region, which lies in the barony of Trughanacmy, and is intersected by Stack's mountains on the west, and the Glanaruddery mountains on the east, is partially supplied by two or three hedge schools.

Dingle Constabulary District.

14. The Dingle Inspector reports that there is no school within seven miles of Castlegregory from east to west, except the National schools at Castlegregory, and a hedge school at Aughausla south, in the parish of Killiney. No return is made of the numbers attending this school on June 25, 1868, so that it is not easy to judge even partially of the real needs of the district, but both the Rector and the Parish Priest of Killiney testify to the want.

Cahirciveen Constabulary District.

15. The Cahirciveen Inspector reports that in the Portmagee constabulary sub-district, and also at Ahort, in the Glen in the same neighbourhood, there are two large tracts where school accommodation is insufficient, and adds that hedge schools at Behaghone (or Liss and Graigues), both in a very wild and mountainous district at the head of the Waterville Lake (Lough Currans) are the only schools accessible to the children in their vicinity.

Killarney Constabulary District. Listowel and Kenmare Constabulary Districts.

16. From Killarney the Inspector reports that there is a wide tract south-east of the parish of Killaha, in which there are no schools. No return of any deficiency is made by the Listowel or Kenmare Sub-Inspectors, but the latter informed me that what few children were in the wide and thinly populated region intervening between Kenmare and the Mulgrave Police Station on the road to Killarney have no National school within convenient distance.

Milltown. Prior parish. Kilcrohane. Kenmare and Tuosist.

17. These probably are the portions of the county in which the most serious deficiency exists; and as regards them, the returns of the constabulary—authorities of very moderate account in matters of education—were generally confirmed by persons better qualified to form a correct opinion. But in addition to these, the written answers I have received to the circulars I distributed indicate some other localities in which schools, if not absolutely wanting, are at least insufficient. From Milltown the Rev. W. D. Wade writes that he considers "the means of education are insufficient; that the distances from them in many of the outlying districts are too great in so wet and uncertain a climate as ours, particularly in the north-west part" of Kilcolman parish, "called Calinaferry," and he thinks that "an infant school is required in Milltown." The Rev. D. Browne, P.P. of Prior, thinks two or three more National schools are needed in his parish. From the adjoining parish of Dromod, Mr. J. F. Fitzgerald, J.P., writes that "the means are sufficient, though more schools are to be built;" as to the sufficiency of the means the priest of the parish entertains a different view. In the next parish, Kilcrohane, the Rev. Denis O'Sullivan says the means are "not sufficient." In this case the deficiency is partially supplied by the before mentioned hedge or private school at Castlecove, which receives a large annual donation from Mr. Hartopp, the landlord, on whose estate it is situated. The Rev. Thomas Davies, P.P. of Sneem, in the same parish, considers "the means of education in his parish are not sufficient, owing to the small number of schools." This number, however, he hoped shortly to augment by the erection of two schools—one in the mountainous district previously referred to,† and another near the Blackwater Bridge, on the road between Sneem and Kenmare. The Venerable Archdeacon O'Sullivan, P.P. of Kenmare, who, of all the Roman Catholic clergy whom I met, appears to take the keenest and most active interest in the spread of education, writes that the means of education in his district are not sufficient, "because, though there are a number of National schools in this neighbourhood, more in respect of the population than perhaps in any part of Kerry, yet that population is distributed over such an area as to render education impossible, by reason of the distance of a very large number of children from the schools." In the contiguous district of Tuosist, the Rev. C. M'Carthy, P.P., says the means "afforded by the National system" are "sufficient for all classes, except in two or three places, which are at such a distance from the schools that the younger children could not come to them." On the other hand, the Rev. E. J. Wade, Rector of Kenmare, writes, "As far as the parishes of Kenmare and Tuosist (to which I may add Bonane and Templenoe) are concerned, I think there is a sufficient provision of schools; and that no child need be uneducated, unless it is owing to parental neglect, a rare fault as regards education in this county." The discrepancy of the last two statements may be probably reconciled by the opinion of Mr. Macnamara, the National Inspector of that part of the county, who, in speaking of the whole of his district, expressed an opinion that though the number of schools was fairly sufficient, an increase in it would probably be followed by an increased number of pupils. In this case, as in other parts of the county, the demand is, in part, dependent on the supply.

18. From Listowel, Tarbert, Tralee, Blennerville, Kilgobban (the two latter places are in the neighbourhood of Tralee), Cahirciveen, Valencia, and Kilgarvan, I have received reports that the schools in the neighbourhood are sufficiently numerous. The Rev. J. M'Donnell, P.P. of Listowel, stated, that according to a calculation he had made a short time back, there was a teacher for every 100 persons in his parish—rather a small one, and this calculation was exclusive of the large staff of paid monitresses in the convent school. There are, however, some other districts of the county where the children have to walk very long distances to reach school. In rough weather I was informed that the children of the parish of Marhin, in the western part of the Dingle peninsula, are quite prevented by the swelling of two or three mountain streams from taking the nearest route to the neighbouring schools of Ballyferriter and Smerwick.

General sufficiency of schools.

19. I believe that, on the whole, the existing means of education, if judged of by the number of schools, as distinct from their area and accommodation, is fairly sufficient for the county; and that any existing deficiencies are likely to be supplied before long. The increase of schools appears to be proportionately faster than that of population.

* As to the means of education of children belonging to the Established Church or Protestant communities, *vide* paragraphs 331–354.

† See paragraph 11.

School Buildings—their Area and Accommodation.

General character of existing school accommodation.

20. The extent and character of the existing accommodation for teaching in Kerry will appear in greater detail upon inspection of the annexed Table, relating to seventy-three National schools which I visited and which I have no reason to doubt are fairly representative of other National schools in the county.*

Area space of National schools.

21. From this table it appears that in a very great majority of schools the amount of area space, according to the National Board's allowance of eight square feet for each pupil, is insufficient, if judged by the average number of children "on rolls" during the twelve months ending June 30, 1868. The degree of insufficiency, would, of course, appear still greater if tested by the greatest number of children at any time appearing on the roll during the same period. Assuming, therefore (which, doubtless, is not the case), that the highest number "on rolls" is not less than the number of children who in any given district are of the school age, it follows that the existing school accommodation would quickly prove inadequate for the present population, if poverty, sickness, parental indifference, and other obstacles to school attendance could be modified or overcome. When it is recollected that forces, such as these, not only affect the attendance of those whose enrolment makes them nominally scholars, but also diminish the number "on rolls," the conclusion is confirmed that for the most part National schools do not afford sufficient accommodation for the number of children in their respective districts who ought to be at school, and are not drawn to schools of other descriptions. In the minority of schools in which the accommodation exceeds the needs of the contiguous district are included workhouse schools and most of those connected with religious orders. In the former the space allotted for school purposes was determined when the number of paupers was many times as great as at present, and is, moreover, unavailable save to the inmates of the workhouse. In the case of schools belonging to religious bodies, the additional space consists partly of class-rooms, in which a few children are from time to time taught, away from the noise and excitement of a large school-room, and partly, as in the case of the schools of the Presentation Order, at Listowel, and of the Sisters of Mercy, at Killarney, of rooms used almost exclusively for needlework.

Accommodation in Workhouse schools.

School accommodation estimated by average attendance.

22. If the amount of accommodation is estimated, not by what ought to be the popular demand, but by what average attendance proves it actually to be, there is less ground for complaint. The only schools in the foregoing table in which the number of pupils in average attendance exceeds that for which the National Board's minimum of eight square feet for each child, is supplied are sixteen, namely, the male and female schools at Clogher, the two convent schools at Tralee, the mixed schools at Ballinacartin, Derry Quay, Minard and Ferriter, the female school at Tiernaboul, the mixed school at Ballycarberry and Portmagee, the male and female schools at Sneem, the male school at Kilgarvan, the mixed school at Dauras, and, in a very trifling degree, the mixed school at Cahir. Of these schools, those at Clogher are situated in a district in which there has been till lately a great want of National schools—a want which has been partially supplied by the two new schools at Bally-M'Thomas, and which is likely to be still further supplied by other new schools in the same parish. Although these new schools will, doubtless, increase the total number of scholars attending National schools in the county, they will also, it is not improbable, tend to draw away a few pupils from Clogher schools. Two other schools (Minard and Ballycarberry) are likely to be replaced before long by superior structures. These two, together with those at Ballinacartin, Derry Quay, and Portmagee, are the very worst National schools, so far as buildings are concerned, which I met with in the course of my inspection. At Ballycarberry the rain was pouring in through the roof, or beating in at the door or windows (which were necessarily left open for the purpose of ventilation) during the whole of my examination, to such an extent, that it was impossible to shelter even the chair on which I was sitting. In such a building it was not surprising to find the number present did not exceed a dozen, although, during the previous quarter only just terminated, the average number "on rolls" amounted to 99·4. In this, as in other cases, the area of the building is insufficient even for those whom its miserable condition does not deter from attendance. The crowded school-rooms at Sneem, Dauras, and Cahir, are, in part, the result of the high local reputation of the teachers for efficiency.

Female schools smaller than male.

23. The inadequacy of area at Sneem and Tiernaboul female schools, arises in part from a practice (which appears to have been dropped in the most recent erections) of dividing the school space unequally between the male and female departments. It is not uncommon to find that where a male and a female school stand side by side under the same roof, the space allotted to the latter is only about half that allotted to the former. It does not appear whether the promoters of such schools attached less importance to the education of girls than of boys, or whether they simply recognised the fact commented on hereafter,† that the attendance of girls is generally less than that of boys. At any rate the difference between the number of girls and boys attending school is trifling in comparison with the disproportion between the areas of the female and male schools at Sneem and Tiernaboul. It should be noted that the responsibility for this unequal division at Sneem rests in a measure with the National Commissioners, in whom the buildings are vested.

Male and female schools on different floors.

24. At Tarbert, Gortnaskehy, Clashnagarrane, Foilmore, Valencia, and Kilgarvan, the female schools are built over the male and have the advantage over them of such additional height as a pitched ceiling has over a flat one. Notwithstanding the equality of their floor accommodation, the number of cubic feet of atmospheric air provided in the female is greater than in the male school.

* The condition and character of the buildings of scriptural and other schools not receiving Government aid are described in the sections relating to Scriptural and Hedge schools. The buildings of the Christian Brothers' school at Cahirciveen are very fair. Those at Dingle I did not see, but I believe them to be inferior. Their best buildings are at Tralee. The accommodation in both their establishments in this town is very ample.

† *Vide* paragraphs 60 and 109.

25.—TABLE exhibiting the TENURE, ACCOMMODATION, and STRUCTURAL CONDITION of Seventy-three NATIONAL SCHOOLS in KERRY.

BARONY AND NAME OF SCHOOL.	Vested or Non-vested.	Number of Rooms.	Number of Children for which there is accommodation at 8 sq. ft. per Child.	Average Number on Rolls during year ending June 30, 1868.	Average Number present during year ending June 30, 1868.	Number of cubic feet for each Child in average attendance.	Repairs.	Lighting.	Ventilation.	Outbuildings.	Residence of Teacher.	Remarks.
IRAGHTICONNOR.												
Listowel, Convent,	N.V.	6	455	564·87	377·5	—	Fair.	Good.	Good in upper rooms only.	Good.	School is attached to Convent.	Of the six rooms, three are school-rooms, two are class-rooms, and one is a work-room.
Listowel, Male,	V.T.	2	297	292·07	167·3	167·8	Good.	Good.	Fair.	—	Master lives in the town.	Part of lower school-room not fitted up. It would afford accommodation for one-fourth more pupils.
Tarbert, Male,	V.T.	1	88	86·82	80·65	70·3	Moderate.	Fair.	Fair.	None.	Residence for master attached to school. Assistant pays £4 per annum for lodgings in town.	New buildings likely to be erected.
Tarbert, Female,	V.T.	1	88	124·92	76·57	88·	Moderate.	Fair.	Fair.	Fair.	Mistress and assistant live with their husbands in town.	Female school above male—more lofty.
Tarmon, Male,	V.T.	1	56	91·77	51·02	99·98	Fair.	Good.	Good.	Good.	Master pays 50*s.* per annum for lodgings two miles from school.	—
Tarmon, Female,	V.T.	1	56	79·57	52·95	96·31	Good.	Good.	Good.	—	Mistress pays 2*s.* 6*d.* a week for lodgings three miles distant. Assistant lives with parents five miles off.	Mistress unable to get decent lodgings near school; talks of making up a bed in school-room.
Gortnaskehy, Male,	V.T.	1	92	130·35	63·82	119·1	Moderate.	Good.	Good.	Clean.	House in village given rent free by a landed proprietor.	—
Gortnaskehy, Female,	V.T.	1	92	132·57	68·9	110·4	Good.	Good.	Fair.	Clean.	Mistress lives with husband in village.	Mistress would probably obtain a residence, if she made application to Mr. Hewson, who has given residence to master.
CLANMAURICE.												
Killury, Male,	V.T.	1	—	109·4	73·8	—	Fair.	Good.	Good.	—	Master and assistant each live three miles away.	See statement, p. 439, *infra*.
Killury, Female,	V.T.	1	—	—	—	—	Fair.	Good.	Good.	—	—	—
TRUGHANACMY.												
Brosna, Male,	N.V.	1	96	122·25	72·15	65·19	Bad.	Moderate.	Moderate.	None.	Master lives two miles away in lodgings, for which he and his brother pay £4 per annum. Assistant lives with his father.	Master repairs the school; average annual cost of repairs stated by him to be £2; master pays annual rent of 10*s.* for school. Male and female schools in different parts of the village.
Brosna, Female,	N.V.	1	—	90·35	43·82	—	Fair.	Moderate.	Fair.	None.	Pays £3 12*s.* per annum for lodgings close to school.	Mistress pays annual rent of £2 for school; new schools likely to be built.
Clogher, Male,	N.V.	1	54	112·57	70·92	67·005	Fair.	Fair.	Moderate.	None.	Master rents a house one mile off.	Manager does more for female than male school.
Clogher, Female,	N.V.	1	45	136·57	72·97	54·26	Good.	Good.	Good.	Good.	Two rooms for residence attached to school.	—
Bally McThomas, Male,	V.T.	1	75	—	—	—	Good.	Good.	Good.	Good.	Lodges two and a half miles off with a farmer, whose children he teaches in lieu of rent.	A new school, opened three weeks before my visit.
Bally McThomas, Female,	V.T.	1	75	—	—	—	Good.	Good.	Good.	Good.	Lives three miles off with sister, who is teacher at Clogher.	A new school, opened three weeks before my visit.
Presentation Convent, Tralee,	N.V.	3	376	567·	410·	—	Bad.	Good.	Good.	Fair.	School is attached to Convent.	The sisterhood in want of funds to make repairs, which are very much needed.
Convent of Mercy, Tralee,	N.V.	2	207	250·75	142·75	—	Very good.	Very good.	Very good.	Good.	School is attached to Convent.	—
Ballinacartin, Mixed,	N.V.	1	51	135·6	70·74	40·96	Very bad.	Very bad.	Very bad.	None.	Master pays 1*s.* 6*d.* a week for lodgings one mile off.	Annual rent of £3 paid by teacher, for school buildings.
Blennerville, Male,	N.V.	1	75	98·2	62·07	86·99	Fair.	Fair.	Good.	Good.	Master lives two miles off at his own house of business.	—

TABLE exhibiting the TENURE, ACCOMMODATION, and STRUCTURAL CONDITION of Seventy-three NATIONAL SCHOOLS in KERRY—*continued.*

BARONY AND NAME OF SCHOOL.	Vested or Non-vested.	Number of Rooms.	Number of Children for which there is accommodation at 8 sq. ft. per Child.	Average Number on Rolls during year ending June 30, 1868.	Average Number present during year ending June 30, 1868.	Number of cubic feet for each Child in average attendance.	Repairs.	Lighting.	Ventilation.	Outbuildings.	Residence of Teacher.	Remarks.
CORKAGUINY.												
Derry Quay, Mixed, . . .	N.V.	1	36	93·64	47·75	36·2	Very bad.	Moderate.	Moderate.	None.	Master pays nothing for lodgings, which are near school.	—
Ardmore, Mixed, . . .	V.T.	1	100	174·97	92·15	108·51	Moderate.	Good.	Fair.	None.	Master and his wife (who is assistant) live close to school, in house for which they pay £1 5*s.* per annum.	Expenses of whitewashing, glazing, and other occasional repairs done by master. Annual outlay stated to be about £1.
Minard, Mixed, ...	N.V.	1	48	140·92	72·1	—	Bad.	Moderate.	Moderate.	None.	Master and his wife (who is assistant) lives near school, in a house for which he pays £1 per annum.	A new school about to be built.
Presentation Convent, Dingle, .	N.V.	4	784	364·5	222·75	—	Moderate.	Good.	Good.	—	School is attached to Convent.	—
Dingle Workhouse, Male, . .	N.V.	1	111	26·97	20·92	466·9	Good.	Good.	Good.	Good.	Master has a bed-room in workhouse.	School-room forms part of workhouse.
Dingle Workhouse, Female, .	N.V.	1	111	24·75	13·22	738·8	Good.	Good.	Good.	Good.	Mistress has a bed-room in workhouse.	—
Ventry, Male, ...	N.V.	1	54	56·5	30·25	121·3	Good.	Good.	Fair.	None.	Master lives six miles from school with his parents.	—
Ventry, Female, . . .	N.V.	1	54	58·47	33·92	108·25	Good.	Good.	Fair.	None.	Master lives one mile from school, with father, at Coastguard station.	—
Ferriter, Mixed, . . .	N.V.	1	100	181·9	110·32	83·39	Indifferent.	Good.	Fair.	None.	Master lives two, literary assistant three, and workmistress four miles from school.	Master spent about 30*s.* during 1867 on repair of school.
Vicarstown, Mixed, . . .	V.T.	1	115	86·3	56·92	194·9	Moderate.	Good.	Fair.	None.	Master lives near school, at his mother's house, with his wife, who is assistant-teacher.	Master spent about 30*s.* during 1867 on repairs of school.
MAGUNIHY.												
Presentation Monastery, Killarney.	N.V.	3	383	372·75	242·5	395·21	Very good.	Very good.	Very good.	Good.	School is attached to Monastery.	One of the three rooms is used as a class-room. The two school-rooms are very lofty, measuring forty feet to the roof-tree and thirty feet to the wall-plate. In measuring the cubical contents no account has been made of the contents of the vaulted roof. The red and brick tiles of the floor are favourable to cleanliness, but are very cold to the bare feet of the children.
Presentation Convent, Killarney,	N.V.	5	383	467·	301·	—	Fair.	Good.	Good.	—	School is attached to Convent.	Two of the five rooms are class-rooms, and one is devoted to the infant school. Repairs are paid for out of grants by National Board. The residue (if any) is spent on clothes and food for the children.
Convent of Mercy, Killarney, .	N.V.	3	249	—	—	—	Indifferent.	Good.	Good.	—	School is three-fourths of a mile from Convent.	Present buildings were formerly used by Presentation monks, at which time the nuns taught their pupils at the Convent, which is less convenient in situation. Present buildings are old and unsatisfactory. Originally cost £830 to build. One room is used as a work-room.
Workhouse, Male, Killarney, .	N.V.	1	187	61·67	50·	360·	Fair.	Good.	Fair.	Fair.	Master has residence in workhouse.	Repairs executed by Poor Law Guardians.
Workhouse, Female, Killarney,	N.V.	1	187	—	—	—	Fair.	Good.	Fair.	Fair.	Mistress has residence in workhouse.	Repairs executed by Poor Law Guardians.
Tiernaboul, Male, . . .	V.T.	1	82	96·62	50·42	137·64	Good.	Good.	Moderate.	None.	Teacher lives two miles from school with aged relatives whom he supports in return for his lodging.	Repairs paid for by Lord Castlerosse.
Tiernaboul, Female, . . .	V.T.	1	40	93·	47·72	80·44	Good.	Good.	Moderate.	None.	Mistress lives with parents three miles from school.	Repairs paid for by Lord Castlerosse.

TABLE exhibiting the TENURE, ACCOMMODATION, and STRUCTURAL CONDITION of Seventy-three NATIONAL SCHOOLS in KERRY—*continued.*

BARONY AND NAME OF SCHOOL.	Vested or Non-vested.	Number of Rooms.	Number of Children for which there is accommodation at 8 sq. ft. per Child.	Average Number on Rolls during year ending June 30, 1868.	Average Number present during year ending June 30, 1868.	Number of cubic feet for each Child in average attendance.	Repairs.	Lighting.	Ventilation.	Outbuildings.	Residence of Teacher.	Remarks.
MAGUNIHY—*continued.*												
Clashnagarrane, Male,	V.T.	1	83	80·6	50·32	130·36	Fair.	Bad.	Indifferent.	Fair.	Master has a house rent free from Lord Castlerosse.	Master spent 12*s.* or 15*s.* in 1867 on repairs. This is above the average expenditure. Lime for whitewashing is given gratis by Lord Castlerosse.
Clashnagarrane, Female,	V.T.	1	75	92·82	58·4	—	Indifferent.	Moderate.	Moderate.	Bad.	Mistress lives with parents half a mile from school.	Repairs cost mistress about 10*s.* per annum.
Muckross, Mixed,	N.V.	1	69	38·9	21·24	—	Good.	Good.	Good.	Moderate.	Residence attached to school.	All expenses of repairs borne by Mr. Herbert, M.P.
Gortagullane, Mixed,	V.T.	1	125	—	—	—	Bad.	Good.	Good.	None.	No residence.	Floor of school formed of round stones. A new school likely to be built.
Glenflesk,	V.C.	1	—	—	—	—	Under repair.	—	Good.	Wants a drain.	Master and his wife, who is workmistress, live near the school in a house for which, with grass of three cows, he pays £9 per annum.	Repairs much needed, although school had only been built about a year.
IVERAGH.												
Presentation Convent, Cahirciveen.	N.V.	3	340	336·37	225·67	—	Fair.	Good.	Fair.	—	School is attached to Convent.	—
Cahirciveen, Male,	V.T.	1	139	112·32	67·77	197·6	Good.	Fair.	Fair.	Very bad.	Master lives in town, where he has a shop managed by his wife.	All the trustees are dead.
Cahirciveen Workhouse, Mixed,	N.V.	1	97	39·47	28·05	194·65	Moderate.	Fair.	Good.	Good.	Mistress has bed-room in Workhouse.	Repairs made by Poor Law Guardians.
Foilmore, Male,	V.T.	1	76	—	—	—	Fair.	Fair.	Fair.	None.	No residence.	Lower part of building devoted to boys—less lofty than girls' school above.
Foilmore, Female,	V.T.	1	76	58·45	36·55	134·58	Fair.	Sufficient.	Sufficient.	None.	Mistress lives with parents one mile from school.	Room wants whitewash.
Killurly, Mixed,	N.V.	1	114	116·5	64·75	155·95	Fair.	Good.	Fair.	Bad.	Master lives a quarter of a mile from school.	A second room not used—might be altered to form residence.
Kells, Mixed,	V.C.	1	56	99·65	53·75	83·7	Bad.	Fair.	Indifferent.	Fair.	Master lives a quarter of a mile, and assistant one mile from school.	School is damp. Walls want cement.
Ballycarberry, Mixed,	N.V.	1	40	99·4	64·17	37·86	Very bad.	Bad.	Fair.	None.	No residence.	Present building temporary. Master says he has spent £8 on it since his appointment in 1865 (*sed quære*).
Portmagee, Mixed,	N.V.	1	45	92·6	65·07	44·75	Very bad.	Insufficient.	Insufficient.	None.	No residence.	Master pays £2 10*s.* per annum, for rent of school, to a middleman holding under Trinity College, Dublin.
Valencia, Male,	V.T.	1	77	107·47	59·5	94·5	Very bad.	Fair.	Insufficient.	Very bad.	No residence.	Must be closed in winter for want of repair. Dust comes through ceiling from upper room, which is used as female school.
Valencia, Female,	V.T.	1	77	—	—	—	Very bad.	Fair.	—	Very bad.	No residence.	All the trustees are dead.
Knightstown, Female,	V.C.	1	57	48·25	30·22	306·13	Good.	Fair.	Moderate.	Bad.	No residence.	—
Knightstown, Male,	V.C.	1	57	59·10	39·23	235·87	Fair.	Fair.	Moderate.	Bad.	No residence.	—
DUNKERRON SOUTH.												
Lohar (Tour), Mixed,	N.V.	1	—	115·82	70·57	—	Very bad.	Very bad.	Very bad.	None.	Master lives four miles from school with his parents, whom he helps in return for his board.	A new school is about to be built. Present building (which had been disconnected from National Board on account of its insufficiency) had been received again into connexion just before my visit. School forms one-half of a house, the other portion of which is used as a dwelling by a family, one member of which was dangerously ill with an infectious fever.

TABLE exhibiting the TENURE, ACCOMMODATION, and STRUCTURAL CONDITION of Seventy-three NATIONAL SCHOOLS in KERRY—*continued.*

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DUNKERRON SOUTH—*continued.*												
Cahirdaniel, Male, . . .	N.V.	1	76	59·45	50·32	121·62	Bad.	Moderate.	Indifferent.	None available.	Master lives in house, for which, with grass of two cows, he pays £3 10*s.* per annum.	Master spends about 6*s.* per annum on repairs. No separation of outbuildings for male and female schools.
Cahirdaniel, Female, . . .	N.V.	1	64	63·3	44·12	117·2	Fair.	Moderate.	Indifferent.	None available.	Mistress pays £1 10*s.* per annum for single room near school.	Expense of whitewashing and mending windows borne by teacher.
Sneem, Male, ...	V.C.	1	69	129·97	70·15	93·16	Fair.	Good.	Good.	Fair.	Master lives in a house which he built for himself.	Visited by Inspector of Board of Works about two years before my visit.
Sneem, Female, ...	V.C.	1	41	87·02	49·02	80·73	Good.	Good.	Good.	Good.	Mistress pays £5 per annum, rent of house.	—
GLANAROUGHT.												
Poor Clare Convent, Kenmare, .	N.V.	4	534	460·65	346·7	—	Good.	Good.	Good.	Good.	School is attached to Convent.	—
Kenmare, Male, . . .	V.C.	2	86	151·25	78·97	86·02	Good.	Bad.	Bad.	Good.	Master pays £7 per annum for rent of house.	Visited by Inspector of Board of Works in August, 1868. £19 18*s.* recently spent in repair of buildings.
Kenmare Parochial, Mixed, .	N.V.	1	84	33·65	28·7	176·04	Good.	Bad.	Fair.	Good.	Lower story of building serves as Master's residence. The rent and taxes are paid by Lord Lansdowne.	—
Kenmare Workhouse, Mixed, .	N.V.	1	92	Not kept.	Not kept.	—	Moderate.	Fair.	Bad.	—	Mistress has rooms in workhouse.	Repairs made by Poor Law Guardians. School about to be repaired.
Cahir, Mixed, ...	V.C.	1	90	149·	90·25	—	—	Good.	Good.	Fair.	Master pays £7 per annum for house, one mile from school.	School undergoing repair, the whole ceiling having fallen down one morning shortly before assembly of school.
Kilgarvan, Male, . . .	V.C.	1	56	155·67	94·77	47·37	—	Bad.	Fair.	Fair.	Master pays £1 per annum for house, near school.	School undergoing repair.
Kilgarvan, Female, . . .	V.C.	1	56	—	—	—	—	Bad.	Fair.	Fair.	—	Female school in upper story of building.
Dauras, Mixed, . . .	V.C.	2	76	131·2	83·25	80·86	Good.	Good.	Good.	Good.	Master, with assistant, who is his wife, lives in house near school, for which he pays £1 10*s.* rent.	School recently repaired. Visited since the repairs by Inspector of Board of Works. Buildings originally intended for separate schools, which have been thrown into one.
Lansdowne, Mixed, . . .	V.C.	1	79	117·3	65·42	106·34	Bad.	Good.	Good.	Good.	Residence in course of erection by Lord Lansdowne.	School not visited for upwards of two years by Inspector of Board of Works. Master has repaired windows and whitewashed the school.
Lehid, Mixed, . . .	V.C.	1	78	109·85	48·87	115·11	Bad.	Good.	Fair.	Fair.	Master rents a house for which, with grass of five cows, he pays £9 per annum.	School not visited for some considerable time by Inspector of Board of Works. Master has whitewashed the school.
Lauragh, Male, ...	V.C.	1	74	82·27	37·55	170·43	Good.	Good.	Good.	—	Master lives two miles from school in house for which, with grass of ten cows, he pays £20 per annum.	School not visited for four years by Inspector of Board of Works.
Lauragh, Female, . . .	V.C.	1	74	63·17	40·32	158·73	Fair.	Good.	Good.	Good.	Mistress has lodgings rent free in a neighbouring house, belonging to Lord Lansdowne.	School not visited for upwards of two years by Inspector of Board of Works.

Cubical contents.

26. In most of the schools where there is a deficiency of area space, there is a corresponding deficiency of cubic feet of atmospheric air for each child in average attendance.* This is true of the two schools at Clogher, of the mixed schools at Ballinacartin, Derry Quay, Ballycarberry, and Portmagee, and of the female school at Tiernaboul, and the male school at Kilgarvan.

27. In the male and female schools at Sneem and the mixed school at Dauras, although there is a deficiency of area, the cubical contents of the rooms give more than eighty feet to each child in average attendance, though in the female school at Sneem and that at Dauras the excess is only fractional. On the other hand, in Tarbert and Brosna male schools, where the area space is sufficient for the average attendance of pupils, the cubical contents are not so; the defect in the former of the two, however, being very trifling.

General Condition and Character of Buildings.

Non-vested school buildings.

28. As regards the general condition and character of school-buildings, there can be little question that, omitting schools in connexion with religious communities† or workhouses,‡ non-vested schools are far less suited both by their original construction and their state of repair, for their purpose than those vested in trustees or the National Commissioners. The majority of them—as, for example, the schools at Brosna, Ballinacartin, Derry Quay, Minard, Portmagee, and Lohar—are little better than sheds, and have little or nothing in their external appearance, save a board with the inscription "National School" to attract a casual observer to them as different from the farm buildings and cabins with which the country abounds. For some of these miserable buildings the teacher has to pay rent§ out of his small salary, and in most has to bear the expense of the repairs which are absolutely necessary, in order to keep his scholars together. There are, perhaps, exceptions to this rule in schools which I did not visit. Amongst those included in the foregoing table, that at Mucross owes its superior condition exclusively to its patron, Mr. Herbert, M.P., for Kerry, who built and maintains it chiefly for the children of the labourers and workmen employed on his domain.

Schools vested in trustees.

29. The condition of schools vested in trustees varies considerably. Where the trustees are still living, as in the case of Tiernaboul and Clashnagarrane schools, of which Lord Castlerosse is a trustee, the necessary repairs are generally made at least in part by one or other of the trustees. But where, as is not uncommonly the case, the trustees are all dead, their very names being in most cases unknown to the teachers, and being rarely entered in the school-books, it depends almost entirely on the activity of the parish priest or manager whether sufficient repairs are executed or not. If the parish priest takes keen interest in the schools, he not unfrequently exerts his clerical influence to procure contributions from his parishioners for the repair of the buildings. But to do this, as was more than once observed to me, tends to diminish the amount of voluntary contributions, which might otherwise be made for his own private support. In other cases where the parish priest, from less active regard for education or any other cause, makes no effort for the repair of the school, the burden is cast upon the teacher, who can ill afford to provide the whitewash or few panes of glass, which are grudgingly given, and are all but absolutely necessary.

Schools vested in the National Commissioners.

30. Schools vested in the Commissioners are, as far as I could learn, very irregularly visited by the officers of the Board of Works. Unless a school happened to have been visited within a few weeks of my inquiry, I was rarely able to obtain any information respecting these officers, or the amount of money which had been expended in consequence of their report. In the part of the barony of Glanarought which lies to the south of the Kenmare river, no Inspector of the Board of Works was known by the teachers to have visited their schools for upwards of two years. At Lauragh the male teacher said it was four years since that officer had visited the school, but this statement was at variance with that of the female teacher, who spoke of two years only.

The Board of Works.

31. There is very general dissatisfaction with the Board of Works, and both National Inspectors and school managers complain of the very great delays which habitually occur in all matters relating to schools with which that Board is concerned.

Schools vested in the Commissioners more common in the south than in the north of the county.

32. Schools vested in the Commissioners lie chiefly in the south of the county.‖ Such there are at Knightstown and Kells, both in Iveragh, the managers of which it may be noted are laymen. But the majority lie in a district of which Kenmare forms the centre. It is the boast of the Ven. J. O'Sullivan of that town that he has fourteen National schools under his management, of which all¶ but the convent and workhouse schools at Kenmare are vested in the National Board. To them must be added the male school at Kenmare, under the management of T. Trench, esq., agent to Lord Lansdowne. So far as I was able to learn it appears to be owing to the influence of the Ven. Archdeacon that such of the schools in the parishes adjoining his own district, namely, in Kilcrohane, Tuosist, Kilgarvan, and Killaha, as are under the management of Roman Catholic clergymen, are with scarcely an exception vested in the Board. The new school at Glenflesk in the latter parish has taken the place of an older one which was either non-vested or vested in trustees. The priest of that parish told me that the poverty of his parish was such that his people would be quite unable to provide the funds necessary for keeping school buildings in repair.

Schools vested in the Commissioners generally disliked by the R. C. clergy.

33. In most other parts of the county where the influence of the Archdeacon of Kenmare is neither acknowledged nor felt by the Roman Catholic clergy, there is the strongest objection on their part to have the schools vested in the Commissioners. In this objection they are more or less definitely encouraged by the Bishop of Kerry. His objections, however, were in a recent case overcome. A scheme had been prepared for erecting on a site granted by Lord Castlerosse in the parish of Killarney a new school, which was to be vested in trustees. When the lease came to be executed it was found to be made not to trustees but to the Commissioners. The administrator of the parish (the Rev —— Griffin) thereupon declined to proceed further in the matter without the sanction of the bishop; and he, on appeal, supported the refusal of his administrator. Lord Castlerosse, on the other hand, when he discovered that by having the school vested in the Commissioners he would be free

* The number of cubic feet of atmospheric air appearing in the preceding table to be afforded for each child in average attendance is in very many instances somewhat less than the actual amount. In those rooms of which the ceiling is pitched in a greater or less degree, the height to the wall-plate, and not to the roof-tree, has been taken as an element in calculating the cubical contents. The difference in some cases may be considerable, but in none sufficient to give eighty cubic feet, the minimum allowance for each child in English National schools under the Revised Code.

† *Vide* paragraphs 306–314.

‡ There is little in the accommodation and condition of workhouse schools calling for observation except what appears in the foregoing table.

§ *Vide* last column of table on pp. 433–36, *ante*.

‖ There are other schools within my district vested in the Commissioners which I did not visit, *e.g.*, those at Smerwick and Magharees, both in Corkaguiny. There are also several in the Killorglin constabulary district of the county (beyond my limits), *e.g.*, Glenbeigh, Keelnabrack, and Castlemaine schools.

¶ These schools are the following, namely, Cahir, Shelburne No. 1, Goulane, Letter, Ruscussane (male and female Geraghsallagh, Direen, Dirreendarragh (male and female), and Direenanar (male and female), and the convent and workhouse schools at Kenmare.

from the responsibility for repairs which he would have incurred if he had become a trustee of the school, according to the original design, insisted that the school should be vested in the Board. All obstacle to this on the part of the bishop was eventually overcome when it was discovered that the leases contained a clause (which was not usual in the early leases of the Commissioners, and which till this occasion had escaped the attention of the National Inspector of the district) providing for the determination of the estate of the Commissioners on their being recouped by the promoters of the school the moneys expended by them on the buildings over and above the amount of the grant they would have made towards erecting a school vested in trustees.

Local Aid to be expected for providing and maintaining Schools and Teachers.

Grant of school sites.

34. Little local aid is to be expected in any part of Kerry for the supply of schools in districts where the existing accommodation is defective, except so far as the grant of sites is concerned. Most of the chief landlords are willing to grant portions of their estates rent free for the erection of school buildings. The Marquess of Lansdowne, Viscount Castlerosse, and H. A. Herbert, esq., who together own great part of Iveragh, Magunihy, Glanarought, and North and South Dunkerron, have given numerous sites, and the last named of the three expressed to me his willingness to do so wherever a school was wanted. Other sites have also been given in various parts of the county by the Earl of Cork, by R. Mahony, esq. (of Dromore Castle), and F. C. Bland, esq. (of Derryquin, near Sneem). In Corkaguiny, where most of the land belongs to Lord Ventry, there was until quite lately great difficulty in obtaining a site for a National school, as the late lord (who died in the early part of the present year) always declined to give a site for any but a Scriptural school. On inquiry from the present lord of his views on this point, I understood him to say he should be willing to grant school sites where necessary. One parish priest to whom I spoke on this subject stated that he had been unable to obtain a site from Lord Ventry for a school which he wished to build.

Compulsory powers for taking school sites.

35. Having regard to the difficulties in obtaining school sites which the opinions or prejudices of particular landowners on the subject of National Education may interpose, it is the wish of some persons interested in education that compulsory powers for taking school sites should be given by the Legislature. On this point the Ven. J. O'Sullivan (of Kenmare) says :—

"I have now seven National schools in a district where for many years I had not one at all, by reason of the proprietor's hostility. Sites for schools where necessary should not be left to the caprice, ignorance, or bigotry of a proprietor. They should be compulsory as they are for roads, prisons, and other public buildings."

The idea of such compulsory powers is, however, not very familiar.

Local onetary contributions.

36. The portion of the funds requisite for erecting a school for which a site has been obtained over and above the grant made by the National Board, is not unfrequently raised through the personal or clerical influences exerted by the parish priest. When money is not forthcoming, and the Irish peasantry are stated to be very reluctant to part with hard cash, labour is frequently given voluntarily for the cartage of building materials, to an extent more than equivalent to what would be deemed a liberal money payment by those who give it. But such labour can only be given when farming operations are slack, and cannot be reckoned upon with certainty. The Roman Catholic curate of Clogher, in which parish the new schools at Bally M'Thomas had been recently opened, assured me of the constant supervision he was obliged to give to his people to obtain from them in labour what he could not obtain in money.

Building grants by National Board. Funds for repairs of buildings.

37. More than one witness said he considered that the two-thirds of the expense of erecting a school, which are allowed by the National Board, are calculated in a very liberal manner. There is little or no permanent provision made or to be expected for the repair of schools which are not vested in the Board. The hopelessness of obtaining any is indicated in the opinion of the Rev. J. Healey, P.P. of Cahirciveen, who writes—"I know of no local aid except a portion of the tithe-rentcharge be thus applied."

Funds held in trust by Roman Catholic clergy.

38. Some trust funds, however, of small amount, are under the control of some of the Roman Catholic clergy, and are by them applied for the purposes of education. The particulars of these funds, so far as I was able to obtain them from the Roman Catholic Bishop of the diocese, are the following. In the parishes of Castlegregory and Cloghane (Killiney), the interest on £1,000 is held in trust for the benefit of the poor children of the district, and this sum is applied towards education and the maintenance of school-houses.

39. An annual sum of from £20 to £30 is available for the education of the poor, and for charitable gifts in Milltown and Listowel. Since the passing of the Poor Laws in Ireland, the greater part of this fund has been devoted to education.

40. In Dingle an annual sum of £40 is held in trust for the benefit of poor children attending the schools of that town.

41. The greater portion of these funds, it would appear, goes to the children attending school, and is of little use in providing or maintaining the necessary means of education.

Voluntary annual subscriptions.

42. Voluntary annual subscriptions are another but still less permanent source of local aid.* Such subscriptions are, in many cases, made by landowners to National schools, for which they have granted sites. But these subscriptions are determinable at the will of the donors, and except in convent schools, are applied, not to the repair of the school buildings and apparatus, but in augmentation of the teachers' salaries. In convent schools, such subscriptions swell the fund provided by the salary grants of the National Board, and are applied along with it, in the first place, in the repair of school buildings and apparatus, and then, if a surplus ever remains, in charitable gifts to the children. The latter application, it is obvious, is of questionable validity.

43. Such subscriptions to National schools are unusual, except as coming from the owners of land on which the schools are built.† Their amount is very variable, and perhaps depends in many instances on the reputation of the teachers who benefit by them. In more than one instance I found the teacher of a male school enjoying some local subscription, when there was none for the teacher of the female school in the same village. The superior fortune of the male teacher seemed due to greater boldness in applying to the landowner of the neighbourhood for assistance.

44. A sum of £9 4*s.* 6*d.* is annually divided in equal parts between the four teachers of the male and female schools at Clashnagarrane and Kilcummin (Inch) by Lord Castlerosse. At Cahirdaniel, the male and female teachers each receive £5 a year from Mr. Hartopp, the lord of the soil ; and an equal sum is expected from him by the teacher at Lohar, when the new buildings are erected. The teacher of the male school at Listowel receives £20 annually from Lord Listowel, and the convent in the same town has received a promise of £10 a year from the same nobleman. The site of the convent was given by his predecessor in estate and title. At

* Subscriptions to Scriptural schools are of greater amount, and if Erasmus Smith's schools are excepted, are almost the sole sources of their support. They mark, for the most part, the hostility of their donors to the National system, and if State aid were given to denominational schools, would probably be in many cases withdrawn.

† A subscription of £1 to Kilgarvan male school from a lady, and the subscriptions to Kenmare Parochial National School, which consist of £10 from Trinity College, Dublin, £10 from Lord Lansdowne, and £5 from a lady, are exceptions.

Vicarstown, in the extreme west of Corkaguiny, the male and female teachers of the mixed school each receive £2 annually from Lord Cork, in addition to their salaries from the Board, and they stated that they received this sum in common with the teachers of all other National schools built on Lord Cork's estates. The number of such schools in Kerry is, however, not large.

45. The following are the National schools on or near the Lansdowne estates in Kerry, which receive aid from the Marquess :— The Lansdowne Estates.

	£	s.	d.	
Convent School, Kenmare,	10	0	0	per annum.
Kenmare Parochial,	10	0	0	,,
,, Male,	10	0	0	,,
Tulloha Male,	10	0	0	,,
,, Female,	5	0	0	,,
Dauras Male,	10	0	0	,,
,, Female,	5	0	0	,,
Lauragh Male,	10	0	0	,,
,, Female,	6	0	0	,,
Spunkane Male,	2	10	0	,,
,, Female,	2	10	0	,,
Emlaghmore Male,	3	0	0	,,
,, Female,	2	0	0	,,
Foilmore Male,	1	0	0	,,
Female,	1	0	0	,,
Glencar Male,	3	0	0	,,
,, Female,	3	0	0	,,

46. Besides these subscriptions to these schools small farms have been given by Lord Lansdowne to most of the teachers on his estates, and for some of them (*e.g.* the Lansdowne school in table on p. 436, *ante*) residences have been built and given rent-free near the school houses.

47. The whole of the expenses (inclusive of the teacher's salary) of the National school at Cloghreen (Muckross) are defrayed by its patron, H. A. Herbert, esq.

48. The following statement by the male teacher of the National school at Killury relates to an alleged misapplication of an endowment provided for the school. As it reached me some time after I left Ireland I have been unable to investigate it. The complainant writes :— Alleged misapplication of endowment of Killury school.

"This school was founded and endowed by a clergyman of the parish, and after all expenses of building, &c., were paid, there remained a sum of £550, which, according to the wish of the endower was to be devoted to the exclusive benefit of the teachers, save whatever was expended from time to time on repairs. These £550 were funded in the three per cents., and the interest accruing, namely, £16 10*s.* was thus divided :—male teacher received £12 per annum, female received £4, and the remaining 10*s.* was set apart for repairs, and was, so far as I could learn, quite sufficient for that purpose. It appears from the school-books that the teacher, ever since the school first opened, did actually get the £12, no change occurring, except that the management of the funds was transferred to the nephew of the reverend gentleman who endowed the school, and whose name is Nicholas King. I took charge of the school in January, '64, and though I did not enter into a tacit (*sic*) agreement with the manager, Rev. T. Enright, I was quite sure I was to enjoy all the privileges which my predecessor did, but I found after a time that I was completely mistaken. For as I since learned upon good authority, about the time that I took charge, Dr. N. King having occasion to go for some time on the Continent, transferred the management of the funds to the Commissioners of National Education, and almost immediately after, as I could learn, their Head Inspector, John E. Sheridan, in concert with my manager, reduced the male teacher's part of the funds to £5, the sum which I at present receive, and even that in a most irregular manner, not having received a single farthing yet for the years 1867 or 1868."

School Furniture, Apparatus, Books, &c.

49. The same difficulties which exist in the repair of school buildings apply to school furniture and apparatus. Indeed it may be affirmed generally that the state of repair of buildings is a tolerable index of the state of desks, forms, and other apparatus necessary for the efficient working of the school. Desks and forms rarely undergo repair, and maps, lesson-tablets, and diagrams of various descriptions are the first to suffer when defective walls or roofs let in the damp. The wall space of most non-vested schools (other than those connected with convents or workhouses) is quite unsuitable for the suspension or display of maps, and even in vested schools which had been specially designed for their present purpose, little regard is in general shown in the disposition of windows, doors, and fireplaces for the necessary uses of the walls. In very many schools the disposition of the desks in relation to the vacant floor space, makes it necessary to suspend a map on the wall over the fireplace, and a map so placed being continually drawn down in front of the fireplace to be used in a class lesson is invariably spoiled by smoke. There seems no reason why the Board of Works should not have prepared specimen plans for school buildings, in which the best arrangements of floor and wall space might be indicated. In a county like Kerry, where land is plentiful and easily obtainable for school sites, the architect cannot often be at a loss to adapt his plans to the given site. In any case more attention might be given to this particular, before the sanction of the Board is given to a proposed plan. State of school apparatus. Inconvenience of school buildings.

50. In schools where the disposition of the wall space renders the plan feasible, a simple arrangement for the better preservation of maps can be made—for the suggestion of which credit is due to Mr. Murphy, the teacher of the male school at Kenmare. A round roller, instead of being fastened to the bottom of the map in the ordinary way, is fastened to the top, a flat piece of wood being affixed to the bottom to keep the map down when exposed to view. The roller is then fixed to the wall in the manner of an ordinary window blind, like which it can be rolled or unrolled by means of wheel and cord. This plan has been copied by the teachers of several schools in the neighbourhood of Kenmare with good effect, their maps being thereby preserved from unnecessary wear and dirt at times when not actually in use. As the condition of the school apparatus depends so much on the care of the teacher, it is due to Mr. Murphy to state that his school was one of the best cared for in these respects, of any I visited. The best teachers are generally most careful of their apparatus. * Plan for hanging maps.

51. The original supply of school apparatus depends apparently in no slight degree on the interest taken by the manager in the efficiency of the schools under his charge. Its preservation so far as it is not affected by the character of the school buildings, depends on the care of the teacher. Supply of apparatus.

52. The renewal generally presses heavily on the teachers—more than one of whom complained of the cessation Free stock.

* Kenmare convent school contains, in addition to the ordinary school apparatus, a large globe suspended from the roof of the principal school-room ; and also a collection of philosophical instruments of various kinds (valued at £20), which were obtained from the National Board by the manager of the school (Ven. J. O'Sullivan) as a sort of reward for some practical suggestions made by him as to the structure of penholders.

of the grants of "free stock," formerly made periodically by the National Commissioners. New maps are often purchased out of the teachers' scanty salaries. In some cases contributions in aid are made by the parents of the children.

Sale stock.

53. The supply of "sale stock" depends a good deal on the professional zeal of the teacher. An indifferent master too often neglects the necessary outlay to obtain a supply of books. The expense of carriage from the nearest depot or railway station—and railway stations are very few in Kerry—which has to be borne by the teachers, causes them to limit the number of their orders for books and apparatus as far as possible. The amount of each order is also limited by their fear lest another of the too many and embarrassing changes which have of late been made in the National Board's school-books should throw a large quantity of old and useless stock on their hands. The teachers can ill afford the pecuniary loss which the piles of old and useless sale stock in their store cupboards frequently indicate.

Supply of books among pupils.

54. So far as reading books are concerned, the pupils of National schools are in general provided with one or other of the many editions issued by the National Board. Parents naturally object to purchase new editions of the same book, and the difficulties of teaching are increased by the variety of the books under the same class. It would be only reasonable if the issue of a new edition of any National school book were for the future preceded by six months' notice of the change.

55. The supply of text books of grammar, geography, or arithmetic amongst the pupils is affected by the greater or less degree of poverty of the parents. A parent who cannot pay school fees limits also his outlay on school books.

Copy books.

56. In one or two schools (as at Gortnaskehy) I found copy books not issued or sanctioned by the National Board; but in no other kind of book did I notice any departure from the list published by that body.

Ink.

57. It is, perhaps, too trivial to notice that the ink used in a very large number of National schools is bad. This was sometimes explained by the ignorance or carelessness of the teachers in using the ink-powders supplied by the National Board.

Number of Children attending School.

58. The following table, drawn up from the Constabulary returns of June 25, 1868, will show how far the people of Kerry take advantage of the local means provided for the education of their children.

Table showing by Baronies the Number of Male, Female, and Infant Children attending different descriptions of Primary Schools in Kerry, on June 25, 1868.*

Description of School.	Name of Barony.														
	Iraghticonnor.			Clanmaurice.			Trughanacmy.			Corkaguiny.			Magunihy.		
	M.	F.	I.	M.	F.	I.	M.	F.	I.	M.	F.	I.	M.	F.	I.
National Male,	831	.	38	705	.	7	881	.	.	303	1	.	1,201	.	59
„ Female,	.	833	120	.	579	93	20	1,336	306	.	523	62	.	1,207	358
„ Mixed,	323	277	.	371	291	123	582	532	44	642	530	24	271	187	15
Total in National,	1,154	1,110	158	1,076	870	223	1,483	1,868	350	945	1,054	86	1,472	1,394	432
Scriptural,	47	61	7	49	39	10	98	84	53	36	45	8	10	6	.
Christian Brothers',	.	.	.	.	.	.	395	.	.	330	.	.	.	.	.
Hedge,	82	60	38	99	48	11	143	72	6	113	62	.	43	47	9
Private and Boarding,	.	.	.	.	.	.	42	20	.	.	.	.	82	34	13
Total Male, Female, and Infant,	1,283	1,231	203	1,224	957	244	2,161	2,044	409	1,424	1,161	94	1,607	1,481	454
Total,	2,717			2,425			4,614			2,679			3,542		

Description of School.	Name of Barony.												Total.			
	Iveragh.			Dunkerron N.			Dunkerron S.			Glanarought.						
	M.	F.	I.	M.	F.	I.	M.	F.	I.	M.	F.	I.	M.	F.	I.	Total.
National Male,	668	3	5	184	.	.	403	2	9	217	.	12	5,393	6	130	5,529
„ Female,	.	726	74	.	171	49	2	328	16	1	455	194	23	6,158	1,272	7,453
„ Mixed,	585	462	72	.	.	.	170	101	.	335	278	43	3,279	2,658	321	6,258
Total in National,	1,253	1,191	151	184	171	49	575	431	25	553	733	249	8,695	8,822	1,723	19,240
Scriptural,	29	23	7	.	.	.	15	10	5	12	12	.	296	280	90	666
Christian Brothers',	115	.	12	.	.	.	.	.	.	.	.	.	840	.	12	852
Hedge,	26	16	.	.	.	.	70	41	17	.	.	.	576	346	81	1,003
Private and Boarding,	.	.	.	15	12	.	.	.	.	.	.	.	139	66	13	218
Total Male, Female, and Infant,	1,423	1,230	170	199	183	49	660	482	47	565	745	249	10,546	9,514	1,919	21,979
Total,	2,823			431			1,189			1,559			21,979			

* This Table has been compiled from the Constabulary Returns. In the returns from several of the Constabulary districts, no distinction was drawn between male, female, and mixed schools. I have rectified the omission as far as possible from personal knowledge, and the information supplied by the Appendix to the Report of the National Board for 1866. Under the head of "Mixed Schools," however, a few are included which I have failed to identify with any in the National Board's list, and about which I am consequently uncertain whether they are separate or mixed.

Under the head of "Scriptural" are included all schools which in the Constabulary lists are returned as Parochial, Protestant, Church Education, Islands and Coast Society's, Erasmus Smith's, or Wesleyan. My own experience showed me that the distinctions drawn by the Constabulary between schools under this head are too inaccurate to found any inferences upon them.

I have assumed all schools returned by the Constabulary as Private or Boarding to be Primary, except when, as in the case of St. Brendan's College at Killarney, the Loretto Convent School at Scartlea, and the Dominican School at Tralee, I knew them to be "superior."

The disproportion in the number of infants attending male schools (130) as compared with those attending female schools, is partly due to the circumstance that, in the Constabulary lists, no separate return is made in the case of fifteen school-houses having separate apartments for boys and girls, of the number of infants (279 in the aggregate) in each department. In these cases I have assigned all the infants to the female school. The returns would have been more valuable, did it not appear from them that no uniform meaning has been attached in their compilation to the word "infant." Nor, again, is any notice taken of the number of male infants attending the Kenmare Convent, and the Mercy Convent at Killarney.

Number of children attending schools not primary.

59. This total of 21,979 children, all of whom were, on the day the returns were made up, attending schools that can only be classed as primary, must, in order to present a complete view of the numbers receiving education in the county, be supplemented by 184 (110 males and 74 females) who on the same day were at schools of a superior or special character. This supplemental number is thus made up:—In the barony of Iraghticonnor,

41 boys attending a private classical school at Listowel; in Trughanacmy, 28 boys attending the school of the Dominicans at Tralee; and in Magunihy, 25 boys attending St. Brendan's seminary at Killarney; 62 girls in the Loretto Convent at Scartlea; 12 girls in Lady Castlerosse's industrial school at Killarney, and 16 adult males in an evening school in the same town.

Excess of males over females.

60. One of the first results which these figures exhibit is, that omitting the schools of the Christian Brothers, which are designed exclusively for boys, the attendance of males is in excess of that of females in every class of schools except separate schools connected with the National Board. This will be found true, not only of the total number of children attending each description of school throughout the county, but also of the numbers present in each of the several baronies, except that in the Scriptural schools in Iraghticonnor and Corkaguiny the girls exceeded the boys, and in those of Glanarought the numbers were equal. As regards separate schools under the National Board, the exception just noticed is considerably diminished in force, if, indeed, it is not even made to confirm the rule, when we recollect that in Kerry there are no female schools of a kind, so far as their external relations are concerned, at all similar to those of the Christian Brothers, all the primary convent schools being in connexion with the National Board. The Christian Brothers, therefore, teach children who, with very few exceptions, would, were it not for them, attend National schools. If, then, the 852 boys attending the Christian Brothers' schools are added to the number (5,393) of boys returned as attending separate male National schools, the total (6,245) shows an excess of males attending the better descriptions of primary schools over the 6,158 girls present at separate female National schools.* It must, however, be noticed that in Glanarought the total number of girls in attendance at school was in excess of that of the boys, and on closer inspection it appears that this excess was entirely confined to the separate schools. To reconcile this in some measure with the other facts just noticed, it is only necessary to remark that the National male school at Kenmare, the average attendance at which in the 2nd or June quarter of 1868 was 111·5, was closed for repairs at the time of the constabulary enumeration being made, and consequently the attractive forces of the convent school in that town were left to operate without the counterpoise (whatever it may be) which usually tends in other parts of the county to give a preponderance to the number of male pupils.

Number of males and females in 1861.

61. This excess of male over female pupils is the more remarkable when compared with the census returns of 1861, which show that in the whole population of Kerry there were 99,997 males, and 101,801 females, that is an excess of females amounting to 1,804. There seems no reason to doubt that the same proportion of males to females obtains in the county at the present time, though the data from which to ascertain the fact are very insufficient. It should, however be noticed, as a circumstance opposed to this assumption, that in 1861 the numbers of males and females under 15 years of age were as follow :—

	Males.	Females.
Under 1 year, ...	2,280	1,727
Above 1, and under 5 years, ...	11,862	10,786
Above 5, and under 10 years, ...	11,079	10,750
Above 10, and under 15 years, ...	10,279	10,065

62. In other words, of those who in 1861 did not exceed 15 years of age (and from whom, with the addition of children since born, the greater number of children attending school in Kerry on June 25, 1868, must have been taken), the number of males exceeded that of females at every quinquennial period.

Education Census of 1861.

63. But whether the ratio of males and females is or is not the same now that it was in 1861, the greater proportion of boys attending school on June 25 than that of girls is quite in accordance with statistics previously obtained. Thus, according to the Census Commissioners, out of a total of 17,180 children attending schools of all descriptions in Kerry on May 17, 1861, there were 9,280 males, and only 7,890 females; and out of 16,758 attending primary as distinct from superior schools on the same day and in the same county, 8,964 were males, and only 7,794 were females.

64. The actual numbers of boys and girls in comparison with each other, are all that it is necessary to advert to here. Their bearing on the feelings of parents respecting the education of their sons and daughters, respectively, will be more appropriately considered hereafter.†

Increase in numbers at primary schools.

65. As regards the total number of children at school on June 25, 1868, the figures presented in the foregoing table when compared with the results of previous calculations, give a favourable view of the extension of education in the south-west of Ireland, even on the improbable hypothesis that death and emigration have not outweighed the number of births. The probable falsity of the hypothesis only renders the figures more encouraging. The number attending schools of all kinds in Kerry on May 17, 1861 (of whom 422 were at "superior" schools) was 17,180, which, if compared with the 21,979 present on June 25, 1868, shows an increase in the latter year of 4,839, to which, if the 184 persons attending superior and special schools is added, the increase will amount to 5,023. The increase will appear still greater if the 21,979 of the present year are compared with the 16,758 returned as attending primary schools in the former year. It is possible, however, that the constabulary have not in their lists made a return of all the superior schools in the county, or of the children attending, although it is evident the distinction between primary and secondary schools, was in many instances disregarded, even if it was understood by them.

66. Unless this is the case, the number of children at superior schools in Kerry has diminished since 1861, which, if we except the Irish Society's training college at Dingle, which has ceased to exist, there is no reason to suppose to be the case.

Increase in number of pupils at National schools.

67. A similar increase is likewise exhibited as regards children attending National schools by a comparison of the constabulary returns with those of the National Board for 1866. In that year, according to the Board,‡ there were on the rolls of National schools 18,673 males, and 19,060 females, being a total of 37,773 (*sic* in report, but 37,733?), and a daily average of 15,526. If these numbers are compared with the 19,240 children of both sexes attending National schools on June 25, 1868, it appears that on the latter day 4,014 children were at National schools more than the daily average during 1866.

68. The extension of the National system since 1861, through the county, as well absolutely as in comparison with other modes of education, is further shown by the appended table which has been compiled in part from the Census Returns, part IV., vol. II., p. 657.

* In this calculation no account is made of the "Infants" in attendance at separate National schools. For the reason see paragraph 58. The 6 girls found at male schools and the 23 boys at female schools are also omitted, as their attendance, doubtless, depended on exceptional circumstances. A comparison of their numbers, however, incidentally illustrates the facts mentioned in the text.

† Vide paragraphs 109–122.

‡ *Vide* appendix to Report for 1866, p. 457.

69. TABLE exhibiting the Number and Sex of Children attending different descriptions of Schools on May 17, 1861, and June 25, 1868.*

DESCRIPTION OF SCHOOLS.	On May 17, 1861.			On June 25, 1868.			
	M.	F.	Total.	M.	F.	I.	Total.
National,	5,890	5,076	10,966	8,695	8,828	1,723	19,240
Christian Brothers,	1,006	—	1,006	840	—	12	852
Other Roman Catholic Communities,	15	1,076	1,091	—	—	—	—
Church Education and Parochial,	274	296	570	296	280	90	666
Other Societies and Boards,	236	234	470				
Private,	1,543	1,112	2,655	715	412	94	1,221
Totals,	8,964	7,794	16,758	10,546	9,514	1,919	21,979

70. From inspection of the table it appears that an increase of 8,274 has taken place in the attendance at National schools since the Census of 1861. But on the other hand it must be observed that the six convent schools, which in that year were classed as "other Roman Catholic communities," are now connected with the National Board. The increase of 8,274 must therefore be reduced by 1,091. The residue (7,183) shows the net increase of children attending National schools.

Diminution in number of pupils at other schools.

71. A diminution of 154 (or more than 15 per cent.) has taken place in the numbers of boys under the care of the Christian Brothers. The reason of this is not obvious. A very much greater reduction has taken place in the number of scholars attending private schools. This is doubtless the result in great measure of the extinction of hedge schools by the National system, and is, therefore, highly satisfactory, if regard is had to the educational powers of the present hedge teachers. A decrease is also shown in the number of pupils at "Church Education and Parochial Schools" and those of "other Societies and Boards," but if the 129 children† who, on May 17, 1861, were attending the Prison and Regimental schools at Tralee, and the "Patronage" and "Subscription" schools are omitted, the gross decrease of 374 will be reduced to 245, which probably represents with greater certainty the real decrease in the number of children attending this class of schools. The increased importance of the National system, as well as its relative importance to other means of education existing in the county, may be further illustrated by a comparison of the centesimal proportions of the number of pupils attending different descriptions of schools and the aggregate number at school on May 17, 1861, and June 25, 1868, as presented in the following table.

72. TABLE exhibiting the proportion per cent. of children attending different descriptions of schools to the whole Number present on May 17, 1861, and June 25, 1868.

DESCRIPTION OF SCHOOLS.	Proportion per cent. of Children attending each description of School to total number present on	
	May 17, 1861.	June 25, 1868.
National,	65·428	87·539
Christian Brothers,	6·003	3·876
Other Roman Catholic Communities,	6·510	—
Church Education and Parochial,	3·401	3·030
Other Societies and Boards,	2·805	
Private and Boarding,	15·843	0·991
Hedge,		4·564

Comparison of number of children attending primary schools with the whole population.

73. Satisfactory as these figures are, they will appear in a still brighter light if taken in connexion with the population of the county. It is true there are no accurate statistics of the present numbers of the people of Kerry; nevertheless, some conjecture can be formed. The population of all Ireland in 1861, according to the census report, was 5,798,967, viz., 2,837,370 males and 2,961,597 females. Of this total number the population of Kerry amounted to 201,798 persons, viz., 99,997 males and 101,801 females. The population of all Ireland at the end of June, 1868, has been estimated by the Registrar-General‡ at 5,543,285 persons, viz., 2,673,515 males and 2,869,770 females. Assuming, therefore, that Kerry bears the same ratio in respect of the number of its inhabitants to the whole of Ireland which it did in 1861, and that the proportion of males to females within its limits remains unaltered, its population must now amount to 192,901 persons, viz., 95,588 males and 97,313 females. It follows from these assumptions that the number of persons in Kerry has, since the census of 1861, suffered a decrease of 8,897, viz., 4,409 males and 4,488 females. On the other hand, it has been already shown that a larger number of children was in attendance at primary schools on June 25, 1868, than on May 17, 1861, the numbers at the two periods being 21,979 and 16,758 respectively. The increase of 5,221 has therefore taken place, notwithstanding a diminution in the total population of the county, which, if, as has probably been the case, it has been produced mainly by emigration, must have told most strongly on those strata of society to which the pupils of National and other primary schools chiefly belong.

* In this table the schools which by the Census Commissioners were classed under the separate heads of "Church Education and Parochial," and "Other Societies and Boards," correspond to the schools which, in the table in paragraph 58, ante, are classed as "Scriptural." The schools comprised under the heads of "Other Societies and Boards," were (in 1861) as follows, viz.:—Two schools at Dingle of the Irish Society; three Island and Coast Society's schools in Kilcrohane, Templenoe, and Valencia; the General Assembly's Mission in Kilcrohane and Killorglin; the Presbyterian Mission at Ballymacelligott and Killorglin; the Wesleyan Mission School, the locality of which is not mentioned; Erasmus Smith's schools at Tarbert and Tralee; the Prison and Regimental schools at Tralee; and two schools returned as "Patronage" and "Subscription." All of these, except the last four (at which, on May 17, 1861, 129 children were present) are evidently "Scriptural schools." The Prison school at Tralee is now under the National Board, but the Constabulary returns do not include it or the "Regimental," "Patronage," and "Subscription" schools.

In the columns of the table relating to 1868, all the schools are collected under the head of "Private," which in the foregoing table, in paragraph 58, were separately returned as "Hedge" and "Private and Boarding."

† See previous note.

‡ See the Registrar-General's Quarterly Return of Marriages, Births, and Deaths in Ireland, dated 15th August, 1868.

74. The degree of increase will appear more clearly if the per-centages of the children attending school to the whole population at each period are compared. In 1861 the per-centage was 8·343; in 1868 it was 8·776. Much stress must not however be placed on this comparison, as it ought hardly to be assumed in addition to the assumptions already made, and each of which involves its own elements of error, that the number of persons within the school-age bears the same ratio to the total population of the county which it did in 1861.

Religious Denomination of Children attending Primary Schools.

75. Whilst, however, the foregoing facts show that National schools play by far the most important part in the primary education of the mass of the people of Kerry, a cursory glance at the following table is sufficient to show that the National system has wholly failed, at least in this county, to bring about the mixed education of children of different religious denominations which was the prime object of its institution. Failure of National system to effect mixed education.

76. Table exhibiting according to Religious Denomination (E.C., R.C., Presb., or otherwise), the number of Children attending each description of School in the several baronies of the county of Kerry, on June 25, 1868.*

Description of Schools.	Iraghticonnor.				Clanmaurice.				Trughanacmy.				Corkaguiny.				Magunihy.			
	E.C.	R.C.	P.	Others.	E.C.	R.C.	P.	Others.	E.C.	R.C.	P.	Others.	E.C.	R.C.	P.	Others.	E.C.	R.C.	P.	Others.
National,	2	2,420	.	.	15	2,153	1	.	29	3,674	.	.	27	2,057	.	.	33	3,268	.	.
Scriptural,	115	.	.	.	92	2	4	.	219	10	3	3	89	.	.	.	16	.	.	.
Christian Brothers,	.	.	.	.	.	.	.	.	.	395	.	.	2	328	.	.	.	.	.	.
Hedge,	.	180	.	.	.	158	.	.	3	217	1	.	.	175	.	.	.	99	.	.
Private,	.	.	.	.	.	.	.	.	.	62	.	.	.	.	.	.	5	124	.	.
	117	2,600	.	.	107	2,313	5	.	251	4,358	4	3	118	2,560	.	.	54	3,491	.	.
	2,717				2,425				4,616				2,678				3,545			

Description of Schools.	Iveragh.				Dunkerron, N.				Dunkerron, S.				Glanarought.				Totals.				Total.
	E.C.	R.C.	P.	Others.	E.C.	R.C.	P.	Others.	E.C.	R.C.	P.	Others.	E.C.	R.C.	P.	Others.	E.C.	R.C.	P.	Others.	
National,	39	2,554	2	.	1	404	.	.	7	1,024	.	.	46	1,487	1	1	199	19,041	4	1	19,245
Scriptural,	45	14	.	.	.	.	.	.	25	5	.	.	18	6	.	.	619	37	7	3	666
Christian Brothers,	.	127	.	.	.	.	.	.	.	.	.	.	.	.	.	.	2	850	.	.	852
Hedge,	.	42	.	.	.	.	.	.	.	128	.	.	.	.	.	.	3	991	1	.	1,003
Private,	.	.	.	.	.	27	.	.	.	.	.	.	.	.	.	.	5	213	.	.	218
	84	2,737	2	.	1	431	.	.	32	1,157	.	.	64	1,493	1	1	828	21,140	12	4	21,984
	2,823				432				1,189				1,559				21,984				

* The number of children appearing in this table is slightly in excess of that in the table on p. 440, ante. The discrepancy is still greater in the copy of the Constabulary Returns furnished to me, but in order to reduce it as far as possible I have corrected a few obvious mistakes. In this copy, the numbers of E.C. and R.C. children taken together are, in more than one instance, greater than the numbers of (presumably) the same children distinguished as males, females, and infants.

77. The religious condition of the people is, of course, the nearly sufficient explanation of this failure. The census returns of 1861 show that out of the population of Kerry at that time (201,798), the Roman Catholics amounted to 195,159, and in the minority outside the Roman Catholic pale was undoubtedly included the greater part of the upper classes of society, who do not send their children to be educated at National schools. There are no data on which to found a comparative estimate of the numbers of those who at the present time belong to each of the different religious bodies in the county; but having regard to the superior social position of the mass of those who reject the Roman communion, there can be no doubt that emigration has since 1861 told less upon the latter than upon their religious opponents, and that consequently among the classes for whom National schools are primarily designed, there is a slightly less disproportion than there was then between the numbers of Roman Catholics on the one side, and of the members of the Established Church or of the Protestant sects on the other. Religious Census of 1861.

78. In 1861 the number of Roman Catholics attending National schools on May 17, was 10,837, while that of members of the Established Church was 129, no children being returned as attending National schools who belonged to the Presbyterian or other Protestant communions. These figures on comparison with the corresponding figures for June 25, 1868, exhibit a positive increase of 8,075 children belonging to the Roman and 70 belonging to the Anglican Church, but at the same time indicate that the relative increase has been greater in the former than in the latter case. To state the matter differently the comparison shows that the tendency has been rather to diminish than to increase the degree of mixed education. But, on the other hand, the six convent schools, with their 1,091 pupils, which in 1861 were not connected with the National Board, must not be forgotten. There is no record of the religion of these 1,091 children, but having regard to the same convent schools now, when they are under the Board, it is probable that they were all, or very nearly all, Roman Catholics. Had these children been included in 1861 among the pupils of National schools the present comparison would have yielded a slightly different result. At neither time, however, has Kerry exhibited any important degree of mixed education. Looking then to the great preponderance of the Roman Catholic element in the population of the county, mixed education could hardly be expected to exist in it, except in a very small degree.

79. The figures however show what probably would not have been anticipated, that mixed education, so far as it does exist, has a place in Scriptural schools rather than in those under the National Board, or in other words, that the number of Roman Catholics attending schools where the Bible is read every day, has a larger ratio to the whole number of children in that description of school, than the combined number of Anglicans and Protestant Dissenters in National schools has to the mass of pupils attending them. The centesimal proportion of Roman Catholics to the aggregate number in the former case is rather over 5·6, while in the latter, that of Anglicans and Protestant Dissenters together is less than 1·1.* Mixed education in Scriptural schools.

* The corresponding per-centages in 1861 were slightly over 28·2 and 1·1 respectively. Hence it appears that there is about the same amount of mixed education in National schools in the county now as in 1861. Its apparent decrease in Scriptural schools since that date, could probably be modified in some degree if there were any returns of the religious denomination of the 129 children at the four schools (Prison, Regimental, Patronage, and Subscription) which, in 1861, were included under the head of "Other Societies and Boards." See note, paragraph 69.

80. It may, however, be urged that the comparison should not be founded on the data furnished by the collective body of schools in the county, but only on those which are furnished by schools where, as a matter of fact, children of different denominations were receiving instruction on the day when the enumeration was made by the constabulary; and the fact that numerous National schools are situated in districts where, with the possible exception of some landed proprietor, or a clergyman of the Established Church, the population is exclusively Roman Catholic, may be adduced in support of the argument. But if the comparison is made within these narrower limits, although the amount of mixed education existing in National schools will appear larger, yet relatively to that in Scriptural schools it will appear smaller. In only 58 National schools,* which, on June 25, 1868, were in operation in Kerry, was there a mixed attendance of Roman Catholics and children of other denominations, the numbers being 5,286 Roman Catholics, 199 members of the Established Church, 4 Presbyterians, and 1 other not specially designated. The non-Roman minority amounted therefore to less than 3·8 per cent. of the whole number. In seven Scriptural schools, on the other hand, where 47 Roman Catholics were found along with 99 children of the Establishment, the former amounted to rather more than 32·6 per cent. of the whole number.

81. No facts coming within my observation or hearing presented a different picture from that of the constabulary returns. The following table exhibits a list of all the schools visited by myself in which either the constabulary or I found mixed education existing in any degree at all. Any difference to be found between the two sets of figures is only such as might be expected on comparison between the number on roll during a given period, and that actually present on a particular day.

82. TABLE of twenty-three National and three Scriptural Schools, illustrating the extent of Mixed Education.

Description and Name of School.	Average number on roll in year ending June 30, 1868.	Number of pupils (E.C.) on roll at date of my visit.	Number of pupils (Presbyterian) on roll at date of my visit.	Total number of pupils present according to Constabulary returns.	Number of pupils (E.C.) present according to same returns.	Number of pupils (Presbyterian) present according to same returns.
NATIONAL.						
Tarmon, Male,	86·82	1	None.	35	None.	None.
Killury, Male,	109·4	3	None.	101	3	None.
Brosna, Male,	122·25	7	None.	140	6	None.
Brosna, Female,	90·35	None.	2			
Clogher, Female,	136·57	1	None.	87	1	None.
Convent of Mercy, Tralee,	250·75	4	None.	140	4	None.
Presentation Convent, Dingle,	364·5	1	None.	257	1	None.
Dingle Workhouse, Male,	26·97	1	None.	29	4	None.
Dingle Workhouse, Female,	24·75	4	None.			
Minard,	140·92	None.	None.	105	1	None.
Muckross (Cloghreen),	38·9	All E.C. but 1	None.	8	6	None.
Kells,	99·65	2	None.	64	2	None.
Portmagee,	92·6	5	None.	98	3	None.
Knightstown, Male,	59·10	—	—	42	7	None.
Knightstown, Female,	48·25	3	2	34	4	2
Sneem, Male,	129·97	3	None.	146	2	None.
Sneem, Female,	87·02	2	None.	86	1	None.
Kenmare, Parochial,	33·65	All E.C. but 1	1	29	27	1 R.C. & 1 other denomination.
Cahir,	149·	4	None.	114	4	None.
Kilgarvan, Male,	155·67	5	None.	239	9	None.
Kilgarvan, Female,	—	—	—			
Dauras,	131·2	3	None.	110	3	None.
Lansdowne,	117·3	3	None.	98	3	None.
SCRIPTURAL.						
Parochial School, Killarney,	Average attendance of 19.	All E.C. but 3	3	16	16	None.
Templenoe,	—	All E.C. but 3	3 R.C.	15	15	None.
Sneem,	23	15	8 R.C.	15	10	5 R.C.

Small extent of mixed education in National schools.

83. In this table no notice is made of schools which I did not visit, but which were found by the constabulary to contain a mixture of children of different creeds; neither is mention made in it of the number of Roman Catholics in any of the National schools (except Muckross and Kenmare parochial), as it can be easily calculated from the average number on rolls, or the total number present when the constabulary return was obtained. It is obvious that, according to neither my observation nor the constabulary returns, does any important amount of mixed education exist. Where Anglicans or Protestant Dissenters are found in schools substantially Roman Catholic, their presence is generally explicable by the distance of their homes from any Scriptural school. The presence of Roman Catholics again in Scriptural schools is generally due to special causes, with which the acceptance of the principle of mixed education has nothing to do. For example, in one Scriptural school the Roman Catholics present were stated to be the children of a labourer, whose occupation on the demesne of a neighbouring landowner brought him into close contact with the chief supporter of the school in question. In another case certain parents, who had lately joined the Roman communion, in consequence of some petty feud between themselves and the rector, continued to send their children to the school which they had attended before the nominal conversion of their parents—a conversion so sudden or so shallow that it was unknown to and discredited by the parish priest.

Protestant Dissenters.

84. So far as Protestant Dissenters are concerned, the figures in the preceding table appear to indicate that in the constabulary returns the distinction between Anglicans and Protestant Dissenters, whether Presbyterians or of some other denomination, has not been carefully observed. The number of such Dissenters in the county is, however, so very small that the comparison would, for the present purpose, be absolutely unimportant, had it not been that, in one instance at least, I found that in a Scriptural school all the pupils were members of the Establishment, although the curate in charge of the parish stated there were many Protestant Dissenters in it who sent their children not to the Scriptural, but to a neighbouring National school. It did not appear whether this arose from a desire to protect their children's dissent from Anglicanism, by means of the National Board's rules relating to religious instruction, or from a conviction of the superiority of the teaching in National over other schools.

Muckross National school.

85. Until a short time prior to my visit Muckross (Cloghreen) presented a specimen—I believe a solitary specimen in Kerry of any considerable importance—of mixed education; but the Roman Catholics had been

* No distinction is made in this calculation between separate and mixed schools.

withdrawn by the administrator of the parish. I made close inquiry into this case, both of the patron, manager, and master of the school, all of whom were members of the English Church, and also of the Roman Catholic Bishop of the diocese and the National Inspector, also a Roman Catholic. All these witnesses made substantially the same statement—namely, that the Roman Catholic pupils were removed because there was no possibility of their receiving religious instruction in the school, which was non-vested. No suspicion was entertained that any infraction had been made of the rules of the National Board relating to religious instruction. On the contrary, a high character was given to the schoolmaster by the Roman Catholics who had been concerned in the matter; and as far as secular education went, it was admitted that the children were now necessarily sent to an inferior teacher. That drawback, however, was likely to be compensated by the appointment in his place of one more efficient. The special circumstances of this school make it a good instance to illustrate the distrust of mixed education which is entertained by the majority of persons whatever be their religious creed. It is true that the parents of the children removed them at the bidding of their clergy, and not of their own motion. But it must not be concluded that when they first sent them to that school they were knowingly acting in opposition to the wishes of their clergy. Persons who are in the habit, in all the chief concerns of life, of following the directions of their spiritual advisers, might well think that in sending their children to one school rather than to another less convenient in situation, and reputed to be less efficient, they had sanction for their conduct until disapproval of it was openly expressed. As soon as they became aware of such disapproval their habitual submission was proved by instant obedience.

Parental wishes and clerical influence.

86. In a matter such as mixed education, to which encouragement is never given by the clergy, whether Roman Catholic or Anglican, and as to which the only question is whether it receives direct discouragement or not, it is impossible to estimate how far the conduct of parents is the result of spiritual influence. This should be recollected in estimating the two following pieces of testimony respecting parental action in regard to mixed education. The rector of Ballymacelligott writes, in reference to a Church Education school under his management, in a district in which, until lately, there had been a dearth of National schools:—

"The Bible being taught in the school, and the master being a Protestant, the parents are frequently compelled by the priest to withdraw their children. They generally send them again after the lapse of a little time, but many more would attend had they liberty."

87. In this case indifference on the part of the parents to religious instruction in school, so long as they get their children educated, clearly accords with the facts stated quite as well as a desire for mixed education. The Rev. W. D. Wade says, in relation to the Church Education school at Milltown, that—

"About a year and a half ago it was closed for nearly a year, and during that time the National schools were attended by only five or six Protestants."

88. There are at present forty-nine on the roll of the Church school, with an average attendance of thirty. Mr. Wade adds:—

"So anxious are Protestants for *daily* religious instruction for their children, that eleven of the children attending my school pass by a National school at their own doors at Castlemaine, nine of them coming a distance of two Irish miles and a quarter. The reason given by their parents is the one I have indicated."

Mr. Wade is himself strongly opposed to mixed education.*

Opinions respecting Mixed Education.

Advantages and disadvantages of mixed education.

89. The results of the previous calculations are in fair practical agreement with the opinions expressed to me, either orally or in writing, on the theoretical question of the advantages or disadvantages of mixed education. Speaking generally, indeed, the Roman Catholic and Anglican clergy are for once unanimous in expressing a preference for a denominational system. Both alike in their anxiety for the spiritual well-being of their own flocks, are very properly and fairly willing to let their religious opponents alone, if only they may be unfettered in their own domains. Almost universal was the approval of the National system which I found expressed by the Roman Catholic priests; but on closer examination, I found their approval proceeded, not from acceptance of its theory, but from experience of its practically denominational operation.

General approval of the National system no proof of approval of mixed education.

90. In only one instance did I find opposition to the principle supported by a direct appeal to Papal authority. The Rev. J. Healy, P.P., of Cahirciveen, writes, respecting it, "The question for Roman Catholics has been decided by the Pope," a statement which, as made by him, is perhaps more remarkable than if it had proceeded from any other parish priest in the county, inasmuch as Cahirciveen alone, of all places in Kerry, contains both a Christian Brothers' and a National male school, of which the reverend gentleman is manager, and which, as I was informed, he always supports† in preference to that of the Christian Brothers, albeit the latter is both in theory and in practice strictly denominational. On the meaning of the denunciation which mixed education in Austria and elsewhere has recently received from the Papal See, and the exact bearing of it on the question in Ireland, I more than once endeavoured to obtain some statement of opinion; but where a bishop and a professor at Maynooth failed to give a definite answer to my question, success was hardly to be anticipated from inferior members of the hierarchy.

Theories of education little attended to.

91. In fact, on this point, as on almost every other connected with education, I found that questions of theory are very little studied by Roman Catholics or Anglicans. Practical results and practical means of attaining them are alone deemed to be important, although it would probably be too much to say that the time necessary to be spent in elaborating a theory, is considered too heavy a price to pay for the practical advantage possibly to result from it. The importance of the religious instruction of children is constantly present in the minds of the Roman Catholic clergy, and the necessity of its being given at least in part during school hours, is assumed almost as a matter of course. It is clearly in this sense that the Rev. D. O'Sullivan, P.P., of Cahirdaniel, pronounces for "unmixed education certainly, and religious education well attended to," adding, that "an educated person without religion, is like a ship in full sail without a rudder." One chief reason why the National system receives approval, or at least tacit acquiescence on the part of the Roman Catholic clergy in Kerry, seems to be that the distinction between the times of religious and secular instruction which the rules of the National Board require, is hardly felt, so long as the programme of studies is confined to subjects to which, for the most part, even the most enthusiastic devotee could hardly give a religious, let alone a theological or polemical aspect. Under different social and religious conditions I believe that the clergy who now give a scarcely qualified approval to the National system, would use different language: their practical approval would be less cordial and frequent, their theoretical antagonism would be more vehement. The Rev. C. M'Carthy, P.P., of Tuosist, expresses the opinion of nearly all the clergy of his own creed, when he says—"Though in this almost exclusively Catholic district, we have not much to complain of in reference to mixed education, still, I must say, the

General desire on part of Roman Catholic clergy for religious education.

* *Vide* paragraph 95.

† A witness in another part of the county, to whom I mentioned the circumstance, stated his belief, that the continuance of the National school side by side with that of the Christian Brothers, was due to personal or family obligations under which the parish priest was to the National teacher.

denominational system would be much preferable as being vastly more popular and consequently likely to work more beneficially, chiefly as regards attendance, because parents in general would be more anxious to send their children where the religious element could be mixed with the secular."

92. In strong contrast to this view is that of the Ven. J. O'Sullivan, P.P. of Kenmare (the parish adjoining Tuosist) and vicar-general. He writes—"I was educated in a mixed school, and I found it useful in afterlife, and I would like to see it now;" at the same time, however, admitting the singularity of his own position by the remark, that "I am quite aware it would find no favour whatever among our clergy."

Roman Catholic laity.

93. One or two Roman Catholic laymen, with whom I conversed, also expressed their approval of mixed education, but it is doubtful whether they sufficiently distinguish the theoretical principle of the National Board from the educational benefits which its schools have conferred on the country. Perhaps, too, their religious orthodoxy, quite independently of their views on education, would be called in question by their spiritual superiors.

Views of the Anglican clergy (1) in favour of mixed education.

94. Notwithstanding the general unanimity of Anglicans in their condemnation of the National system, there is an important minority among them, who approve the principle of mixed education, though they are dissatisfied with the mode of its application under the National Board.

95. The Rev. E. J. Wade, rector of Kenmare, writes—

"I believe genuine mixed education to be most beneficial; but it is impossible to regard convent schools, schools under exclusively clerical patronage and management, and those under lay patronage and management, as all equally calculated to afford a true mixed education. I believe the National system to be generally fairly carried out in this district; but it must be evident that Protestants cannot feel satisfied to send their children to schools conducted by monks or nuns. It would be well if in all schools receiving Government aid, not only permission, but invitation were given to the respective ministers to visit, and at fixed times, instruct the children belonging to their respective denominations. At least it would be possible to require service of notice of the names of any children registered as belonging to their religious denomination on the different clergy; and returns of their visits, or of their refusal to instruct or provide for the instruction, might be annually made by the inspectors. Whatever may be now practicable, I would record my full conviction, that one of the greatest boons which could be conferred on the country, would be a free and fearless system of education of children of all denominations together, and a broad and distinct separation of the common secular, and the special religious teaching."

96. The Very Rev. the Dean of Ardfert says:—

"I altogether approve of mixed education as best suited to Ireland," suggesting that "secular education *alone* should be given in the school or by the schoolmaster, each religious denomination being at liberty to provide a place and persons to give religious instruction to the children of their own persuasion, and one day in each week to be allowed for that purpose."

97. The Rev. T. A. Moriarty, curate in charge of Dromod and Prior parishes (Waterville) says:—

"The only advantage I can see in mixing children of different denominations of religion is, that it lays oftentimes a foundation for friendship and the absence of bigotry in years to come."

98. In a similar spirit Mr. Herbert, M.P. for Kerry (who, in an address to the electors, some time ago, pronounced himself in favour of a denominational system) informed me that he was now more favourable to mixed education, and expressed an opinion that it would be useful if Roman Catholic and Protestant children could be educated at the same time by teachers of their respective creeds in separate apartments of the same building. By this means they would necessarily be brought into contact during play hours, and on their road to and from school. Such contact, he thought, would allay religious animosities. In illustration of the influence of mixed education in softening party feeling and removing prejudice, he referred to the advantages of public schools and universities.

99. The Rev. E. L. Sandiford, rector of Valencia, "sees no harm arising from mixed education." This negative approbation seems susceptible of a more positive meaning, inasmuch as it appears by the constabulary returns that all the children, not Roman Catholics, who on June 25, 1868, were at school within his island parish, were, with a single exception, at National schools, and that at a school of the Island and Coast Society, within the same limits, fourteen out of fifteen children were Roman Catholics.

100. Some of the clergy of the Established Church would approve of mixed education, if only the system recognised their own views of the necessity of the Bible being read in school every day. The Venerable Anthony Denny, archdeacon of Ardfert, writes:—

"On the subject of mixed education I consider it would be desirable, provided the minister of religion be not required to compromise the principle to which he is pledged by his office of instructing those under his charge in the knowledge of the Word of God."

101. The Rev. J. H. Collins, rector of Ballyheigue, whose schools (two in number) are connected with the Church Education Society, says:—

"It is one of our leading principles that the Holy Scriptures should be read daily by the pupils. The Scriptures are not read in a controversial spirit, and, in the cases that have come under my notice of Roman Catholics attending our schools, I have never seen any instance of bickering, ill-will, or bad feeling. I would prefer mixed education of this kind, and, in my opinion, it would be attended with the best effects."

102. In a similar spirit the Rector of Ballymacelligott expresses his opinion that—

"Mixed education is decidedly advantageous, when God and religion are not ignored in the vain attempt to secure it."

(2) against mixed education.

103. It is obvious that these expressions of approval of mixed education, such as they are, imply, with scarcely an exception, disapproval if not of the theory, at least of the practice of the National Board. Disapproval, however, is frequently shown in stronger colours. Thus the Rev. W. D. Wade, of Milltown, writes:—

"I think that mixed education, if even it were possible in this district and at the present time, would be attended with such evils as to more than counterbalance any good. The evils I allude to are loss of daily religious instruction, injury in various ways to one or other denomination in morals and manners, and frequent heartburnings and fears, and anxieties, lest the religion of the children should, in any way or degree, be tampered with."

Opinion of Sir R. Orpen.

104. Sir Richard Orpen does not

"Consider that the so called National system does in fact effect the *mixed* education of children of different religious persuasions."

He adds:—

"There can, I think, be no doubt of the benefit of mixed education, that is, of the educating together of the children of different religious denominations; but I do not think *that* is secured by the National system. It was secured by the so-called 'Kildare Place Society,' but that was overthrown by the withdrawal from it of Government aid and the establishment of the so-called 'National Board.'"

Anglican dislike of the National Board.

105. One clergyman of the Established Church told me he strongly disapproved of the principle of the National Board, and wondered how any man who was conscientious could have anything to say for it. No modification of its rules, as to religious teaching, would make it acceptable to him. He believed that most of the "Protestant clergy" were in favour of the National system, and that the bishops gave no preferment to any who were opposed to it. Another, whilst admitting that the primary schools in his district which did not receive Govern-

ment aid were most unsatisfactory, would not, as a "Protestant clergyman" receive any assistance from the National Board. Even though he could have a school under his own management, with a master and scholars all of his own creed, he would not connect himself with it, because, by so doing, he should be making himself a party to a system which, by its toleration of all religions alike, sanctioned the teaching of error. The same witness, with a candour which it seems hard to reconcile with his strong sensitiveness as to making himself a party to the propagation of the Roman Catholic faith, professed his anxiety that the National system should be retained, because he believed that, except in the cases of conventual and monastic schools, it afforded some check to Roman Catholic teaching and influence. For the sake of this supposed result he would oppose the introduction of a strictly denominational system. In common with a few other Anglicans whom I met he seemed willing that the members of his own communion should have to put up with the admitted gross deficiencies of the Scriptural schools rather than give the Roman Catholic clergy a more complete control over the religious instruction of their flocks.

106. The Knight of Kerry, himself the manager of schools in which the great majority of the children are of the Roman Catholic creed, expressed his concurrence with the views relating to mixed education, of which exposition has been recently given by Master Fitzgibbon. He thought that religious differences, instead of being allayed, were rather fostered by bringing together children of different denominations. The exclusion of some children at the time of religious instruction was likely to impress on the minds of all the fact of religious difference at an age when the fact alone could be apprehended and not its reason.

107. Entire approval of the National system in its theory and practice I did not once meet with. Its practical operation, on the one hand, is approved by many, because in spite of theory and design it is denominational. By others, its professed purpose is with more or less modification approved, though they condemn it for its failure to bring about mixed education. The former class of objectors are either careless about change, or (if their mental habit makes them desirous of conforming theory to practice) are advocates of a purely denominational system, without, however, concerning themselves with conscience clauses or other devices to bring a rigid system into harmony with social requirements. The latter class of objectors are more anxious for change; but few of them have any practical scheme to suggest. Some few of the Anglican clergy, however, avowed their willingness to accept a system of strictly secular State education, the teachers to be entirely free from clerical control, and the religious training of children (which none of them thought should be left to the parents alone) to be left to their respective clergy, who would either give it in person or by deputy.

Suggestion as to application of Church Education Society's funds.

108. One clergyman suggested that, in order to meet the difficulties which the Anglican clergy have of furnishing religious instruction to a few children of their own communion attending National schools with Roman Catholic teachers in outlying parts of their parishes, the funds of the Church Education Society might be utilized by their application in payment of Scripture readers, parish clerks, or other deputies to be approved by them, to give religious instruction to such children. It is not likely that the "supporters" of the Church Education Society would sanction the application of their moneys to supply the deficiencies of a State system which they altogether condemn, because they believe it to be practically unjust to their co-religionists.

Comparison of the Attendance of Boys and Girls.

Excess of male over female pupils.

109. Attention has been already drawn* to the excess of boys over girls in attendance at school not only in the whole county of Kerry, but also with some trifling exceptions, in each barony and at each description of school, save that in separate schools under the National Board the balance is the other way. It is important to examine these facts a little more closely, because of their bearing on the desire manifested for female education, and also as I shall endeavour to show, on the position occupied by convents in the educational machinery of the county. Convent schools in Kerry all come under the category of National separate schools, and from comparison of the statistics exhibited in the three following tables it will appear that the exception to the ordinary rule which National separate schools present is almost entirely due to the influences, whatever they may be, brought to bear under the conventual system.

Schools in places where there are no convents.

110. The first two of these tables contain the quarterly averages (extracted from the Report Books) of the numbers on rolls and the numbers present for the year commencing July 1, 1867, and ending June 30, 1868, in thirty National schools taken indiscriminately from different parts of the county, but all so situated in respect of towns where convent schools are established as to be practically unaffected by them. The former of these two tables relates to schools in which there are separate apartments for boys and girls, either under the same roof, or (in the single case of Brosna) almost immediately contiguous. The latter comprises mixed schools only, which, as is generally implied in the united education of boys and girls in National schools, are situated in rural districts having a sparse population.

Separate schools for boys and girls.

111. It appears from the former of these two tables that in two schools only (Clogher and Clashnagarrane) did the number of girls on rolls exceed that of boys in each of the four quarters. In four schools (Tarbert, Ventry, Dingle Workhouse, and Tiernaboul) the girls on rolls were in slight excess in the third quarter of 1867, and in one of the four (Ventry) they were also in excess in the first quarter of 1868. They show a like preponderance in a small degree at Gortnaskehy school in the second quarter of the same year.

112. The instances in which the average number of girls *present* exceeds that of boys appear more frequent than is the case with the average number *on rolls*.† In three schools (Gortnaskehy, Clashnagarrane, and Lauragh) this excess appears in all four quarters. In four others (Tarbert, Tarmon, Clogher, and Tiernaboul) it is shown in the third quarter of 1867; and in two of these it occurred at other parts of the year also, viz., at Tarmon, in the fourth quarter of 1867, and the second of 1868, and at Clogher in the second quarter of 1868.

113. The result of this examination is that in five schools out of the thirteen (Tarbert, Gortnaskehy, Clogher, Tiernaboul, and Clashnagarrane) the average number of girls both *on rolls* and *present* during the period comprised in the table was greater than that of boys; at Ventry and Dingle workhouse the numbers *on rolls* and at Tarmon and Lauragh the numbers *present* were in excess. In four (Brosna, Knightstown, Sneem, and Cahirdaniel) the males were in excess of the females both "on rolls" and "present" during the whole twelve months.

114. It further appears that in all the schools where an excess of girls "present" is shown it existed in the third quarter of 1867 (July, August, and September), if at no other part of the year, and in the two schools (Ventry and Dingle workhouse) where this excess is shown only "on rolls," it was in the same quarter. Amid the variety of local circumstances which determine the attendance of children at school, much reliance must not be placed on a fact of this sort; but the time of year at which an excess of girls over boys is shown suggests at least that the operations of the hay and corn harvest, in which the boys are more useful than the girls, are in part its cause.‡

* *Vide* paragraph 60.

† This may possibly serve to indicate that girls once entered on the school register are more regular in attendance than boys. The instances, however, are scarcely numerous enough to warrant a confident induction.

‡ This rule does not however obtain in the mixed schools (comprised in the second table) which are mostly similarly circumstanced with the separate schools.

115. TABLE exhibiting the AVERAGE NUMBER on ROLLS, and the AVERAGE NUMBER PRESENT, from July 1, 1867, to June 30, 1868, in thirteen ordinary NATIONAL SCHOOLS having separate apartments for Boys and Girls.

BARONY AND NAME OF SCHOOL.	Period of the Year.	Males.		Females.	
		Average on Rolls.	Average Present.	Average on Rolls.	Average Present.
IRAGHTICONNOR.					
Tarbert, . .	3rd Quarter, 1867,	120·8	76·5	129·	81·2
	4th „ „	129·2	83·	125·7	78·7
	1st „ 1868,	129·8	82·	120·6	69·2
	2nd „ „	127·5	81·1	124·4	77·2
Tarmon, . .	3rd Quarter, 1867,	81·	45·	78·	49·9
	4th „ „	93·4	52·	77·	57·2
	1st „ 1868,	95·2	55·2	79·6	51·
	2nd „ „	97·5	51·9	83·7	53·7
Gortnaskehy (Ballybunion).	3rd Quarter, 1867,	121·9	62·3	120·2	72·3
	4th „ „	131·	64·	136·7	67·2
	1st „ 1868,	132·1	63·8	131·1	67·3
	2nd „ „	136·4	65·2	142·3	68·8
TRUGHANACMY.					
Brosna, . .	3rd Quarter, 1867,	125·4	67·	92·	42·
	4th „ „	118·2	65·7	84·	39·6
	1st „ 1868,	121·4	75·5	89·4	43·3
	2nd „ „	124·	80·4	96·	51·
Clogher, . .	3rd Quarter, 1867,	101·1	54·4	122·6	67·
	4th „ „	103·	67·9	122·6	67·
	1st „ 1868,	117·8	76·6	130·	67·
	2nd „ „	128·4	84·8	171·1	90·9
CORKAGUINY.					
Ventry, . .	3rd Quarter, 1867,	65·8	40·4	68·9	36·4
	4th „ „	63·	34·6	60·3	33·8
	1st „ 1868,	50·1	28·7	51·2	22·5
	2nd „ „	55·	32·	45·6	28·3
Dingle Workhouse,	3rd Quarter, 1867,	23·4	19·2	29·	11·
	4th „ „	23·2	17·5	23·	11·
	1st „ 1868,	30·7	25·8	18·	16·
	2nd „ „	30·6	21·2	20·9	14·9
MAGUNIHY.					
Tiernaboul, .	3rd Quarter, 1867,	79·6	40·	79·8	44·6
	4th „ „	90·5	50·3	83·3	40·2
	1st „ 1868,	107·4	63·	97·4	59·1
	2nd „ „	109·	48·	113·5	47·
Clashnagarrane, .	3rd Quarter, 1867,	80·8	50·7	87·	55·5
	4th „ „	80·3	47·2	91·4	58·3
	1st „ 1868,	76·3	47·5	93·4	57·6
	2nd „ „	85·	55·9	99·5	62·2
IVERAGH.					
Knightstown, .	3rd Quarter, 1867,	60·6	44·8	52·3	36·1
	4th „ „	67·22	43·08	54·7	34·6
	1st „ 1868,	60·1	32·06	45·4	23·5
	2nd „ „	48·5	37·	40·5	26·7
DUNKERRON SOUTH.					
Sneem, . .	3rd Quarter, 1867,	160·5	97·4	102·	64·
	4th „ „	134·	35·9	92·8	31·7
	1st „ 1868,	84·8	45·8	59·3	36·
	2nd „ „	140·6	102·5	94·	64·4
Cahirdaniel, .	3rd Quarter, 1867,	82·6	52·5	63·4	44·8
	4th „ „	80·2	43·6	64·7	39·6
	1st „ 1868,	75·	45·2	58·4	39·3
	2nd „ „	80·	60·	66·7	52·8
GLANAROUGHT.					
Lauragh, . .	3rd Quarter, 1867,	92·	45·5	69·9	46·6
	4th „ „	86·	36·	70·7	42·1
	1st „ 1868,	72·4	28·	52·1	31·6
	2nd „ „	78·7	40·	60·	41·

116. TABLE exhibiting the AVERAGE NUMBER on ROLLS and the AVERAGE NUMBER PRESENT, from July 1, 1867, to June 30, 1868, in Seventeen ORDINARY NATIONAL SCHOOLS, in which the Boys and Girls are taught in the same apartment.

BARONY AND NAME OF SCHOOL.	Period of the year.	Males.		Females.	
		Average on Rolls.	Average present.	Average on Rolls.	Average present.
TRUGHANACMY.					
Ballynacartin, .	3rd Quarter, 1867,	65·7	34·	68·6	36·5
	4th „ „	62·3	30·	61·	31·
	1st „ 1868,	68·9	36·	63·1	34·4
	2nd „ „	76·3	36·1	76·5	45·
CORKAGUINY.					
Minard, . .	3rd Quarter, 1867,	87·5	51·2	70·7	45·1
	4th „ „	86·2	41·8	71·1	38·6
	1st „ 1868,	69·	23·2	61·7	23·5
	2nd „ „	61·2	31·	56·3	34·
Ardmore, . .	3rd Quarter, 1867,	104·	64·2	91·	55·4
	4th „ „	101·3	47·7	86·6	40·7
	1st „ 1868,	83·8	37·5	70·3	30 2
	2nd „ „	85·	44·4	77·9	48·5
Derryquay, . .	3rd Quarter, 1867,	50·2	24·6	56·	25·3
	4th „ „	53·5	22·	55·	14·
	1st „ 1868,	51·5	26·2	40·9	21·2
	2nd „ „	55·3	28·6	52·1	27·9
Ferriter, . .	3rd Quarter, 1867,	96·3	63·7	91·5	53·
	4th „ „	97·7	60·3	84·2	49·7
	1st „ 1868,	94·6	51·	81·5	45·
	2nd „ „	97·	64·8	84·8	54·
Vicarstown, .	3rd Quarter, 1867,	48·7	31·2	44·6	24·
	4th „ „	50·5	31·	44·3	22·5
	1st „ 1868,	49·1	33·3	46·1	27·8
	2nd „ „	48·2	31·5	43·7	22·4
MAGUNIHY.					
Cloghreen (Muckross).	3rd Quarter, 1867,	22·	11·1	28·	15·1
	4th „ „	22·1	11·	26·3	13·8
	1st „ 1868,	19·2	12·86	28·6	15·3
	2nd „ „	5·5	4·2	4·	3·6
IVERAGH.					
Portmagee, . .	3rd Quarter, 1867,	51·6	34·8	33·9	30·49
	4th „ „	47·6	31·6	43·2	25 8
	1st „ 1868,	47·8	33·	35·4	19·1
	2nd „ „	56·8	44·1	54·1	41·4
Killurley, . .	3rd Quarter, 1867,	69·	38·	61·	38·
	4th „ „	62·	27·	59·	31·
	1st „ 1868,	51·	28·	55·	30·
	2nd „ „	58·	37·	51·	30·
IVERAGH—*con.*					
Ballycarberry, .	3rd Quarter, 1867,	68·8	43·1	43·4	26·1
	4th „ „	60·8	38·1	40·2	23·1
	1st „ 1868,	55·	34·6	33·2	16·5
	2nd „ „	64·	52·2	32·2	23·
Kells, . . .	3rd Quarter, 1867,	62·6	35·	42·	26·
	4th „ „	56·	32·	43·	19·
	1st „ 1868,	61·	31·	39·	21·
	2nd „ „	53·	31·	42·	20·
Cahirciveen Poor Law Union (Bahaes).	3rd Quarter, 1867,	7·8	5·6	30·8	20·5
	4th „ „	10·9	7·	27·7	21·
	1st „ 1868,	16·5	12·7	25·	21·6
	2nd „ „	10·2	6·	29·	18·
DUNKERRON SOUTH.					
Lohar, . .	3rd Quarter, 1867,	77·4	57·7	48·1	36·4
	4th „ „	75·8	51·6	50·6	32·8
	1st „ 1868,	71·	34·6	42·6	17·7
	2nd „ „	58·1	37·1	33·4	20·7
GLANAROUGHT.					
Cahir, . . .	3rd Quarter, 1867,	96·	72·	46·	37·
	4th „ „	96·	69·	50·	32·
	1st „ 1868,	104·	65·	47·	23·
	2nd „ „	104·	68·	53·	35·
Dauras, . .	3rd Quarter, 1867,	67·7	43·2	65·5	38·3
	4th „ „	69·2	54·4	64·2	43·
	1st „ 1868,	69·3	34·	59·4	26·
	2nd „ „	68·6	48·8	60·9	45·3
Coornagellough (Lansdowne).	3rd Quarter, 1867,	83·9	47·4	44·5	29·4
	4th „ „	80·7	42·6	38·4	27·5
	1st „ 1868,	63·1	23·3	43·5	21·
	2nd „ „	66·5	38·9	48·6	31·6
Lehid, . . .	3rd Quarter, 1867,	75·4	41·	44·2	24·
	4th „ „	76·2	45·	44·6	27·
	1st „ 1868,	77·9	11·8	45·3	14·
	2nd „ „	44·7	24·9	31·1	17·8

117. Other and deeper causes, however, have doubtless operated on particular schools to bring about these results. Thus, in Tarmon, Gortnaskehy, and Lauragh schools the female teachers, as I discovered both from personal observation and local repute, are certainly far more attentive to their duties than the male teachers, and their

schools are consequently held in higher estimation in the neighbourhood. At Clogher, the female teacher works more harmoniously than the male with the parish priest, who is manager of the school; and at Clashnagarrane, where the female teacher is two divisions higher in classification than the male, a better result was yielded on examination of the girls than of the boys. In the cases of Tarbert, Ventry, and Tiernaboul I know of no special circumstances to produce the result; but in that of Dingle workhouse the greater readiness with which occupation can be obtained for boys than for girls affords a probable explanation.

Numbers of boys and girls in mixed schools.

118. On examination of the table relating to mixed schools it will appear that in Cahirciveen Poor Law Union school alone was there an excess of girls over boys "on rolls" throughout the year; but in four others (Ballynacartin, Derryquay, Cloghreen, and Killurley) there was also an excess during part at least of the same period —at Ballynacartin, in the second quarter of 1868; at Derryquay in the third and fourth quarters of 1867; at Cloghreen in the same two quarters, and also in the first of 1868 and at Killurley in the first of 1868.

119. As in the case of separate schools, so too in that of mixed schools, the instances of an excess of girls over boys "present" appear more frequent than of excess in the number "present." In the Poor Law Union school at Cahirciveen only is this excess shown throughout the year. It also appears in all the schools which showed an excess "on rolls" during the same period, only more frequently; and in addition to these, at Minard, Ardmore, and Lehid. The time of the excess was, at Ballynacartin the third and fourth quarters of 1867, and the second of 1868; at Derryquay, the third of 1867; at Cloghreen, the third and fourth of 1867, and the first of 1868; at Killurley, the fourth of 1867 and the 1st of 1868; at Minard, the first and second of 1868; at Ardmore, the second of 1868; and at Lehid the first of 1868.

120. What may have been the causes producing an excess of girls over boys in these schools and at the particular times when it existed, it seems hard to conjecture. It is obvious that in mixed schools the attractive forces of the teachers on the pupils are more nearly equal in respect of boys and girls then in separate schools where there may be considerable disparity between the qualifications of the master and mistress. The amount of the excess is however very small, and (omitting the Poor Law Union school at Cahirciveen, which is necessarily subject to special influences entirely absent from schools of the ordinary class) in only a single instance (that of Ballynacartin in the second quarter of 1868) did the difference in the average attendance of boys and girls exceed five. These instances therefore constitute very unimportant exceptions to the rule which the last table establishes, that in mixed schools the attendance of boys is much more numerous than that of girls, and they become still less important when notice is taken of the much higher degree of excess which the table exhibits in the schools where boys are more numerous than girls.

General conclusion.

121. The general conclusion, therefore, to be drawn from the two preceding tables and the table on p. 12 is that in ordinary National schools, whether separate or mixed, the number of male pupils tends to be greater than that of females throughout the county, and that exceptions to this law, if as such it may be regarded, are in most instances capable of special explanation. I have no corresponding data relating to Scriptural schools from which to draw any inference, as the registers and other books of these schools are kept in a different and less perspicuous form than those of National schools. The table on p. 440 however indicates that the same rule does not obtain among the children attending Scriptural as among those in National schools; and this, as the figures in the table on p. 443 indicate, is equivalent to saying that it is amongst the Roman Catholic population solely that greater anxiety is manifested by parents for the education of their sons than of their daughters. I assume that the difference in the respective numbers of boys and girls is really due to parental sentiments on the subject, because in answer to numerous inquiries which I made of the Roman Catholic clergy and the school teachers in Kerry on this subject, no other reason was ever suggested to me which was probable in itself or likely to be generally operative. The male teacher at Cahirdaniel, indeed, suggested that the early age at which marriage takes place in Kerry, as well as other parts of Ireland, would partly account for it, and he mentioned an instance of a girl being at school in the morning, and being married in the afternoon of the same day. I heard of one or two other similar instances; but the result of inquiries on this head was that the marriage age of females has little or nothing to do with the numbers attending school. A more probable influence, and one which doubtless operates in many instances, belongs to the domestic economy of the cabin, in which the female members of the family are more useful than their male relations in minding the baby or the potato-pot. The mother more frequently employs her daughters than her sons as her deputies, whilst she herself is working in the fields. The clergy with whom I conversed on the relative numbers of boys and girls at school, seemed not to be aware of the great difference which existed, having never made the requisite comparison of the report books. One of them, the Rev. D. O'Sullivan, P.P. of Cahirdaniel, said that if he were to be more urgent on his parishioners to send to school their children of one sex rather than the other, he should more strongly advocate the claims of female education, believing that by educating the future mothers of families, he should in the end be securing the education of males and females alike.

Causes of the excess of male over female upils.

Comparison of numbers of boys and girls at school in towns where convents are established.

122. A very different picture will be seen on reference to the next table, which exhibits, so far as I have received the necessary statistics, the average numbers "on rolls" and "present" at the principal primary schools, both male and female, in all the towns in Kerry in which convents are established for the purpose, either wholly or in part, of instructing children of the poor and lower middle class. Of the eight towns included in this, two, namely, Tralee and Killarney, have each of them two convent schools conducted respectively by nuns of the Presentation Order and Sisters of Mercy, and the female education of these places is therefore divided, whilst the boys are, for the most part, dependent on a single school. In Tralee, indeed, the Christian Brothers have schools in two parts of the town; but the returns furnished to me from them make no distinction of the separate establishments. At Cahirciveen the boys attending school are divided between two schools—those of the Christian Brothers and of the National Board. In the case of these three towns, consequently, it is necessary to add together the averages of the two male or female schools (as the case may be) before comparing them with the averages of the schools for the opposite sex.

123. TABLE exhibiting the average number of Boys and Girls on Rolls, and Present at National or Christian Brothers' Schools, from July 1, 1867, to June 30, 1868, in Eight Towns in which the Female Schools are connected with Convents.

BARONY.	Name of Male School.	Period of the year.	Males. Average on Rolls.	Males. Average present.	Females. Average on Rolls.	Females. Average present.	Period of the year.	Name of Female School.
IRAGHTICONNOR, .	National Male, Listowel.	3rd Quarter, 1867,	295·3	164·1	548·2	402·7	3rd Quarter, 1867.	Presentation Convent, Listowel.
		4th ,, ,,	277	145·7	555·3	326·4	4th ,, ,,	
		1st ,, 1868,	287	160·4	568·6	337	1st ,, 1868.	
		2nd ,, ,,	309	199	587·4	443·9	2nd ,, ,,	
TRUGHANACMY, .	Christian Brothers, Tralee.	3rd Quarter, 1867,	590	388	564	402	3rd Quarter, 1867.	Presentation Convent, Tralee.
		4th ,, ,,	599	374	561	418	4th ,, ,,	
		1st ,, 1868,	601	381	577	407	1st ,, 1868.	
		2nd ,, ,,	617	435	566	414	2nd ,, ,,	
					262	157	3rd Quarter, 1867.	Convent of Mercy, Tralee.
					249	133	4th ,, ,,	
					245	129	1st ,, 1868.	
					247	152	2nd ,, ,,	
	Presentation Monastery, Milltown.	3rd Quarter, 1867,	193	128	316·6	168·5	3rd Quarter, 1867.	Presentation Convent, Milltown.
		4th ,, ,,	214	129	320	144·1	4th ,, ,,	
		1st ,, 1868,	212	108	321	167·5	1st ,, 1868.	
		2nd ,, ,,	195	102	352	191·2	2nd ,, ,,	
	National Male, Castleisland.	3rd Quarter, 1867,	–	–	446	272	3rd Quarter, 1867.	Presentation Convent, Castleisland.
		4th ,, ,,	–	–	339	282·9	4th ,, ,,	
		1st ,, 1868,	–	–	432·2	215·8	1st ,, 1868.	
		2nd ,, ,,	–	–	408·9	303·6	2nd ,, ,,	
CORKAGUINY, .	Christian Brothers, Dingle.	3rd Quarter, 1867,	–	269	328	213	3rd Quarter, 1867.	Presentation Convent, Dingle.
		4th ,, ,,	–	286	317	244	4th ,, ,,	
		1st ,, 1868,	–	260	304	206	1st ,, 1868.	
		2nd ,, ,,	–	316	309	240	2nd ,, ,,	
MACUNIHY, . .	Presentation Monastery, Killarney.	3rd Quarter, 1867,	375	211	466	337	3rd Quarter, 1867.	Presentation Convent, Killarney.
		4th ,, ,,	348	243	500	306	4th ,, ,,	
		1st ,, 1868,	370	249	455	270	1st ,, 1868.	
		2nd ,, ,,	398	267	449	291	2nd ,, ,,	
					–	–	3rd Quarter, 1867.	Convent of Mercy, Killarney.
					–	–	4th ,, ,,	
					–	–	1st ,, 1868.	
					–	–	2nd ,, ,,	
IVERAGH, . .	National Male, Cahirciveen.	3rd Quarter, 1867,	100·5	59·7				
		4th ,, ,,	109·9	63·4				
		1st ,, 1868,	108·4	58·3				
		2nd ,, ,,	113·3	70	344·3	234·4	3rd Quarter, 1867.	Presentation Convent, Cahirciveen.
					345·2	232·5	4th ,, ,,	
	Christian Brothers, Cahirciveen.	3rd Quarter, 1867,	–	119	333·5	218·8	1st ,, 1868.	
		4th ,, ,,	–	123	332·5	217	2nd ,, ,,	
		1st ,, 1868,	–	101				
		2nd ,, ,,	–	107				
GLANAROUGHT, .	National Male, Kenmare.	3rd Quarter, 1867,	157	97·8	383	260·8	3rd Quarter, 1867.	Convent of the Poor Clares, Kenmare.
		4th ,, ,,	147	103·4	381	313·6	4th ,, ,,	
		1st ,, 1868,	146	103·2	399·2	293·1	1st ,, 1868.	
		2nd ,, ,,	155	111·5	424·7	343·7	2nd ,, ,,	

Great excess of female over male pupils.

124. On inspection of this table it will appear that the convent schools throughout the county (with the exception of that at Dingle) have averages both "on rolls" and "present" greatly in excess of the corresponding averages in the male schools of the same town, the difference in some cases amounting to more than 100 per cent. The table shows no return from the National male school at Castleisland, but it is probable that the same preponderance of numbers at the convent school exists there also; for, by the constabulary returns, it appears that on June 25, 1868, there were 163 boys at the male school as against 215 girls at the convent, where there also were (besides twenty boys) 100 infants, of whom it is at least improbable that more were males than females. At Killarney a greater average of girls than of boys is shown even without account of the pupils of the Sisters of Mercy, from whom no returns on this head have reached me.

125. Besides the girls included in the returns, exhibited in this table, some of the convents (*e.g.* Kenmare, Castleisland, and the Mercy Convent at Killarney) have a considerable number of boys attending, some of whom, in the absence of the convent, would probably be found in the male school of the town. They are, however, with hardly an exception, infants, and all of them in the infant school. The greater part of them would probably be kept at home if there were no infant school under female care to receive and shelter them.

Causes of the popularity of convents.

126. The reasons, which may be assigned to account for this marked peculiarity of convent schools, are relative to the religious character of the institutions, the moral as distinct from the religious influences brought to bear by the sisters, the refinement of their manners in comparison with the female teachers of ordinary National schools, the superiority (real or supposed) of the education imparted, the substantial inducement of food and clothes, sometimes given to the pupils. On each of these points something may be said.

Their religious character.

127. I. Most persons outside the Roman Catholic pale, with whom I conversed on the subject, even those whose liberalism exceeded their Protestantism, entertain some suspicion of convent schools. Without charging the sisters with violation of the rules respecting religious instruction imposed by the National Board, they believe that the nuns acquire and exercise a spiritual sway over the minds of their pupils, which is unknown in other female schools; and, of this sway, it is supposed, the Roman Catholic clergy avail themselves, either as preparatory or supplemental to their own, by inducing the parents to send their daughters to convent schools, in cases where otherwise they would do little or nothing to promote education. In opposition to this view, which my experience makes me believe to be tacitly held by many who do not openly avow it, I would observe that no facts to warrant a suspicion of this kind were ever alleged to me with sufficient definiteness to place them on a higher level than that of hearsay evidence. Nevertheless, I believe it is highly probable that the religious do, in part by their superior manners and education, acquire a hold over the minds of their pupils, which gives them almost unconsciously an ascendancy in religious as well as secular matters. But that the clergy avail themselves of this ascendancy, and are more anxious, merely on religious grounds, that education should be in the hands of religious than of lay teachers (or, as some Protestants would say, are less opposed to it on that condition), is,

I think, a view not warranted by, if even it is not opposed to, evident facts. In a county like Kerry where the Roman Catholic element bears so large a ratio to the whole population, proselytism on that side of the religious arena has not, nor could have, an object or a place. From a secular standpoint it appears that the value of a single convent would fall short of the cost of obloquy and illwill which would accompany the gain. Besides this, the most important part of the direct religious instruction, received by children during their school career, is given them in the few weeks preceding their confirmation; and in order to impart this they are withdrawn to the neighbouring chapel no less from convent than from other schools. Again, the statistics relating to the towns, where Christian Brothers' or monks' schools are open for the boys whose sisters are under the care of nuns, will not bear out the opinion which I am venturing to dispute. The same suspicions are entertained respecting schools conducted by Presentation monks as are shown respecting convent schools, and in Christian Brothers' schools, where the National Board's fetters on religious instruction are unknown, the whole course and method of instruction are deeply tinctured, it may almost be said are saturated, with religion. Yet it does not appear from the figures that the clergy avail themselves of these supposed nurseries of their creed on behalf of the boys in a degree equal with or greater than that in which they avail themselves of the convents on behalf of the girls. Dingle may be an exception; but the exception is solitary and not remarkable in its degree.* As both the convent and the Christian Brothers' schools were closed at the time of my visit to that town, I cannot judge whether the character of the instruction in the one school as compared with that in the other proves more attractive to the boys than to the girls.

Their moral influence.

128. II. In regard to the moral as distinct from the religious influences of convents, it seems not improbable that the spectacle of women who, as in the case of the Presentation nuns and the Poor Clares, have taken perpetual vows of enclosure and devote themselves exclusively to the work of education, has an attractive power which, by its singularity, places the convent schools in a position of superiority over ordinary National schools. The ordinary National teachers, both male and female, bear a high character for morality, and in most cases, for assiduity. But vows of enclosure probably convey to the minds of the mass of the people, an idea of devotedness to their undertaking, on the part of the nuns, greater than is ascribed to the most moral and most assiduous of ordinary teachers, greater even than is ascribed to Presentation monks and Christian Brothers, whose vows, though no less perpetual, are not sealed with the outward and visible (or rather invisible) sign of lifelong and voluntary imprisonment.

Social refinement.

129. III. The refinement of manners which naturally characterizes ladies by birth and education, is one of the most striking features presented on entering a convent school after leaving a school of any other description; this refinement, when coupled with feminine gentleness, which is heightened by love for a work undertaken rather as a religious duty than as a professional occupation, constitutes, as far as I was able to trace, one of the chief elements in the attractive forces of convent schools.

Reputation of superior teaching.

130. IV. The examination I made of convent and other schools, showed me there was no constant and unvary-superiority in the education given in the former, although I believe the real superiority of one or two of them over all others, conventual or ordinary, has in the minds of the people conferred a spurious reputation on convent schools as a class, which they do not necessarily deserve. This reputation of superiority is shown not only by the distances (six or eight miles, and occasionally even, as I was told in the case of the Presentation Convent at Killarney, ten miles) which girls are made to walk in order to reach the convent, but still more by the not unfrequent instances in which children are sent from country districts to board in town and become pupils of the nuns. The numbers of such boarders at the time of my inquiry were as follows: at the Listowel Convent, 58;† at the Presentation Convent in Tralee, 12; and at the Mercy Convent in the same town, 14; at Milltown Convent, 8; at that in Castleisland, 30; at Dingle, 3; at the Presentation Convent in Killarney, 6; and at the Mercy Convent in the same town, 25; and at Kenmare, 33. At Cahirciveen, the only other town where there is a primary school in connexion with a convent, there were no country girls boarding in town, but many children, I was informed, come great distances in the summer, in the evening returning home, where "in the absence of servants who are now scarce and expensive," their services are required. These figures show in the clearest manner the existence of some special attractive power in convent schools. But on the assumption —and I heard nothing to make its admissibility doubtful—that no similar practice of boarding country boys in town, for the sake of the monastic or Christian Brothers' schools exists, the numbers of female boarders must be deducted from the averages of their respective schools before any comparison is instituted between the numbers of boys and girls receiving instruction in each town. This deduction, however, will not render the male scale heavier than the female, an excess of females over males will still remain, which requires explanation.

Gifts of food and clothing.

131. V. Another influence which convent schools alone exercise makes itself felt in a most material shape. At all, or nearly all the convent schools, food or clothing, or both, are distributed among some of the children during the whole or part of the year, and these gifts doubtless attract large numbers of children of the poorest class, and increase the regularity of their attendance. The following particulars on this head have been furnished to me from different convents. At Listowel, "different articles of clothing, according to the wants and merits of the children, are given *several* times in the year." The season of the gifts varies, as it was found that "giving them at stated periods was taken advantage of by some parents, who used to send their children regularly for some time previous to the distribution, and soon after keep them at home." At this convent, out of an average number on rolls of more than 500, "about 100 children get daily a luncheon of *best* bread and milk, or coffee (soup in winter). During several years past, 60 grown up girls got a full meal daily of best bread and soup." Want of funds, however, obliged the sisters "to give up this charity for the last twelve months; however, occasional relief was often given to the very poor. The plentiful harvest of last year made this *falling off* less felt both by the poor children and the *nuns*."

132. At the Convent of Mercy, Tralee, "80 children get bread (½lb.) and broth (a pint) two days in the week; bread and gruel (same quantities) three days." This food is given in the first quarter of each year, as the sisters "generally find there is most distress, and least employment about that time. Forty children get woollen frocks and check bibs."

133. At Milltown only two children received food. This was given them throughout the year, and consisted of bread and milk and meat for dinner. As many as 56 received during the year 1867, clothing, "consisting of dresses and inside garments," the time of distribution varying "according to their progress and necessities."

134. At Castleisland the number of children receiving clothing was 76, and receiving food, 40. The clothing consisted of "dresses, bibs, and under-clothing;" the food of "Indian-meal stirabout and milk. No *given* quantity of food is portioned out, as much is given at first as it is thought will be consumed, but if not enough, the children are helped again." This relief is given in winter, spring, and summer.

* *Vide* table in paragraph 123.

† This was the number for two quarters preceding my inquiry. In the course of the two preceding years the number had amounted to 96.

135. At Dingle, "about 150 children get dresses, pinafores, and other wearables, generally in winter." The children also receive bread during playhours "in times of distress."

136. At the Presentation Convent, Killarney, the number of children who receive clothing "varies according to the resources. Last year 100 were clad. Christmas and Easter are the usual seasons of distribution. Twelve get breakfast daily."

137. At the Convent of Mercy in the same town, 26 received food daily, and 32 received clothing "when merited for regular attendance," &c.

138. The Presentation nuns at Cahirciveen give "premiums to the most deserving in success, and clothing to about 100 children, who value the most trifling articles circumstances permit to be bestowed on them. Infant children in the scarce season, with a few other distressed ones, receive a small lunch of shop bread, of which no accounts were kept. If breakfast could be afforded, a far larger number would attend."

139. At Kenmare, £30 was expended at Christmas, 1867, in the purchase of clothing for the children, of which £15 was spent in print, £5 in long cloth, and £10 in gray calico; 160 daily get breakfast, consisting of stirabout and milk, and a piece of bread, in the middle of the day, to the amount of about £2 10*s.* weekly.

Causes which affect the Regularity of Attendance of Children at School.

Causes which affect regularity of attendance.

140. In the absence of statistics to show what number of children there are at present in Kerry of an age when they ought to be at school, it is impossible to arrive at any definite conclusion whether or not the increase in the actual number which has taken place since the Census of 1861* has reached a point beyond which, if comparison is made with other parts of Ireland, or other countries, no further advance is likely to be made. But a comparison of the average numbers "on rolls" and "present," exhibited in the three previous tables, shows that a considerable difference generally prevails between the numbers of those who might be expected to be, and of those who actually are found in attendance. It is impossible to account altogether for this disparity by the practice which exists in National, and, I believe, also in Christian Brothers' schools, of keeping a pupil's name on the rolls until he or she has been absent uninterruptedly for three months. If, then, as I believe was the case, the enumeration of children at school on June 25, 1868, was made without previous notice having been given to the teachers, and if consequently no special effort had been made by them to collect a larger number of scholars than would under ordinary circumstances have been attending school at that period, it is clear that the returns of the Constabulary do not represent the numbers who ought to be regularly at school in Kerry. Complaints were continually made to me by the teachers of the irregularity of their scholars' attendance, but as these complaints were mostly apologetic for the deficiencies of the children, they must not, of course, be received without caution.

No reluctance on the part of parents.

141. Generally speaking, I discovered little trace of reluctance on the part of parents to avail themselves on behalf of their children of the existing means of education. The testimony of all classes of society, of the high no less than the low, of the clergy and the laity alike, pointed to a general desire for education. Of actual carelessness on the part of parents in the matter of education I seldom heard, except that in Killarney and its immediate neighbourhood, it seems that tourists, during the summer, exercise a corrupting influence. The beggar children who run after the cars on the most frequented roads clamouring for coppers are, in many instances, as residents in the district told me, the sons and daughters of farmers who have no need of the few pence which travellers give, as much for their own amusement as in charity, in answer to the importunities addressed to them. But even these children incidentally testify to the popular desire for education. One of their most favourite petitions is "Please, sir, give me a penny to buy a book."

Detailed evidence relating to attendance in the different baronies of Kerry: Iraghticonnor,

142. It will possibly be useful to produce in detail the evidence which I have obtained from each barony of Kerry respecting the attendance of children at school.

143. *Iraghticonnor.*—The Rev. J. M'Ewen, Vicar of Listowel, writes "I am not aware of reluctance on the part of any parents to avail themselves of any one or other of the schools (Scriptural or National) for the education of their children. Except agriculture, there is no other occupation likely to keep the children from school."

144. The Rev. D. Foley, P.P. of Tarbert, says "Poverty only keeps the children from school." Tarbert, in common with the rest of the region along the Shannon, I imagine, is one of the poorest parts of Kerry. The people of the town mostly depend for a precarious livelihood on the river trade of a small port. The main roads of the district run for miles through wide expanses of dreary bog which border them on each side, only here and there interspersed with small patches of potatoes or meadow grass.

Clanmaurice,

145. *Clanmaurice.*—From Ballyheigue, the Rector, the Rev. J. H. Collins, writes "I think the advantages of education for their children are better appreciated by parents than they have been. It often happens that the children of small farmers and labourers do not attend with regularity, as their parents, at any time they have a press of business, keep them from school for the purpose of assisting them at work. I believe, also, they are often removed altogether from school when they are able to earn wages. The pupils attending the schools here are in most cases the children of farmers and labourers. There are, however, in a few cases, the children of coastguards and retired coastguards in attendance."

Trughanacmy

146. *Trughanacmy.*—From Blennerville, close to Tralee, the Very Rev. the Dean of Ardfert, writes, "Some of the poorer classes are indifferent to the education of their children, and it is not urged on them by their clergy. There is no such industrial occupation for the young in this neighbourhood, as should prevent their attendance at school."†

147. From Ballymacelligott, the Rector, the Rev. W. H. Disney writes, "The Bible being taught in the school, and the master being a Protestant, the parents are frequently compelled by the Roman Catholic priest to withdraw their children. They send them again after the lapse of a little time, but many more would attend had they liberty. All are occupied in farming, and this interferes with the attendance of the children in spring and harvest." This, of course, refers to the Scriptural school. Bally-Mac-Elligott is a well populated district, and lies in the midst of a fertile tract of corn-land. The parish priest is an old and very feeble man, quite incapable of parochial work. To his feebleness may in part be attributed a lack of National schools, which has for some time existed in the neighbourhood, but which is, however, being supplied through the exertions of his curate, by the erection of two or three new school-houses, one of which, at Bally-Mac-Thomas, had been opened

* *Vide* paragraph 72.

† The great difference between the average numbers "on rolls," and "present" at Blennerville National male school, fully accords with this statement. The numbers are as follows:—

	Average on Rolls.	Number present.
Third Quarter, 1867,	101·8	66·7
Fourth ,, ,,	101·8	63·3
First ,, 1868,	94·2	58·3
Second, ,, ,,	95	60

about a fortnight before my visit. This supply may probably satisfy the demand which a Scriptural school cannot meet. The low average attendance compared with the numbers on rolls at Clogher school * (till recently the chief, or only National school in the parish), coupled with the excess of girls over boys, confirms Mr. Disney's statement, that farming occupations interfere with school attendance in spring and harvest. The average attendance of boys at this school was much lower in the third, or harvest quarter, than at any period of the twelvemonths, while that of girls was stationary throughout, except that in the second quarter, *i.e.*, during the interval between sowing and reaping, pupils, both female as well as male, were more numerous than at any other time.

148. From Milltown the Rev. W. D. Wade writes—"The attendance of children is very irregular, and if I were to judge from the numbers of children at all hours on the roads, and about the cabins, I should say that the numbers attending school were very small as compared with what they should be. The distance of the schools and the inability of the parents to forego the labours of their children has much to do with it. The chief occupations are agricultural, and interefere at certain seasons very much with attendance." It must be recollected that in Milltown both the male and female National schools are conducted by religious orders. From the ordinary standpoint therefore of Irish Protestants, it cannot appear that any religious difficulties diminish the attendance of children at Milltown.

149. *Corkaguiny.*—The Rev. A. Denny, Archdeacon of Ardfert, writes from Kilgobban Rectory, a few miles from Tralee—"The parents are sufficiently willing to avail themselves of the means provided for the education of the poorer classes, for young children, but as they are generally engaged in agricultural pursuits, the male children especially are removed as soon as they are of an age to render them assistance." Corkaguiny

150. The Rev. A. Isaac, Rector of Killiney, writes—"Generally speaking, I do not think any reluctance" on the part of parents to send their children to school "exists. As the only religious instruction given in the National schools of this neighbourhood is Roman Catholic, some of the Protestant parents reluctantly send their children to a school in which the only religious instruction is of the above mentioned character. The parents of one family send their children to reside with a relation in a distant parish, where they have the opportunity of attending a Scriptural school. I do not, however, see a remedy for this, as the Protestant children are at present too few to have a separate school. The industrial occupations that prevail in this neighbourhood are connected with farming, which, during the heavy seasons, keeps a number of children at home." At Derry Quay school, which is in the same district as Kilgobban and Killiney parishes, and where the parents of the pupils are mostly labourers, very few having land of their own, the teacher said that from October to April a very large number of his scholars were occupied in gathering sea-weed to be used as manure. The averages† of this school fairly tally with this statement, but at no part of the twelvemonths do the pupils in attendance much exceed fifty per cent. of those "on rolls," and for half the period they fall below this.

151. At Minard, where the averages both of boys and girls are lower in the first two than in the other two quarters of the year,‡ the boys are said to be kept from school to work on the land; and the girls to "save" the hay and bind the corn. If these are the chief occupations of the children, the attendance of the girls, at least, ought to be lowest in the third quarter, whereas it is highest at that period. The district is a very wild one, and severity of weather in the early part of the year accordingly operates with special force, as a hindrance to school attendance. This cause was assigned for the low averages in the first quarter of the year at the neighbouring school at Ardmore.§ The combined influences of severe weather and agricultural occupations are shown in the returns from Dingle Workhouse,‖ where the largest number of scholars is found in the first half of the year. When winter is over, and farming work begins, the inmates of the house go out to seek occupation, and only return when driven back by severe weather.

152. At Ventry National school, where the average numbers "present" bear a very low ratio to the numbers "on rolls," the male and female teachers both stated that a large number of the children in the neighbourhood did not attend school, the male teacher thinking that about a third of the children in the parish never went to school. In this parish the female teacher thought the people were not *very* poor. The rector of this parish, the Rev. — Foster, said that in spring and harvest time he found it very hard to get any children to attend the parochial school, except the little ones. Fishing and farming are the chief occupations of the people, and the children are kept from school to cut seaweed or work on the land. The members of the Established Church in this parish are about 206; and the average attendance of boys and girls collectively at the parochial school in the year ending July 1, 1868, was 30. Some 4 or 5 children who would otherwise attend this school (where there had been no Roman Catholics for the last six years), remain absent because of its distance from their homes.

153. The low attendance of children at Ventry National school accords with the backward state of the district, which is generally considered the wildest part of Kerry. As far as my experience went, it contains a larger proportion of Irish-speaking population than any other part of the country.¶ In many places the children were somewhat puzzled with my English accent; but in no other did they fail in understanding simple English words and sentences. In Ventry male school English seemed a foreign language to all the children in the first, second, or third classes. Even the master after some ineffectual attempts in English, was obliged to address the youngest children in Irish before they could comprehend some very simple orders. This was the more remarkable, because there was no similar difficulty still farther west, at Ballyferriter and Vicarstown. But the people of these places, I was told by more than one Roman Catholic clergyman, who had lived in the district, notwithstanding their additional remoteness, have more intercourse than those of Ventry with the town of Dingle, and consequently have greater opportunities of learning English. In the opinion both of the rector and of Lord Ventry, what education does exist there is owing to the stimulus of the parochial school, before the establishment of which there was no instruction to be had except from a hedge teacher. The ignorance and backwardness of this district, has in by-gone years been deemed to specially fit it for the enterprises of the Irish Society, one of the principles of which is to address the people in their native tongue. The spirit of proselytism seems however to be diminishing. The Irish speaking population.

154. At Ballyferriter, where there is a large National school having considerable local reputation, the teacher expressed his belief that perhaps a third, but certainly not a half of the children of the neighbourhood attend school. Some of them are sent out to service, but more are kept at home either in idleness, or to assist their parents, who are for the most part small farmers or labourers. If the whole year is taken into account, the young children are more regular than their seniors in attendance. School-fees are paid by about a quarter only of those who receive instruction, and if their payment were more stringently enforced, the number of pupils would be immediately reduced.

155. At Vicarstown, situated in the most westerly part as well of Ireland as of Kerry, and which, with the exception of the Blasket Island immediately adjacent, contains the most remote school in that direction in the country,

* See paragraph 115. † See paragraph 116. ‡ See paragraph 116.
§ See paragraph 116. ‖ See paragraph 115.
¶ In Ventry parish the service of the Established Church is said, and the sermon preached in Irish.

the teacher stated that a few children only are neither at school nor at work. All the pupils live near the school, and education is virtually gratuitous, school-fees having amounted in 1867 to 9s. only, which were paid by the children of five farmers. Most of the people are engaged in fishing, and are unable to forego the pittances which their children can earn. Unlike most schools, the average attendance* is slightly higher in the first than in any other quarter of the year, inasmuch as at that period there is least fishing.

Magunihy. 156. *Magunihy.*—In the parochial school at Killarney, the average attendance was represented by the teacher to amount to 19 throughout the year; and this number he considered included all the children (not Roman Catholics) of a class to which the school was adapted. The greater regularity of attendance which is exhibited in this and other Scriptural schools, is due in some measure to the greater prosperity of the persons who send their children there, but still more to the more special and individual attention which the clergy of the Established Church can, if they choose, bestow upon their small flocks than is practicable in the case of the Roman Catholic masses.

157. At the Convent of Mercy in Killarney, notwithstanding that all the pupils are girls, the attendance is found to fluctuate according to the agricultural operations of the season, being lowest at the times of tillage and harvest, and highest in the intermediate summer quarter. If severity of weather in the first quarter of the year is the cause of attendance being lowest at that time, at the Presentation Convent in the same town, the variation in the number of pupils at that school† correspond with those exhibited at the Convent of Mercy. The figures relating to the Presentation Monastery have a not very different aspect, except that in the third quarter of the year the employments of harvest, or of the tourist season, seem to reduce the average of male pupils more than the severity of weather in the first part of the year; and this too, although the monks do not distribute the substantial benefits of clothing and food, which tend to keep up the numbers at the convents during the winter time.‡

158. The teachers of Tiernaboul and Clashnagarrane schools find the regularity of their scholars' attendance is interfered with by the necessities of farming, the children being needed sometimes to sow potatoes, or "save" the hay and other crops; at others to tend the cattle.

159. At Muckross National school§ the attendance appeared from the report book to be generally best in the winter quarter. This exception to the general rule is not explicable in any obvious manner.

Iveragh. 160. *Iveragh.*—The Rev. J. Healy, P.P. of Cahirciveen, attributes the badness of attendance at school in his parish to "the high rate of wages," the industrial occupations being "sowing crops, cutting and saving crops, potatoes, oats, hay, turf." With a slight exception in the case of the convent, the attendance at all the three primary schools in this town, seems to be best from September to Christmas, and worst in the following quarter.‖ Farming operations therefore appear to have less to do with the number of pupils than the character of the weather.

161. At Portmagee,§ Killurly,§ Ballycarbery,§ and Kells§ the attendance is least in the winter quarter. The school at the first of these places, which is held in one of the most utterly wretched sheds I saw connected with the National Board, is, with the exception of hedge schools, the only source of instruction in a wide district, the two nearest schools being one at Cahirciveen, eleven miles off, and another in the mountains at a distance of seven. The people of the town, which has considerable local importance as a fishing station, are all very poor, and their children, for whom they are often unable to provide clothes, are in consequence frequently detained from school. Farming occupations diminish the attendance at Killurley, Ballycarbery, and Kells; and so too at Foilmore,¶ where there are separate male and female schools; the attendance of the elder girls is sensibly diminished in the season for sowing potatoes.

162. The testimony received from other parts of the country round Cahirciveen agrees with the deductions to be drawn from these statistics. The Rev. D. Browne, P.P. of Prior, says—"The reluctance of parents arises from two causes—the distance of school principally in winter and the scarcity of hands for agricultural labour." So Mr. J. F. Fitzgerald (of Kinneigh), J.P., says—"There is no reluctance; however, during the spring and harvest work, parents are compelled to keep their children at home on account of the scarcity of labour."

163. The Rev. T. A. Moriarty, curate in charge of Dromod and Prior, says—"I see no more reluctance in my own people" (he is speaking of members of the Established Church) "than I have seen in others. When home affairs do not intervene, they are sent regularly; but I must say that more anxiety (than there is) could be shown for education in all this place in general, and that the non-valuing of it is the cause."

164. In Valencia, where few causes external to its geographical limits can operate on the attendance of children at school, the figures relating to the two schools** at Knightstown show that the second quarter of the year has with the exception of the winter season the lowest average; and the same is the case at the National school†† situated in the middle of the island. What local cause operates in Valencia to make the attendance in the second quarter lower than in the third or fourth in opposition to the rule prevalent in the rest not only of Iveragh but of all Kerry, I have been unable to determine. Most of the people are engaged in farming, and the children of parents working in the extensive slate quarries in the island, seem subject to the same, but no other influences than those affecting the children of the farming class. The National schools of Valencia are supplemented by a hedge school at Corobeg, at the end of the island farthest from Knightstown. In this school the average attendance is stated to be highest in winter, when the distance of the National schools makes severe weather a more powerful obstacle to children living in its vicinity.

Dunkerron. 165. *Dunkerron, South.*—The testimony of the Rev. D. O'Sullivan, P.P. of Cahirdaniel, is that no reluctance is in general manifested by parents to avail themselves of the existing means of education for their children. If it even does exist, it is due sometimes to the distance of school, sometimes to inability to forego children's

* See paragraph 116. † See paragraph 123. ‡ *Vide* paragraph 126.
§ *Vide* paragraph 116. ‖ *Vide* paragraph 123.
¶ The averages in the female school at Foilmore are as follow:—

	Average on Rolls.	Average Present.
Third quarter, 1867,	61·9	42·4
Fourth ,, ,,	62	36·6
First ,, 1868,	54	31
Second ,, ,,	55·9	36·2

** *Vide* paragraph 115.
†† The averages in the male school are as follow:—

	Average on Rolls.	Average Present.
Third quarter, 1867,	117·4	71
Fourth ,, ,,	113·5	59·1
First ,, 1868,	96·3	46·3
Second ,, ,,	102·7	61·6

wages. It is never due in his parish, to the amount of school-fees, to want of confidence in the teacher's skill, or to any religious objection. He adds that "children are kept from school often during harvest and on the occasion of collecting seaweeds for manure." In this district, where Irish is still much spoken, the male teacher stated there is a general desire that children should be taught English. Husbands, he said, require a less portion with their wives if they can speak that language. Only a few poor children are kept at home by their parents, and this because of their inability to clothe them with sufficient decency.

166. In the adjoining district of Sneem, the Rev. T. Davis, P.P., gives it as his opinion that "reluctance arises chiefly from the distance of schools, amount of school-fees, and inability to forego children's wages. Agriculture materially affects the attendance in this parish, chiefly during spring and harvest time."

167. The teachers at the National schools in Sneem, and the Scriptural schools in that town and in Templenoe parish all spoke of the influences of weather, distance, and agricultural labour on the attendance at their schools.

168. *Glanarought.*—The Ven. J. O'Sullivan, P.P. of Kenmare and Templenoe, says, "The only reluctance I can observe arises from the distance of the schools. The spring business generally diminishes the attendance for a couple of months." The teacher however of the National male school in Kenmare (of which the parish priest is *not* manager) expressed his belief that many children are kept at home from the mere carelessness of their parents. Glanarought.

169. The Rev. E. J. Wade, rector of Kenmare, writes—"Country schools are affected by the usual agricultural pursuits at certain busy seasons: for this no remedy can be suggested in this county of small farms."

170. The figures relating to Kenmare parochial school,* which has been placed by the present rector under the National Board, confirm what has been previously† noticed in the case of Scriptural schools respecting the high average of attendance of the scholars "on rolls," and its regularity throughout the year.

171. From the adjoining parish of Kilgarvan, Sir R. Orpen writes—"There is no reluctance on behalf of the Roman Catholic parents to avail themselves of the schools under the National Board; but there is on behalf of the Protestant parents an objection to send their children to a school where the Holy Scriptures are systematically and practically excluded. The parochial school contains about thirty children, of whom about half are Roman Catholics. I believe the parents of the poorer classes are generally very anxious for the education of their children, but the boys are often prevented from attending the schools by employment on their fathers' farms. There are no *industrial* occupations in the neighbourhood in the usual acceptation of the word; agricultural employment is the only occupation here. Some years since, my wife, Lady Orpen, established at our expense, a school for teaching various kinds of needlework to girls without religious distinction; it was successful for some time. There was no other instruction of any kind given, but we were, as I understood, publicly denounced by the parish priest, and the school was broken up; for no reason that I could ever discover, unless it was not thought advisable that the poor people should suppose that they derived any benefit from the Protestant gentry. I must however say that I believe the priest acted under *superior* orders and not of his own motion."

172. The parochial schoolmaster of Kilgarvan finds the attendance vary most in spring and autumn, when they children are kept at home to assist their parents in farming operations. Few are kept away by the inability of parents to forego the wages which the children can earn.

173. From Tuosist, on the other side of Kenmare, the Rev. C. M'Carthy, P.P., writes—"Parents have no reluctance to the existing means, if, in their neighbourhood, and if they could afford, as some cannot, to pay the ordinary school fees, I see no other objection on their part. Agricultural occupation interferes considerably with school attendance, owing to the excessively high rate of wages and the general poverty of the people."

174. The teacher of the Lansdowne school (Coornagellough) in this parish, stated that the children of the scattered population in the adjacent mountains do not attend school, and this he attributed to the ignorance and consequent carelessness of their parents. The teacher of Lauragh school (also in the parish of Tuosist) said that most of the children in that district attend school, except a few in the remote glens. Their attendance is, however, very irregular.‡ A great many sheep are fed on the mountains of the neighbourhood. The boys have to look after the lambs, and the girls are made to spin wool. Few of the latter go to school before they have learned to spin.

175. This evidence is tedious from its reiteration of the same or similar particulars, but is valuable on account of the conclusions to which it points. In the first place, it shows that, whatever opinions to the contrary may be entertained in certain quarters, there is no desire on the part of the Roman Catholic clergy to withhold from their people the benefits of education, which, with very few exceptions, all are anxious to obtain. It confirms, too, what has been said in a previous portion of this report on the subject of mixed education. When religious scruples do interfere at all with the attendance of children, they have reference to a system which, notwithstanding that it boasts of its nationality, is, in this part of Ireland, distrusted by the minority, who, in consequence, avail themselves but little of its services. Result of the evidence.

176. A further inference is that the causes which operate throughout Kerry to retard the spread of education, are in the main of a social or economical kind, which lie beyond the province of an educational system to remove or modify. Difficulties arising from the distance of school are being gradually removed by the multiplication of school buildings; and if, after its long ebb, the tide of population were again to flow, this multiplication would be accelerated probably in more than an equal ratio. The concentration of wealth consequent upon increased density of population, would furnish means to supply the demand for school buildings occasioned by that increase. A diminution of distance would deprive severe weather of much of its hardships. Social and economical causes which affect attendance.

177. In the present condition of the country, it seems impossible to reconcile the conflicting claims of farming and education in a manner favourable to the latter. Increase of prosperity alone will put farmers and farm labourers in a position in which they will venture to sacrifice their children's present earnings in order to obtain for them the prospective advantages resulting from education. Without a compulsory system, the hindrances arising from poverty can be but gradually removed.

*The averages in Kenmare parochial school, which has been placed by the present rector under the National Board are as follow:—

	Average on Rolls.		Average Present.	
	M.	F.	M.	F.
Third quarter, 1867, . .	20·4	12·8	17·5	10
Fourth „ „ . .	21·7	12·1	20·2	10·7
First „ 1868, . .	21·2	12	19	9·1
Second „ „ . .	20·4	14	17·5	10·3

†See note to paragraph 164.

‡ *Vide* paragraph 115.

Means for Securing Increased and More Regular Attendance.

Plans for increasing attendance.

178. How deeply seated in the social organism of Kerry are the obstacles which impede the progress of education is recognised in the suggestions made for procuring increased and more regular attendance. "Put a stop to emigration," is the advice given by Mr. Fitzgerald, J.P., in order to obtain this end. "Allow subdivision, or prevent consolidation of farms, and thus increase the number of occupiers," says the parish priest of Cahirciveen. "Grant tenant right," is the suggestion of the parish priest of Tarbert.

School premiums.

179. In default of such sweeping measures it is probable that some improvement may be effected by means applicable, under existing circumstances. Premiums for regularity of attendance, or of attendance and attention combined, are the expedients most in favour. The Very Rev. the Dean of Ardfert proposes that "premiums of some kind might be given in the schools; and certificates as to acquirements, attendance, and conduct might be given to pupils leaving school, that would help to obtain advancement for them in afterlife. I would also recommend lending libraries for the use of advanced scholars, and of those who had left, to be attached to each school." So, too, the Rector of Kenmare says—"Premiums should be given in the various schools," and suggests that "these should be contended for by the schools of a district at a central examination. This would excite public interest, which is languid, in the matter of education." The parish priest of Kenmare also is in favour of "premiums for regular attendance, and more schools;" and in like manner the Rev. W. D. Wade, of Milltown, thinks that "the means of education should be brought nearer their homes, and a system of prizes and such like inducements to emulation established." The Rev. E. Wright, of Muckross, also spoke in favour of premiums, purely honorary, being given for diligent attendance.

180. In the schools at Tarbert, and in the male school at Tralee, which are connected with Erasmus Smith's Board, rewards in money are given by the trustees for attention and attendance combined; and it appears by the report of the parochial schools at the latter place for the year ending September 1, 1867, that sums of £2 6*s.* 2*d.*, £1, and £1 6*s.*, were expended in premiums in the girls', boys', and Sunday schools respectively, in addition to the sums furnished by the Board. The total of this expenditure was made out of an aggregate sum from subscriptions and donations during the same period of only £55 18*s.*

181. In the National male school at Kenmare, of which the Marquess of Lansdowne is patron, and Mr. John Townsend Trench manager, prizes in money have been offered for the year 1868, and if the experiment prove successful, will probably be offered again. The letter containing the offer, addressed to the school teacher, is as follows:—

"Kenmare, March 23, 1868.

"Mr. Murphy, Sir,—In order to encourage and promote the education of the children in Kenmare, Lord Lansdowne is prepared to give the following prizes in your school this year:—

Premiums.

One in each class for regular attendance, and two for best answering in Board's Programme.

	Best Answering. 1st.		2nd.		Attendance. 3rd.				
	s.	*d.*	*s.*	*d.*	*s.*	*d.*	£	*s.*	*d.*
5th Class ...	10	0	7	6	5	0	1	2	6
4th ,, ...	7	6	7	6	5	0	1	0	0
3rd ,, ...	7	6	7	6	5	0	1	0	0
2nd ,, ...	7	6	5	0	3	0	0	15	6
1st ,, ...	3	0	2	0	2	0	0	7	0

Two prizes will also be given for best answering on the following subjects, and will be open to all:—

	1st.		2nd.				
	s.	*d.*	*s.*	*d.*			
Reasoning ...	5	0	2	6	0	7	6
Money Matters ...	5	0	2	6	0	7	6
Total					£5	0	0

"You will communicate this to the school.

"Your obedient servant,

"John Townsend Trench.

"Mr. Maurice Murphy, Teacher, Kenmare."

Religious pictures and medals.

182. In the convent at Cahirciveen I found it was the practice to give little religious pictures and medals to the most deserving children. As a rule however prizes are unknown, and unless provided out of Government funds, it would probably be hard to keep up a sufficient supply throughout the county. Private benevolence in a matter of this sort is apt to be special or spasmodic, both in time and place.

183. Although in the few instances when money is given as a reward for attendance at school, those who had the distribution of it were unaware of any bad results arising from the form of the gift, it seems probable that in districts where the value of children's wages is the reason of their being kept from school, a comparison would be made of the amounts which they could gain by work or by attending school, and the latter would, without doubt, be found the less attractive.

Compulsory education.

184. With regard to increase of attendance, as on most matters of detail, much variety of opinion is manifested. Only one witness, the Rector of Ballyheigue, referred to a compulsory system, and he is doubtful about its merits. He says:—"It is difficult to say what plans would secure an increased attendance at the primary schools. The objection to a compulsory system is that it would interfere with the liberty of the parent; but on the other hand many think that the liberty of parents, as used in that sense, is 'the liberty,' as John Foster says, 'of bringing up their children a nuisance on the face of the earth.'" Sir R. Orpen thinks "children's attendance is as regular as can be expected under existing circumstances." The Vicar of Listowel says:—"Generally speaking a large attendance is secured when the teacher is efficient. Active superintendence and periodical inspection are likely to produce diligence in the teacher." The Rev. T. A. Moriarty thinks there is "no other plan than demanding or reproving, if necessary, the cause of absence." This plan I found was most energetically carried out in one National school, where the teacher told me he always required a child who had been away from school, on its return to be accompanied by one of its parents, or else to bring a letter explaining its absence. If this were not done, the child was "slapped or confined," as a punishment.*

* There seems to be no regular system of punishment in the schools. In convents and Christian Brothers' schools, admonitions, moral and religious, seem alone to be employed, and, as I was told by the nuns and brothers, with sufficient and excellent effect. In many ordinary National schools the teacher struck refractory or dilatory pupils with a rule or map-pointer. This punishment, which was but slight, was inflicted on girls no less than boys in mixed schools. But this kind of punishment is probably more frequent and more severe when there is no strange presence to control the teacher.

185. In the Christian Brothers' schools at Tralee it is customary, in cases of absence, to appoint one or more pupils present to make inquiry respecting the absentees. Such a practice appears more especially applicable in town schools and to children living near the school. In rural districts, where children reside many miles from school, or are widely scattered, the number of envoys necessary for the purpose would make too great a drain on the scholars in attendance. In these schools a part of the day is specially marked out in the time-table* for investigating cases of absence or want of punctuality. Such an investigation, when carefully and conscientiously carried out by the teacher, must operate as a powerful check on mere truancy and loitering; but it cannot prove a very effective stimulus to negligent parents. If conducted by teachers with less conscientious and affectionate devotion to their work than that of the Christian Brothers, it would degenerate into a farce, at the best performed in a prefunctory and careless manner. The quarterly averages at the Christian Brothers' school† in Tralee do not show that this individual attention has modified in any remarkable degree the agencies which tend to reduce the numbers "present" far below the numbers "on rolls." Practice in Christian Brothers' schools.

186. Two witnesses only thought that attendance at school depends upon school fees. The one has a district entirely rural from which to draw his conclusions; the other is resident in a village or town of considerable size. The Parish Priest of Tuosist says, "I know no plan more effectual for increasing the attendance than to grant such salaries to teachers as would make them independent of school fees, so as to afford gratuitous instruction to the poor." The Parish Priest of Sneem also thinks 'increased attendance would be secured by reducing school fees;" yet it is his opinion that gratuitous education is "not beneficial, except for the very poor classes." It is possible that in Tuosist and Sneem, and in other parts of Kerry also, some children would be sent to school who are now kept away by reason of school fees being chargeable. However, speaking of his whole diocese, the Bishop of Kerry expressed to me his opinion that the amount of school fees is not a practical obstacle to school attendance, because the payment is rarely enforced. This view, which coincides with all that I heard from school teachers throughout the county, is also entertained by Mr. Macnamara, the National Inspector, whose district embraces the southern half of the county. School fees.

Gratuitous Education—Opinions Respecting It.

187. The opinions expressed concerning gratuitous education are, for the most part, unhesitatingly adverse. The Parish Priest of Cahirciveen is almost solitary among his brethren when he says "gratuitous education is productive of much good." The Very Rev. Dean Day says—"Education, when paid for, is more likely to be valued and turned to account; but in the case of very poor persons payment should not be insisted on." The Ven. Archdeacon Denny considers "it would be desirable, as far as practicable, to require a small payment from the parents of the children, as serving to enhance the value of education in their minds." The Rector of Kenmare believes "that gratuitous education should be avoided as much as possible. There must always be some children whose parents cannot pay, but I see no use in asking other persons, managers or others, to pay for them; and I strongly urge that all service or work for the master, in lieu of money payments, should be rigidly forbidden." Sir R. Orpen thinks that "the payment of a small sum, such as a penny a week, by each child, would perhaps secure more punctual attendance, as the parents might not like their children to lose any benefit they paid for." The Rector of Ballyheigue says:—"It is desirable to require the payment of school-fees. Education will be valued more if the parents pay the master a certain fixed sum. It would, in my opinion, be advisable, in the case of labourers, to reduce the fees, or even make a merely nominal charge." Opinions on gratuitous education (1.) of Anglicans.

188. The opinions of the Roman Catholic clergy on this point are coincident with those of their Anglican brethren. The Parish Priest of Tarbert, with forcible brevity, pronounces gratuitous education to be "bad." The Rev. D. O'Sullivan, of Cahirdaniel, says—"We value what we pay for—we *undervalue* what costs us nothing." In like manner the Parish Priest of Prior says—"Gratuitous education is not so much appreciated as that which is more or less paid for." The Ven. J. O'Sullivan, of Kenmare, says it is "decidedly injurious; and I go to great length to induce the poor to pay something, however trifling, to the teacher, to insure his or her care for the children. This does not apply to convents, where the teaching is 'a labour of love.'" The motive suggested to parents for the payment of fees is certainly needful in the case of convents, but the education afforded at them, no less than at other schools, would doubtless be more highly prized if some pecuniary sacrifice were required to obtain it. (2.) Of Roman Catholics.

Age of Children Attending School.

189. The same causes which produce irregularity of attendance, and which, as has been previously pointed out, are chiefly of a social or economical kind, tend also to the final withdrawal of children from school at an early age. The returns furnished by the teachers of National schools, through the Inspectors to the National Board for the use of the present Commission, will enable a comparative estimate to be made whether in different parts of the county, or in different descriptions of schools, any law exists determining the average age at which children first enter or finally leave school, and also the average length of their school course. In numerous instances I procured from National schools of all kinds returns professing to show the average age of the pupils admitted, and of the pupils struck off the rolls during the twelve months preceding my inquiry. In the schools which I examined I also calculated the per-centage of children above twelve years of age to the whole number present on the day of examination; but the results obtained by both these methods are so capricious, and at times are so self-contradictory, that this report would be uselessly lengthened by a statement of them; nevertheless they serve to confirm an opinion which I had previously formed, that the entries in school registers of the ages of pupils are too carelessly made to furnish data for any accurate calculations. Even when teachers are not wilfully or consciously careless in this part of their duties they are unable to make correct entries. In the wilder parts of the county children nine or ten years old, or even older, not unfrequently have no idea of what is meant by "age," and when asked in the idiom of the district "how many years they are," make the wildest answers. The entries made in the school registers on the authority of parents are in many cases, if judged by the appearance of the children to which they refer, erroneous by two or three years. Early removal of children from school.

190. As far, however, as I am able to judge, the average age of children first going to school throughout the county is about six or seven years. Only a comparatively small number is to be found above thirteen. Convent schools are an exception in both directions. The infant schools attached to most of them draw a large number of children of three, four, or five years. At Kenmare I saw one little urchin of eighteen months. They always have a large class of girls, sixteen or seventeen years old, or even nineteen or twenty; but most of them are either monitresses, or are hoping in afterlife to become teachers. Many of the elder girls whom I found in the third class at Kenmare convent, and by no means the most advanced among their class-mates, I Average age of children going to and leaving school.

* *Vide* Time-table of Christian Brothers' schools, paragraph 325.

† *Vide* paragraph 123.

was told had received hardly any schooling, and were sent to the convent, not so much for literary instruction as in order to learn needlework. In the Christian Brothers' school, at Tralee, I also found a large class of youths older than those usually found in National schools; but this school, though classed as primary, can hardly be so regarded in its upper division. At any rate, what secondary instruction is given in Tralee is for the most part imparted there.*

Average age of children in different classes.

191. The following Table exhibits the Average Age of the Pupils whom I found in the several Classes of Schools throughout the country.

Class.	Description of School.				
	National.			Scriptural.	Christian Brothers.
	Male.	Female.	Mixed.		
First, . . .	7.39	6·502	6·75	5·17	7·55
Second, . . .	10·15	9·82	9·51	8·83	11·12
Third, . . .	11·94	11·90	11·25	10·61	12·9
Fourth, . . .	13·07	13·16	13·70	13·22	12·39
Fifth, . . .	15·31	15·98	13·66	14·66	14·09

192. So far as National schools are concerned no material variation is presented by the preceding figures between those in which boys and girls are separate and those in which they are educated together. The low average age of the first class in female schools as compared with that in male, is probably due to the large number of very young children to be found in convents, and does not show that to ordinary National school girls are sent at an earlier age than boys. The only other point in this table to be noticed, respecting National schools, is the lower average age of the fifth class in mixed than in separate schools. It would be wrong to conclude from this that the higher National education is pressed more rapidly in mixed than in separate schools, the fact being that this average has been calculated from a single school. Kenmare parochial school, which, as noticed in other parts of this report, holds a unique position in the county, was the only mixed school connected with the National Board in which I found the nucleus of a fifth class. Children in the fifth class are very rare in Kerry, and in mixed schools more so than in others.

Different standard of classification in Scriptural, Christian Brothers', and National schools.

193. The modes of classification in Scriptural and Christian Brothers' schools, differing as they do from each other and from that in National schools, prevent any accurate conclusion being arrived at in respect of the average proficiency of children of a given age, according to the description of school where they receive their education. In the case of the Christian Brothers, the figures in the preceding table are calculated from the returns of two schools only—those at Tralee and Cahirciveen—too narrow an area on which to raise any weighty superstructure of inference. The figures relating to Scriptural schools have been collected from a wider experience. With the exception of the average age of the fourth class they seem to indicate that a child of a given age in a Scriptural school will be likely to have a higher classification than one of the same age in a National school. If this position is correct it certainly cannot be accounted for by any superiority in the teaching given in Scriptural over that in National schools. The reason appears rather to be a difference of educational standard or greater laxity in its application in Scriptural schools.

Gratuitous Education—Its Extent.

Extent of gratuitous education.

194. It is wholly impossible to determine with certainty the extent to which gratuitous education prevails in Kerry. In conventual and monastic, and for the most part in Scriptural schools, no school-fees or other charges are payable; and in the schools of the Christian Brothers† no payment is received except for such requisites as pens, ink, and pencils, and these are given gratuitously to the poorer children. The numbers of children entered as "free" in the registers of ordinary National schools, afford no criterion for determining the question; for children are only so entered by permission of the manager, who is, generally, the parish priest, and judges from the intimate acquaintance with his people which his position affords him of their pecuniary resources. But many parents who do not receive this "free pass" for their children nevertheless obtain gratuitous education, for their payment of fees is continually evaded or postponed, and the teacher is not unfrequently glad to accept a sum considerably less than what is due according to the scale specified on the time-table. On the one hand the manager limits, as far as possible, the number of those children to whom payment is excused, and thereby endeavours to conciliate the teacher. On the other, the teacher often remits the payment of fees, because he has learnt by experience that if he enforces his legitimate claims, the number of his scholars will be diminished; and their diminution may be followed by a reduction of his salary from the National Board. The most frequent complaints I received from teachers against managers related to fees. In one case a teacher "processed" some debtor parents, *i.e.*, took legal proceedings in the local court for the recovery of fees; but the parish priest, who was school manager, forced him to abandon his action under pain of dismissal from his office. I believe, from inquiries made into this case, that this particular teacher was not wanting in harshness, and, perhaps, not in avarice; but his case illustrates a frequent source of discontent. It is not unusual when money is not forthcoming from the peasantry, among whom a strong tendency to hoard their earnings exists, for the teachers to receive in labour more than an equivalent for what is due in cash. The parents of his pupils will dig his potato garden, or carry turf for him, when they are unwilling to part with the smallest coin in return for his educational services. Among such peasants "Easy Lessons in Money Matters" and the rudiments of political economy have borne little fruit.

Difficulties attending payment of school fees.

195. No detail of National school organization seems more difficult of adjustment than that of school-fees among a people like that of Kerry, who are still battling with poverty, or have not forgotten the traditions of the famine. The very name of National school, I was told more than once, causes the people to retain their savings with a firmer hold. If education is an affair of State, and so much public money is spent in teachers' salaries, the paltry extra sums which the teacher can obtain from school-fees should also, it is thought, be furnished from the

* *Vide* paragraph 326.

† Offertories are given, or collections made, in behalf of the schools of the Christian Brothers and Sisters of Charity. The education given by these communities is, therefore, not absolutely gratuitous, though, owing to the mode of payment it has all the disadvantages which belong to a gratuitous system. *Vide* paragraph 320.

public purse. But this sentiment is entertained only by the poorest and rudest persons. More than one of the better class of shopkeepers in the towns, who, on other grounds, was not averse to sending his children to National schools, told me he hesitated to do so, because his social pride rebelled against their mixing with children who paid nothing.

School-Fees—Their Rate and Amount.

196. In no case did I find the rate of school-fees vary according to the age of pupils. The amount with which they are chargeable, is determined solely by the class of the school in which they are placed. There is no uniform scale prevailing throughout the country, but the variations are but trifling. The sum payable in the first-class is generally from sixpence or a shilling to eighteen pence per quarter; in the second, from a shilling to two shillings; in the third, from eighteen pence to half-a-crown; in the fourth, from eighteen pence to three shillings and six pence; in the fifth, from three to five shillings. If extra subjects* (geometry, algebra, and mensuration) are taught, the pupil learning them pays from half-a-crown to five shillings per quarter. In many schools the rate of fees is the same for the first and second classes, and again for the third and fourth, so that in them there is little chance of a child being promoted into a higher class before it has attained sufficient proficiency, in order to obtain higher fees from the parents, or to induce them to pay more readily on the ground of their children's supposed progress in learning. Rate of school fees.

197. In some cases, where there are separate schools for boys and girls under the same roof, I discovered a tendency to fix a lower rate for girls than for boys; but as the scale for the two schools had not always been regulated at the same time, and the fees marked in the time-table bear the most uncertain and varying ratios to the sums actually received, no definite inferences can be drawn in this way as to the influences of school-fees or gratuitous education on the attendance of boys and girls in comparison with each other. Rate lower in female than in male schools.

198. In like manner, although the amount of fees received by the male teacher not unfrequently exceeds that received by the female in the adjoining school, to an extent more than proportionate to the greater number of male pupils, the excess cannot, without qualification, be relied on to confirm the conclusions previously drawn† as to the greater anxiety displayed for male than for female education. Fees for boys, no less than girls, are frequently in arrear, and are only paid when pressure is exerted. But masters are more urgent than mistresses in demanding payment. In some instances, however, the great inequality between the sums received in male and female schools cannot be understood except as an outward and tangible evidence of a difference of sentiment respecting the education of boys and girls. In Gortmaskehy school (Ballybunion) for example, the male teacher, who had had a struggle with the manager on the subject of fees, received £9 13*s.* 11*d.* from that source during the year 1867; whereas the female teacher, whose school is slightly superior in management and local reputation, and who has a somewhat higher average‡ attendance of pupils, received only £3 during the same period. So, too, at Brosna, the female teacher received only £4 17*s.*, as against £14 5*s.* received in the male school. At Cahirdaniel the male teacher received £7 6*s.*, and the female only £4 7*s.* At Sneem the male teacher received £11 17*s.* 2*d.*, and the female £5 14*s.* 5*d.* In these three schools§ the averages of female pupils are much below those of males; but the difference between them is not proportionate to the difference in the amount of fees. Differences of male and female schools in respect of fees.

199. I am inclined to believe that payment of fees by a very considerable number of parents in Kerry, who are not specially affected by any pecuniary difficulty, depends on the estimate they have formed of the teacher's character and professional skill. If a teacher is above the average in kindness or attention, his superiority in these matters, not unfrequently, has its reward in the amount of fees received by him; whereas if a teacher is unconciliatory in manner or negligent, the non-payment of fees is forthwith made to operate as a fine upon his shortcomings. In one instance only did I find the school-fees paid in 1867 amount in any important degree to a greater sum in the girls' than in the boys' school. At Lauragh the female teacher, notwithstanding her numbers were smaller than those of the male, received £8, while he received £4 10*s.* The neatness of the girls' compared with the dirt of the boys' school, is quite sufficient when taken in connexion with the personal bearing and local reputation of the master, to account for this case. Payment of fees dependent on reputation of teacher.

200. It is not certain that the entries made in the report and other account books of National schools, represent the total amounts of school-fees actually received. The desultory and irregular mode in which many of the teachers say they, from time to time, receive a few pence as instalments of what is due to them, renders it probable that the most scrupulous are sometimes inaccurate. The general discontent respecting the salaries paid by the National Board tends, in the case of the less scrupulous teachers, to make them represent the portion of their professional incomes derived from school fees as less than it really is. Against inaccuracy or wilful misrepresentation of this sort there is no check. Accounts of fees received.

201. Of the schools I visited, the male schools at Listowel and Kenmare showed the largest amount of school-fees during 1867. In Listowel they reached to £22 17*s.* 6*d.*, and in Kenmare to £29. The average numbers‖ are, however, more than 50 per cent. higher at Listowel than those at Kenmare; and in both cases I was informed that about half only of the children "on roll" pay fees. It appears, therefore, that the amount of fees received at Kenmare is, relatively to the number of pupils, considerably greater than its actual excess indicates. In both these schools the head teacher has a high classification, being at Listowel in the second division of the first-class, and at Kenmare in the first division of the same class. At Listowel there is at present a very strong desire on the part of the people to have a Christian Brothers' school established; but this desire is, I believe, due entirely to causes having no reference to the National teacher personally, or which would tend to reduce his fees. Amount of school fees.

202. The larger amount of fees received in these two towns as compared with all others I visited, may possibly be indirectly due to the presence of convent schools. Where these exist, no portion of the funds which parents may be willing to expend on the education of their children is diverted to female schools. In Cahirciveen, the only other town I visited in which there is a National school for boys, and a convent school for girls, I found that the Christian Brothers' school was an injurious rival to that of the National Board, so far as fees were concerned. The National school is very good; but the master, who is in the second division of the first-class, and is thought of very highly, assured me that, owing to the competition of the other school, he was quite powerless to enforce payment.

203. At Blennerville and Mucross National schools I found no fees were paid. The latter is maintained entirely by Mr. Herbert, M.P., who pays the teacher's salary; the school receiving books and inspection only from the Board. The teacher of the former seemed much aggrieved at not receiving fees, and took the opportunity of my visit, to address a remonstrance on the subject to the scholars, to be reported by them to their parents. He National schools without school fees.

* Geometry, algebra, and mensuration, are generally regarded for the purpose of school-fees, as extra subjects. It is doubtful whether such a classification can be justified by the programme for the fifth-class in National male schools.

† *Vide* paragraphs 118–120. ‡ *Vide* paragraph 115. § *Ibid.*

‖ For the averages of Kenmare and Listowel schools, *vide* paragraph 123.

had previously asked me to speak to the children, who, probably, regarded me as a National Inspector, but this I declined to do.

Mode of enforcing payment, and application of school fees.

204. No definite scheme for removing the evils attendant on the present mode of payment of school fees was suggested to me, although quite apart from the question of gratuitous education, the discontent which it breeds is continually forcing its unsatisfactory nature upon public notice. The teachers in the two male schools in Valencia have, as one of them informed me, made an arrangement that neither will receive into his school any child who has previously been attending the other, unless he brings with him a certificate from the master he has left that all fees have been paid. This arrangement checks a practice which occasionally exists of removing children from one school to another as soon as the teacher presses for payment. But the definite limits of an island make it more applicable in Valencia than in an ordinary rural district. The remedial effects of the plan are obviously but superficial.

205. School fees are invariably received and applied by National teachers in Kerry in augmentation of their salaries. It seems worthy of consideration whether they would not be disposed of more advantageously in providing or keeping in repair school apparatus, which now not uncommonly is paid for by the teacher out of his own pocket, or in providing a fund for prizes. In the latter case it is possible that parents would be reluctant to contribute to an object from which their own children would not certainly derive benefit. This objection does apply to the former suggestion; but both plans might possibly increase the amount of gratuitous education, as the teacher would have a less stimulus than now to collect fees.

Comparative Efficiency of Schools aided and unaided by the State.

Comparison of schools aided and unaided by the State.

206. All the testimony I have received on the comparative efficiency of schools, aided and unaided by the State, is, with a single exception, in favour of National schools.* The Rev. T. A. Moriarty, writing of a Scriptural school established eighteen months previously at Waterville, says:—

"All the children who now form our parochial school, and who were formerly taught in National schools, were very materially deficient when we started our present school. Our teacher had been under the National Board as an assistant, and he being a competent judge of their classes and proficiency, was more surprised than I was. They were by no means qualified for the classes they held, and they came immediately from the National school to me."

207. I was prevented by the vacation from examining either the Waterville Scriptural school, or that of the National Board at Spunkane, which nearly all the children of Waterville, who are not at the Scriptural school, attend; I am therefore unable to compare the results of these particular schools, or to say whether that at Waterville is above the ordinary level of Scriptural schools, or that at Spunkane inferior to National schools in general.

General opinion of superiority of aided schools.

208. The view which is generally entertained in the county is, that schools receiving Government aid are more efficient than others. This is continually admitted by those who are opposed on other grounds to the National system. Sir R. Orpen says:—

"The want of sufficient funds for payment of a competent master must impair the efficiency of schools, and practically Protestant schools are excluded from Government aid, but Roman Catholic schools practically are not so."

209. The Very Rev. the Dean of Ardfert says:—

"Generally speaking the secular education imparted in the State schools is more efficient than in the others."

Kenmare parochial school.

210. The Rector of Kenmare (Rev. E. J. Wade), some years back gave most earnest proof of his opinions by placing his parochial school under the National Board, a measure which had no precedent, and remains without imitation in Kerry. He says:—

"I have no hesitation in saying the schools receiving Government aid are very superior to those not so aided. I should say that in this I refer only to 'Church Education schools.' In 1861 I found myself compelled in justice to the children attending either to close the Protestant parochial school in Kenmare, or to place it under the Board of National Education; I adopted the latter course. So far as I am acquainted with them, the unaided schools, from want of systematic inspection and proper apparatus and deficient salaries to teachers, are not only comparatively but absolutely inferior, and Archbishop Whately's words are verified—'The members of our Church are worse educated than the Roman Catholics.' The masters are generally badly trained, and they are not stimulated to improvement by inspection involving any gain or loss. The children do not pay, and consequently are irregular in attendance, and there are not funds to supply deficient apparatus. There is a want of system and discipline."

211. Speaking of Cahirciveen, where there is a Christian Brothers' school in addition to the National male and convent schools, the parish priest says that schools in his parish whether aided by the State or unaided are "much on a par." This view was to a great extent confirmed by my examination. Rivalry in this instance has a beneficial effect, and the Bishop of Kerry, who is a strong supporter of the National system, expressed to me his belief that education would be promoted if rivalry between schools aided and unaided by the State more frequently had scope.

General superiority of National Schools.

212. Of the superiority of aided schools over all others in Kerry, except those of the Christian Brothers, I have not the slightest doubt. The secular education given in Scriptural schools is little better than a farce. Barren of results though hedge schools are, more honest endeavour is not seldom made by their teachers than I could trace in some of the Church Education schools I examined. The general testimony of every class of society is that a great boon has been conferred on Kerry by the introduction of the National system. Rough car-drivers, whose geographical knowledge is wide, if it embraces the highroads in Kerry, Cork, Limerick, and Clare, and whose stock of ideas is little larger than their calling requires, frequently contrast the advantages afforded to their children by National schools with the means of education provided for their own boyhood. Great part of the improvement already made, and still making, as all I spoke to on the subject allowed, is traceable to the spread of education which National schools have caused.

Opinion of the Bishop of Kerry.

213. In reference to the subject matter of instruction in National schools, the Bishop of Kerry expressed an opinion that it would be well if less attention were given to special knowledge and more to good writing and accounts. Writing, he thinks, is generally defective—worse than anything else which is taught, although the writing of the monitresses in convent schools is sometimes very good, and their composition still better. The reading lessons, the Bishop thinks, aim too much at imparting special information. It is impossible to teach botany or political economy to little children. The Bishop, if I understand him rightly, thinks that in face of the difficulties arising from irregular attendance, little more can be efficiently accomplished for the mass of children in the primary schools of Kerry than instructing them thoroughly in reading, writing, and arithmetic; more real good might be done in teaching these almost mechanical branches of education than introducing them to departments of scientific or literary culture, of which their time at school can allow them to obtain only a smattering, and which they will be entirely unable to utilize after leaving school. For the few children

* This comparison does not refer to Christian Brothers schools, which exist only in three towns in Kerry.

who remain a sufficient time to reach the upper classes, and whose abilities and means would enable them to push their way into the learned professions, clerical or lay, he wishes that National schools, at least in the larger towns, provided some classical instruction; and he expressed his pleasure that the Christian Brothers had to some extent relaxed their rule excluding Latin from their schools. The memory of the classical learning of the Kerry peasantry acquired in the old hedge schools still lingers in districts where, under a superior system of education, less assistance is afforded to those who are capable or ambitious of professional careers.

Primary education in relation to commercial life.

214. Mr. Henry Donovan, of Tralee, a member of the largest mercantile firm in Kerry, was of opinion that the education given in the primary schools of the country is generally satisfactory. His opinion was based on the experience he had of clerks and others in his employ. Writing is generally satisfactory, and a month's practice at the desk is sufficient to acquire a good business hand. The same is true of arithmetic. The great want is in power of composition. A year frequently has to be spent in the office before a clerk can write a fair business letter. It is not merely style that is deficient—style is hardly to be looked for—but there is a total absence of power of expressing ideas. Mr. Donovan had had more experience with boys educated by the Christian Brothers than with those from National schools. This arose partly from there being only a school of the former kind in Tralee, and partly because he believed the pupils of the Christian Brothers were superior to others in moral and intellectual tone.

Results of Examination.

Results of examination

215. In the table on the following page is presented a summary of the results of my examination of National and Christian Brothers' schools in reading, writing, spelling from dictation, and arithmetic. As far as possible I took the National Board's programme as my standard, though occasionally, as hereafter mentioned, I found the children in the better schools came up to a higher level in some subjects than the programme prescribed.

216. This dry arithmetical statement of results is insufficient by itself to convey a correct idea of the condition of education in National schools. A qualitative, no less than a quantitative analysis, is requisite. Some remarks are therefore subjoined on the special peculiarities of the reading, writing, and arithmetic, and also of the other subjects of instruction both in National schools and those unaided by the State.

Reading.

Defective style.

217. If excellence in reading is to be looked for in primary schools attended for the most part by the children of a poor peasantry, the expectation will hardly be satisfied in any of the schools of Kerry. The opportunities the children have outside the school-room of hearing anyone read more skilled than themselves, are few. Even the public services of their Church do not for the mass of them afford the means of knowing that reading can be made more expressive and intelligible than that which is tolerated by their teachers, and sometimes deplored by their Inspectors. Although young children would not in many cases be able to appreciate any excellence of style, which such opportunities might put before them, the want can scarcely fail to affect teachers who have passed their whole lives in the country, or whose chances of hearing good reading have been confined to the five months they have been under training in Marlborough-street. One boy in the fifth class in Kenmare National male school I heard read a passage of poetry in a style which rose above mediocrity, and fixed attention by its simple and subdued pathos. But he was a solitary exception.

Classification of scholars according to proficiency in reading.

218. Gradations between the classes in National schools are more clearly marked in reading than in any other subject included in the programme; but this is truer of the lower three classes than of the others. In some of the very few schools which can boast a fifth class, the Fourth Reading Book is the most advanced in use, and at Listowel male school and the Presentation Monastery in Killarney there was some difficulty in finding Fifth Books, in a passage of which I wished to test the boys.

Reading in lower classes.

219. In the second classes, and sometimes even in the third, the children displayed great reluctance against being made to read any passage with which a recent and laborious perusal had not made them acquainted. The Board's programme it is true requires from pupils in the second class that they should read only "the lessons previously learned," but this is to be done "with correct pronunciation, and due attention to the pauses." The numerous mistakes in common words (over and above faults in punctuation) which were made by children who ventured on a passage a few pages in advance of their lesson for the day, seemed to indicate that the reading lesson is in the lower classes allowed too often to degenerate into an affair of memory. Instead of being accustomed to read the same or similar words in new combinations, the child is too often kept to the same lesson until he has almost learned it by heart. This is most frequent, and, perhaps, least deserving of censure in the first class,* but it is too common in the second. Not unfrequently children in the second class who had made numerous mistakes in an unfamiliar lesson of the Second Book, after writing from dictation a sentence in an earlier portion, trusted to their memory, and successfully too, to write down the following words before they had been dictated. In Scriptural schools the gradation of class books and of lessons in the class books is less marked. The few well-worn and tattered volumes which in many schools of the Church Education and Island and Coast Societies form a common stock are used indiscriminately by pupils at the top or the bottom of the school.

Reading in convent schools.

220. The best reading is in general to be met with in convent schools. It is more intelligent, because punctuation is better attended to. At the same time, the superior taste of the teachers has kept it free from the droning monotony which is common in rural districts.

Pronunciation.

221. In a country where the intonation of words almost invariably, and sometimes their accepted pronunciation, sounds strange to English ears, it is hard to speak of the varieties in these respects which exist in schools of different classes. More serious defects undoubtedly prevail in remote rural districts than elsewhere. If the Irish spoken in Corkaguiny and Iveragh is purer, as it certainly is commoner, than that of other baronies, the English of those districts is proportionately less correct. Often I found teachers taking great pains to correct defects in pronunciation; and to complain of hedge schools, because they corrupt the pronunciation of the children attending them, is a complaint which among National teachers seems to be as professional as it is habitual.

Difficulties of pronunciation.

222. The greatest difficulty in the pronunciation of English words which children in Kerry seem to experience is in words ending in "th" immediately following a vowel. The preposition "with" receives a pronunciation only slightly differing from "wid," and which is but imperfectly represented to English ears by some such com-

* In the lower divisions of the first class, the evil is avoided by the use of tablet lessons. The teacher points to single words here and there without reference to the order of their sequence. But this cannot be done with children who can or ought to read continuous sentences.

223. TABLE Exhibiting the Results of EXAMINATION of NATIONAL and CHRISTIAN BROTHERS' SCHOOLS.

BARONY, NAME, AND DESCRIPTION OF SCHOOL.	Class.	No of Pupils in Class.	No. of Pupils passed in Reading.	Writing.	Spelling.	Arithmetic.
IRAGHTICONNOR.						
Tarbert, N. Male, .	1	16	–	–	–	–
	2 jun.	25	–	–	–	–
	2 sen.	6	3	4	2	2
	5	5	3	5	0	–
Tarbert, N. Female,	1	25	–	–	–	–
	2 jun.	14	–	–	–	–
	2 sen.	9	4	6	3	7
	3	15	–	–	–	–
	4					
Listowel, Convent, .	3	12	8	7	2	2
	4	16	11	15	1	2
TRUGHANACMY.						
Brosna, N. Male, .	2	20	8	14	9	10
	3	11	6	10	3	5
Brosna, N. Female,	3	9	7	8	3	0
Clogher, N. Male, .	3	9	2	8	6	2
	4	5	1	5	1	2
Clogher, N. Female,	3	8	6	–	–	0
	4	4	3	4	2	3
Bally McThomas, N. Female.	2	35	20	–	–	–
	3	7	4	7	0	5
	4	2	1	2	0	0
Blennerville, N.Male,	1	31	3	–	–	–
	2	26	22	–	–	0
	3	8	7	–	–	5
	4	3	2	3	3	3
Ballinacartin, N. Mixed.	2	14	7	9	–	–
Convent of Mercy, Tralee.	2	8	4	4	2	0
	3	19	16	15	6	5
	4	12	11	11	11	3
Christian Brothers, Tralee.	1	20	18	–	–	–
	2	7	4	0	0	2
	3	29	19	24	3	6
	4	41	26	33	5	35
CORKAGUINY.						
Dingle Workhouse, N. Male.	2	6	0	–	–	–
	3	2	1	0	0	1
Dingle Workhouse, N. Female.	1	4	2	–	–	–
	2	1	0	0	0	0
	3	4	2	1	0	0
	4	1	1	1	1	0
Ventry, N. Male, .	2	8	3	0	0	0
	4	6	6	5	0	4
Derry Quay, N. Mixed.	2	14	2	0	0	12
	3	12	11	8	6	3
Minard, N. Mixed, .	1	9	8	0	0	0
	2	19	17	4	4	17
	3	12	9	11	11	9
Lispowel, N. Mixed,	2	13	3	6	1	4
	3	7	3	5	1	4
	4	2	2	2	1	1
Vicarstown, N. Mixed	1	5	4	–	–	–
	2	10	6	6	8	5
	3	11	9	11	2	2
	4	3	3	3	1	0
MAGUNIHY.						
Muckross, N. Mixed,	1	2	2	–	–	–
	3	3	3	3	1	2
	4	2	2	2	2	0
Clashnagarrane, N. Male.	1	6	4	–	–	–
	2	16	8	7	4	7
	3	9	6	8	2	0
	4	3	3	3	3	–
Clashnagarrane, N. Female.	1	17	14	–	–	–
	2	20	13	16	10	12
	3	9	7	9	1	0
	4	8	4	8	1	6
Tiernaboul, N. Male,	1	9	6	–	–	–
	2	15	10	–	–	5
	3	6	3	4	1	2
	4	6	4	5	5	6
Tiernaboul, N. Female.	1	11	5	–	–	–
	2	21	14	11	6	11
	3	8	5	6	2	7
	4	2	2	2	1	2
Presentation Monastery, Killarney.	2	28	13	20	4	13
	4	5	3	5	0	3
	5	7	5	7	0	2
Presentation Convent, Killarney.	1	18	16	–	–	–
	2	27	14	–	–	1
	3	16	14	–	7	11
	4	18	12	–	11	6
	5	20	20	20	20	20

BARONY, NAME, AND DESCRIPTION OF SCHOOL.	Class.	No. of Pupils in Class.	No. of Pupils passed in Reading.	Writing.	Spelling.	Arithmetic.
MAGUNIHY—*con.*						
Convent of Mercy, Killarney.	1	17	4	4	–	–
	2	23	8	–	4	12
	3	24	16	–	–	–
IVERAGH.						
Knightstown, N. Female.	1	4	3	–	–	–
	2	10	9	–	–	9
	3	8	7	–	0	5
	4	4	4	–	1	2
Knightstown, N. Male.	1	10	8	–	–	–
	2	15	9	10	10	7
	3	7	4	4	4	5
	4	6	4	4	6	4
Valencia, N. Male,	1	19	12	–	–	–
	2	15	13	–	1	12
	3	7	7	–	2	3
	4	3	1	–	1	1
Portmagee, N. Mixd.	1	22	6	–	–	–
	2	23	19	–	–	17
	3	13	12	3	3	12
	4	5	5	4	4	2
Kells, N. Male, .	1	20	3	–	–	–
	2	13	9	–	–	–
	3	16	13	7	7	0
	4	4	4	4	4	0
Killurly, N. Mixed,	1	21	17	–	–	–
	2	15	12	–	–	10
	3	7	4	4	2	0
	4	4	4	4	1	4
Ballycarberry, N. Mixed.	1	3	0	–	–	–
	2	2	2	1	1	2
	3	4	1	4	1	0
	4	3	3	3	2	1
Cahirciveen, N. Workhouse Mixed.	1	5	3	–	–	–
	2	6	1	6	0	0
	3	3	1	0	0	3
	4	1	1	0	0	0
Presentation Convent, Cahirciveen.	1	36	25	–	–	–
	2	55	43	–	–	29
	3	13	11	10	10	4
	4	10	10	10	10	0
	5	3	1	1	3	0
Cahirciveen, N. Male.	1	17	12	–	–	–
	2	28	24	11	5	18
	3	15	14	13	9	13
	4	6	6	–	–	6
	5	12	12	–	–	12
Christian Brothers, Cahirciveen.	2	1	0	–	–	1
	3	21	16	6	4	3
	4	9	9	7	5	6
DUNKERRON, S.						
Sneem, N. Female,	2	19	9	7	6	12
	3	7	6	5	0	6
	4	9	9	9	8	9
GLANAROUGHT.						
Lansdowne, N. Mixed.	3	11	10	7	5	4
	4	5	4	5	5	5
Douras, N. Mixed,	3	13	13	10	6	–
	4	7	7	7	4	5
Lebid, N. Mixed, .	1	4	1	–	–	–
	2	7	7	5	1	0
	3	9	5	7	3	6
	4	1	1	1	1	1
Lauragh, N. Female,	1	13	10	–	–	–
	2	15	7	5	5	2
	3	6	6	5	5	4
	4	5	5	5	0	4
Kenmare Parochial, N. Mixed.	1	11	0	–	–	–
	2	11	5	4	3	1
	3	7	5	6	3	1
	4	3	3	3	0	0
	5	3	3	3	0	2
Kenmare, N. Male,	1	10	4	–	–	–
	2	48	25	11	8	8
	3	15	11	12	12	4
	4	13	11	10	7	10
	5	13	9	5	5	13
Poor Clare Convent, Kenmare.	1	25	16	–	–	–
	2	42	18	18	8	16
	3	48	29	36	23	22
	4	18	13	16	9	6
	5	28	27	28	25	13

bination of letters as "widh." In Lohar school, near Waterville, I found the teacher vainly combating with the difficulties his pupils of the second class had to pronounce the word "chicken." They could accomplish nothing more than "shicken." Such peculiarities, it may be said, are national. If this be so, my experience proved that the element of nationality is most marked where education is least efficient.

The letter "h." 224. The difficulties in both these cases arose from particular combinations of the letter "h" with other letters. In contrast with them I was often struck with the ease and purity with which that letter was sounded at the beginning of words. It is a rare thing to hear a child in Kerry drop an initial "h," and the initial combination "wh" in words such as "who," "which," "when," is always sounded with a precision which many educated English people might envy, but which has none of the harshness sometimes observable in its pronunciation by Scotchmen or others from the North of England.

225. The most remarkable difference I noticed between ordinary English and Irish pronunciation is in words such as "*Pa*ris," "*barr*ister," em*barr*ass," in which the vowel "*a*" is followed by a single or double "*r*." The vowel is always sounded very broad, and the "*r*" (single or double, as the case may be) is made the final letter of the syllable. "Paris" is sounded pretty much as though it were spelt "Parr-is." The letter "r," preceded by "a."

Writing.

226. To compare reading and writing, in order to determine in which the greater degree of excellence is attained, is impossible. If a child is unable, on seeing a particular combination of letters, to give intelligible utterance to the sound which they represent, his inability to read is at once determined. All who can accomplish this much in the lesson books appropriate to their class, must in one sense be deemed able to read, however defective their style may be. If the sound uttered is not intelligible to the hearer, the child does not come up to the lowest possible standard. In writing, on the other hand, there is no standard by which to test the formation and junction of letters with the same exactness which the accepted pronunciation of words admits of in reading. Every bad writer can urge a better plea for individuality of style in penmanship, than would be tolerated in the case of mispronunciation of words in reading. Intelligible writing admits of a very much greater variety of modes than intelligible reading. However inartistic, therefore, both the reading and writing of the children in the lower classes may be, and however far both may fall short of the requirements of a programme, it is easy to see that a much larger number may be allowed to pass as able to write than as able to read, although the rudiments of writing can only be taught when some progress has been made in reading. It was on this principle that I endeavoured to ascertain the number of children examined who could "pass" in reading and writing. The results tabulated above* must not be taken as indicating the quality of the results in any of the subjects of instruction to which they belong. Indefiniteness of standard of good writing.

227. If writing in National schools in Kerry is measured by the Board's programme, it must be pronounced deficient. In the majority of schools, on inquiry as to the writing of the first class, I was met with the answer that the children were only just beginning to form the letters. On entering a National school I never found any portion of the first class, and but rarely the second class engaged in writing. Writing, however, in the better schools is commenced by children in the lowest class. A few can write words of three letters—the minimum required by the Board. Deficiency in writing.

228. Writing in the second class is generally best in these schools where, in excess of the National Board's requirements, dictation is substituted for copying sentences already read. The economy of time effected by the combination of the spelling and writing lessons, will account for the practice which is adopted by many of the better teachers. Writing in second class.

229. In the third class a nearer approximation to the requirements of the Board (which in this class is to write small-hand neatly and legibly on paper) is to be met with, than in either of the lower classes; but only in the fourth and fifth classes is the writing as a rule sufficiently good to justify the belief that no further school-training is requisite in this particular branch to satisfy the requirements of commercial life. As labourers or tenants of small farms, and for these careers the majority of the children seem probably destined, they will have small practice in penmanship, and perhaps small use for it; but the writing of the greater part of the children who do not get beyond the third class, that is of the greater part of those who in afterlife will follow agricultural pursuits, would not readily suffice for ordinary epistolary correspondence, and difficulties of composition would diminish the inducements to practice the art. In third class.

230. In general writing on slates is better than that on paper. If this is not the result of some facility for use inherent in the pencil, greater than belongs to the pen, it may arise in part from the poverty of the people. Slates are always at hand; but not unfrequently I found that after a child had finished a copy-book some considerable delay took place before it obtained another. This was sometimes explained by poverty; at other times the teacher had neglected or failed to obtain a supply of books from the Board. Writing on slates.

231. No uniform practice as to the copy-books used exists. In many schools books with lithographed head-lines and in particular Mr. Vere Foster's, are preferred. In others the teacher writes a line at the top of the page for the pupils' guidance. Except when the teacher is a specially good penman, the writing, at least until the hand is fully formed, suffers from this practice; although on the other side greater freedom of style may possibly exist where the pupil is not trained to imitate the unvarying uniformity of the lithographer. Those copy-books in which only a part of a page is devoted to each head-line seem specially liked. In them the child is not wearied by a frequent repetition of Christian names some of which, such as "Bedelia" and "Belinda," he has rarely met with, or of moral sentiments couched in proverbial or epigrammatic language, which on inquiry I invariably found was unintelligible. Copy-books.

232. Although to the writing-master the matter is of no importance in comparison of the form of the thing written, and small though the moral training may be which results from making a child write again and again, that "A bird in the hand is worth two in the bush," still a series of head-lines of which the subject matter has been carefully selected, is not without its importance. In the Convent of Mercy school at Tralee, where the sisters set copies for their scholars, I noticed in more than one instance that the head-lines comprised, along with invocations of or references to the Saints, a statement that "Mary, means Star of the Sea"—a proposition of which the theological bias is more obvious than the etymological truth. It is true that there are rarely any but Roman Catholics in the school: but in drawing a line between religious and secular instruction, the National Board did not intend to include writing in the former. Matter of head-lines.

233. The best writing on the whole which I met with was in the Christian Brothers' schools at Tralee. It was superior to that in their school at Caherciveen. Their school at Dingle was closed for vacation when I visited that town, and I cannot therefore speak of that school. Nevertheless, on the whole I incline to the belief that the writing of the Christian Brothers' schools is superior to any other in the county, although I fully concur with the Bishop of Kerry in his view of the writing of the monitresses in convent schools.† In Christian Brothers' schools ornamental penmanship forms part of the programme; and though its utility may not be immediate, attainment of excellence in it involves special attention to ordinary writing. In these schools, and in some of the better National schools (*e.g.*, the convent school at Kenmare), it is customary for pupils in the higher classes to enter in books the questions and solutions of a part of the arithmetical problems previously worked by them. This exercise which is not referred to in the National Board's programme, tends to secure great neatness of arrangement and style in writing. Writing in Christian Brothers' Schools.

* See paragraph 223.

† *Vide* paragraph 213.

Spelling.

Spelling in Church Education Schools.

234. An impression which, in an early stage of my inquiry, I derived from the examination of some Church Education schools, that in them oral spelling was as a rule, more attended to than in National schools, was entirely obliterated by the experience of other schools of the same society. The greater amount of individual attention which the small number of scholars in Scriptural, as compared with National schools, enables the master to give, may possibly bear more fruit in oral than in written spelling. Errors in dictation are all equally noticed, however large the number of scholars in a class; but when all the members of a large class are made simultaneously to spell aloud, the silence of some is little noticed amid the confusion of voices. In none of the Scriptural schools in Kerry which I visited, are large classes known. But the more special attention to individual pupils which ought to result from this, is not universally observable.

Dictation in second classes of National Schools.

235. In many of the better National schools, spelling from dictation is, as previously noticed,* an ordinary exercise in the second class. In these schools when oral spelling only is practised, the range of words spelt is for the most part limited by the reading lesson of the day.

Words of similar sound with different meanings.

236. In several schools under the National Board, I found that much care had been taken by the teachers to point out the difference in meaning of words having the same sound, but differing in orthography. Such distinctions were quite familiar to children of the second class. Instruction of this sort is however, if judged by its result, sometimes given in too perfunctory a manner. Some degree of negligence on the teacher's part is implied in the answer of a very intelligent child, in the third class of a convent school, who on being asked by me to mention a word of similar sound to "way" and "weigh," answered "whey," but on being asked for its meaning, replied "the serious (*sic.*) part of milk."

Difficulty for the children to understand the English accent.

237. In spelling from dictation, the children were not unfrequently perplexed by my English accent. To this must be attributed the almost universal failure of boys in the two upper classes of the Christian Brothers' schools at Tralee, to spell the word "vehicle," which occurred in the course of an ordinary sentence, slightly altered from one in the National Board's Third Book, which with few exceptions they otherwise spelt correctly.

Fourth class in National Schools.

238. As a rule, I found children in the fourth and fifth classes in National schools were fairly up to the mark in spelling fixed by the programme; they were not, however, beyond it. In several cases after testing them successfully with ordinary sentences from their reading books, I found that a sentence in which the words "harass," "embarrass," "vicissitudes," "innumerable" occurred was beyond the limits of their orthographical powers. This is true of the fifth class, and of the monitresses in Kenmare convent who, on the whole, passed the most creditable examination.

Method of teaching spelling.

239. In respect of the method of spelling two things are to be noted.

Syllabic spelling.

240. First, there is very little syllabic spelling in National schools. Some Inspectors and teachers are in favour of teaching children to spell from recollection of the appearance of a word as a whole, as it stands in a book. If regard be had to the purely arbitrary pronunciation of some English words, and the little relation which exists between the sound of the whole word and of its component letters, an argument may be directed with partial force against syllabic spelling. But if the distinctions of syllables are never pointed out, a frequent aid to the pronunciation of unfamiliar words is lost, and the most perverse anatomy of words exhibited in writing them. Only too often did I meet with mistakes such as the putting of the final letters "nt," of the word "ascent," at the beginning of a line, when the previous line could contain only the letters "asce."

Name of the letter 'a.'

241. The second point is one rather of habit than of principle. It is involved in the question, what is the name to be given to the first letter in the English language? The universal practice in ordinary National schools in Kerry is to give a broad sound to the letter "a," which is indistinguishable from the consonant "r." If a child is spelling orally such a word as "embarrass," in which two "a"s come between two "r"s, the effect is confusing to strange ears. In the rapid naming of the constituent letters, it is hard to count how many times in succession the sound of "r" is uttered. Many teachers, to whom I spoke on the point, said they had themselves been instructed to call the letter by the name familiar to English ears, and would prefer to do so but for the habit of the country. One said he had at one time done so but was obliged to adopt the broader sound, because his pupils, if examined in spelling by the parents, were told by them to use the broader sound, and the teacher's authority was, in consequence, diminished. In the parochial school at Kenmare, which is under the National Board, the usual English sound is given to the name of the letter.

Arithmetic.

Deficiencies in arithmetic.

242. Arithmetic is a subject in which the taste of the pupils has so much to do with success, that it is not strange that greater inequalities of attainment in it should be presented by different children in the same class than in any other subject. But these inequalities, which are perhaps inevitable, cannot be pleaded as an excuse for a lower standard being adopted for a whole class than that prescribed by the National Board. In the first and second classes arithmetic is in general fairly up to the mark; but, in the third class, I often found that the "simple and compound rules," which the programme requires are interpreted so as to exclude compound long division, and sometimes compound long multiplication, and when this was not so, the compound rules were often not applied to weights or measures. In the anxiety of the teacher to advance his pupils in the compound rules, the more difficult parts of the simple ones, such as simple long division, are also sometimes neglected.

Arithmetic of upper classes in National Schools.

243. Arithmetic in the fourth and fifth classes is generally very fair, and by many of the children great aptitude is displayed for it. I was specially pleased with the solutions by most of the girls in the fifth class of the Presentation convent at Killarney of some difficult problems in "partnership," and the other more advanced rules. This was one of the schools first examined by me, but subsequent experience revealed equally good work in some other cases.

Deficient grasp of arithmetical principles.

244. Correct results in many cases are attained without clear understanding† of the processes employed. Often boys who had obtained the right answers to difficult questions in practice, showed a very indistinct acquaintance with the principles of the machinery they had employed. A short experience had taught them that the consistent adoption of the same means, under similar circumstances, would produce the correct result; but, if the circumstances were varied, a difficulty at once arose in modifying the means to be employed. Arithmetic, in short, in

* *Vide* paragraph 228.

† The prevalent combination of the multiplication and pence tables seemed often incompatible with a clear understanding of the tables separately. Many a child, who when asked for the product of five times twelve, answered in one breath, "sixty—five shillings," was quite ignorant that the answer contained more information than was sought.

many instances, appeared mechanical rather than rational. This defective grasp of arithmetical principles was constantly shown by children in the third and fourth classes, who were working simple proportion. One very easy sum in this rule, which it was my habit to give, was wrongly stated by more than 75 per cent. of those to whom it was given. The proportion was inverse, but the children had no sufficient grasp of the principle to enable them to overcome this small but fatal difficulty.

245. The most advanced class of any considerable size, which I met with, was the fifth class in the National male school at Kenmare. Of the thirteen boys in it, ten (of whom two were monitors) worked correctly a sum in evolution of the cube root, and the other three extracted the square root. In no other case did I find a whole class able to extract the square root. But both square and cube root are frequently worked by monitors.

Arithmetic in Christian Brothers' School at Tralee.

246. In the upper school of the Christian Brothers at Tralee, difficult sums in practice were worked with an uniform correctness, which was rarely equalled by boys of a correspondent class in National schools. In the lower part of the same school, a comparison would be less flattering.

In female schools.

247. In female schools the requirements of the National Board in arithmetic are less than in male schools. But not only is less required, but a less approximation to the standard is in general attained. In three or four convents the sisters said they found great distaste for arithmetic manifested by the girls. But my examination of the upper class at Kenmare and Killarney convents showed that such distaste, on the supposition of its being more common with girls than boys, is not incompatible with success. Its cause, perhaps, lies with the teachers themselves.

248. Mental arithmetic calls for little special notice. The answers did not often combine accuracy and rapidity. No "calculating boys" surprised me by the rapidity or ingenuity of their arithmetical gymnastics.

Geography.

Geography in first class.

249. No geography is required from the first class by the programme of the National Board; but a fair acquaintance with the outlines of the map of the world was not unfrequently displayed by children in the upper divisions of that class—quite equal in fact, to what in many other schools was displayed by children in the second. For young children a map exercises some pictorial fascination, which skilful teachers are well able to turn to account.

In second class.

250. In general, children in the second class have a fair acquaintance with the outlines of the map of the world; but by many teachers the term "outlines" has been construed very strictly. Some of the children in the lower divisions of the second class in the convent at Cahirciveen were beyond the standard of the National Board's programme, and were tolerably acquainted with the principle divisions of Europe. The senior division of the same class, which was in another room, was decidedly inferior. The difference was evidently the result of a difference in the teacher's skill.

In other classes.

251. The geography of the other three classes was frequently very fair, although in the fourth class the Board's requirement of a knowledge of the map of the British Isles, was not often satisfied. A want of a map of Great Britain, or at least of Scotland, not unfrequently explained the deficiency.

Defective method of teaching.

252. In schools where the absolute sum of geographical knowledge was considerable, a want of rational instruction was sometimes apparent—still more so, of course, in those where the test of examination yielded an inferior result. If a child was asked to name the principal town of a county, or the chief rivers of a continent, an exhaustive list of all the towns, or all the rivers of the given county or continent was forthwith quoted from the geography-book in a manner which showed that memory was almost the only faculty exercised. Quite consistently with this, it was a rare thing to find more than a minority in a class, who could off-hand give the required answer. Those with the best memories were the most ready. The relative importance or positions of different political or commercial centres is rarely known. Many a child who can state accurately the latitude and longitude of Ireland, however ignorant it may be of the meaning of the terms, has no idea which are the chief sea-ports of Ireland, and, as I sometimes found, supposes Liverpool to be in America, and London to be the capital city of Ireland.

Programme of National Board.

253. In the National Board's programme, the map of the British Isles is placed after that of Europe among the requirements of the fourth class. The result not unfrequently is that the rivers of Russia are more familiarly known than the more important towns of England.

Political and religious aspect of geographical lessons.

254. The most serious blot on geographical instruction in National schools in Kerry has a religious or political character. It was somewhat startling to find children unable in the year 1868 to mention any city in Italy besides Rome, without descending to such petty places as Perugia, Ancona, or Loretto; while at the same time Venice is reckoned among the Austrian possessions, and Naples and Sardinia are regarded as separate kingdoms. An excuse may possibly be urged that the "Introduction to Geography" and the "Geography Generalized,"* which are sanctioned by the Board, treat the recent political changes in Italy as transitional and indeterminate, or recognise them in the obscurity of a foot-note. But though such an excuse may justly inculpate the National Board, it does not exculpate the teachers or the managers. In several schools where the children were utterly ignorant of recent Italian history, they were acquainted with changes much more recent in Germany, and in one or two instances, even with the acquisition of the Russian territories in North America by the United States. Instruction is not always confined within the limits of the text-book.

Christian Brothers' Schools.

255. In schools of the Christian Brothers, geography holds a less prominent place in the lower classes than it does in the National schools, although in the upper classes the drawing and tracing of maps is a regular exercise, and one which if practised among schools under the National Board, is, so far as I observed, practised in convents alone.

Church Education Schools.

256. In Church Education and other Scriptural schools, the want of proper maps is sometimes assigned by the teachers for the backwardness of their pupils in geography—a backwardness, however, which is not more marked in this subject than in arithmetic or grammar.

History.

Want of History in National Schools.

257. One of the misfortunes, which is perhaps inevitable in the National system of education, is the exclusion from its programme of history. As long as a distinct separation of secular and religious instruction is made, a subject which continually involves political considerations, and in which political considerations are often determined by religious bias, can only be treated in the most jejune manner. It may be said that but little history can be learned by children in primary schools, and that the utility of that little is doubtful. But the boys and girls of

* See Sullivan's "Introduction to Geography" (edition of 1868), pp. 31, 39, and note; and "Geography Generalized" (edition of 1867), pp. 70 and 71, and note on page vi.

from fifteen to twenty years of age, who are to be found in the fourth and fifth classes, have for the most part got beyond the drudgery of learning, by a degree of intelligence, which demands food quite as much as exercise; and if primary education is ever to elevate the intellectual level of the mass of the people, it will be by increasing the proportion of those who attain to these classes, and by providing materials to satisfy the mental capacities of which the children in these classes become conscious. History, if not attractive to a greater number of youthful minds than narratives of travel or descriptions of natural phenomena, has enough of adventure and variety to attract many who would have little other inducement to private reading. Its want is deplored by many who take deep interest in the primary education of the people, and, apart from the political or religious objections which the mixed education of the National Board involves, some acquaintance with it would probably be a good substitute for the fables or short stories from the Second and Third Books, which the National programme suggests as subjects for composition in the fifth class. If the teaching of history is incompatible with the maintenance of mixed education, the interest of education in general appear to be higher than those of a particular system.

Historical summaries in books of National Board.

258. It is true that the Fifth Book of the National Board and Professor Sullivan's "Geography Generalized" contain short historical sketches of the world at large and of particular countries; but however high the excellence to be attributed to these summaries, their brevity makes them useless, unless their subject-matter has been studied elsewhere at greater length. In practice they are neglected, because they are never made the subject of examination by the Inspectors.

History in Kenmare Convent.

259. In the convent at Kenmare I found that ancient and modern history, notwithstanding their absence from the Board's programme, formed a special subject of study by the monitresses and the girls of the fifth class, who passed an exceedingly creditable examination in most of the leading events which have marked the progress of the world from the fifth to the eighteenth century. In addition to the meagre summaries in the National Board's books, previously referred to, Fredet's "Ancient and Modern History" was the text-book generally employed. At the male school in the same town, which enjoys a well-deserved reputation of being one of the best schools in the county, the fifth class, excepting one boy, knew nothing of history, and the knowledge of that one boy was derived from private reading. In the Presentation monastery at Killarney, where the fifth class were said to have read some history, equal ignorance was displayed; and although, on their failure in secular, the Superior suggested I should examine them in ecclesiastical history, no better result was obtained.

In Presentation Monastery at Killarney.

In Christian Brothers' School.

260. In the Christian Brothers' schools at Tralee, where history is taught, my examination elicited only a meagre result.

In Church Education Schools.

261. At the parochial school, at Templenoe, in the register of which I noticed a recent entry by the Church Education Society's Inspector, that the children had passed a satisfactory examination according to the programme, I was about, in reliance on that authority, to ask some questions in history when the teacher said he never gave any instruction in it, that no text-books were ever supplied to the school, and that the Inspector never required it. This departure from the Church Education Society's programme is, so far as my experience went, habitual in the schools in Kerry which are connected with that Society or profess to adopt its educational standard.

Grammar.

Importance of grammatical training.

262. Grammar is, in one respect, of greater educational importance than any other subject included in the programme. Reading, which, as it has been previously observed, rarely rises in the National schools of Kerry to be an affair of taste, and sometimes sinks into an affair of mere memory, has small tendency to expand the discursive faculties, although it may be the means in the senior classes of feeding the receptive part of the mind. Geography, again, is, with many children, little more than a feat of memory. History is legitimately an exercise of the same faculty. Writing is a mechanical art; and spelling is not sufficiently phonetic, or sufficiently reducible to rules, to make it altogether or chiefly a rational rather than a mnemonic exercise. But grammar, which, with the subjects just enumerated, excepting history, completes the secular curriculum in most primary schools in Kerry, requires, even in the very earliest rudiments of the study, a constant exercise of the reason. Although a child in the second class, when asked to name a noun or adjective, is apt to give no other instances than those which it remembers are given in the text-book, yet no effort of memory will enable it to distinguish correctly all the nouns and adjectives with which it meets in its reading lessons. For this purpose, reason must be roused; and still greater and greater efforts of reason are required before the ascending series of distinguishing all the parts of speech, of parsing easy sentences, and of analyzing and parsing poetry and prose—the requirements of the National Board's programme in the third, fourth, and fifth classes respectively—can be thoroughly mastered. Viewed in this aspect, grammar is specially important, because success in it furnishes an indirect test of the degree to which the intelligence has been cultivated.

Programme of the National Board.

263. The results of examination in grammar in National schools are, in my opinion, scarcely satisfactory.* The requirements of the programme can hardly be considered too great. Sometimes the teachers have recognised the fact that the programme points out only the minimum to be required. Accordingly, in some schools, (*e.g.*, the Presentation convent at Cahirciveen), some children in the first class were as ready to distinguish nouns, adjectives, and articles, as those of the second class in many other schools. In the more efficient schools, the upper division of the third class attempted not merely to distinguish all the parts of speech but to parse the reading lesson of the day; and in these instances the parsing of the third class would stand comparison with that of many fourth classes in schools where nothing more was attempted than the minimum fixed by the Board.

Construction of sentences.

264. Even in those schools where great fluency and accuracy was exhibited in stating the numbers, persons, and cases of nouns, and the tenses and moods of verbs in simple sentences, little more could be done. The construction of dependent sentences presented great difficulties, and a nominative absolute was known to very few in the fifth class. The favourite expedient for overcoming the obstacle of a nominative so placed was to suggest that some word—generally "to"—was "understood." The device of "understanding" a word is much too frequently resorted to. Few children are taught that the same verb or preposition may govern two nouns.

Conjugation of verbs.

265. The conjugation of verbs as an independent exercise subsidiary to parsing, is in the majority of schools neglected or practised with very little effect. I rarely found any children in National schools able to state off-hand a particular person, number, tense and mood of any given verb, and in accordance with this deficiency, there was a general disposition in parsing compound tenses, to take the auxiliary and principal verbs separately. Better training in this particular was specially noticeable in the Christian Brothers' school at Tralee.

* At the Presentation convent at Tralee (closed for vacation at the time of my visit), one of the sisters told me that the Ursuline nuns, who have a "superior" school at Waterford, had applied to her for the secret of success in teaching grammar. A pupil who had received primary instruction at Tralee, on being removed to the Ursuline convent, showed herself to have been specially well grounded in the subject.

266. The parsing of poetry which contained any but the slightest deviations from prose arrangement, was hardly ever accomplished in a good fifth class. Many of the mistakes made proved that poetry as well as prose, is often read without being understood. Parsing of poetry.

267. While fully recognising the fact that without the opportunity of comparing English grammar with that of some other language, the whole of its educational value cannot be extracted, I believe that a more rational treatment of it would with little further cost of time, do much to cultivate and develop the intelligence of the pupils. More rational teaching requisite.

Geometry, Mensuration, Algebra.

268. These subjects which by many of the National teachers, are regarded as "extra," are only taught in the fifth class, and by no means universally well to all the pupils in it. Geometry is for the most part limited to the first book of Euclid, and Algebra, in which very easy problems in simple equations generally mark the summit of attainment, is a field less often explored than geometry or the mensuration of superficies. Mensuration of solids is, I believe, never taught. Mathematics.

269. The definitions of geometry are generally neglected.

270. Propositions are invariably demonstrated orally, and the use of letters to denote angles and lines seems unknown. The parts of the figure to which reference is necessary, are pointed out by the finger in a way which only a quick-sighted teacher can guard from inaccuracy.

271. The mathematics taught in National schools in Kerry is unimportant. In the Christian Brothers' schools it occupies a more important place. At Cahirciveen a few of the boys demonstrated propositions in the third book of Euclid; and at Tralee, the sixth book had been commenced by some.*

Needlework.

272. How far the acquirements of girls in needlework accord with the standard prescribed by the National Board, I am not skilled to judge. Two or three ladies of whom I made inquiry, were of opinion that the plain sewing was satisfactory in ordinary National schools. The needlework in the parochial school at Kenmare was pronounced by the Inspector of the district to be the best he had met with in a National school. In this case, the work is regularly superintended by the wife of the rector and another lady. But this advantage is not possessed by any other National school. No fancy work is taught, and some parents, I was informed, were inclined in consequence to send their daughters to the convent where fancy work receives great attention. Needlework.

273. At Kenmare Convent lace is made in considerable quantity, and advertised for sale. In many other convents, a case is exhibited in which fancy articles worked in the convent (mostly by the nuns) are exposed for sale. Berlin wool work, embroidery, and crochet, are generally taught in convents in addition to the plainer arts of the needle; but whether or not in any case to an extent to interfere with the more necessary forms of work, I cannot say. In Kenmare, I was told that many of the big girls of the third class were sent to school mainly to learn plain needlework. A great deal of plain work is done at the Presentation Convent at Tralee. Materials are commonly sent to the convents to be made up. One nun told me with a smile, that the "parsons' wives" frequently sent needlework to be executed at the convent, because of the superiority of the work there, over what they could get elsewhere, but that this was done "*sub rosâ.*" Convents.

274. In some mixed schools there is no female teacher or workmistress to teach needlework to the girls. In other schools whether separate or mixed, the absence of a table renders "cutting out" in school almost impossible. An impression was produced on my mind as the result of some inquiries on this head, that the "cutting out" is not practised sufficiently in ordinary schools to come up to the standard of the programme; and that the Inspectors rarely, if ever, insist upon it. No workmistress in some mixed schools.

275. At Listowel alone, among the convents I visited, there is no workmistress.

Music.

276. Singing forms part of the regular instruction of convent schools, and the rendering, sometimes in unison, but more generally in harmony, of Irish melodies by the elder girls is sometimes very pleasing. The sisters take much pride in the performances of their pupils, and attach much importance to the humanizing effects of music. The elder girls and monitresses at Kenmare, form the choir of the church to which the convent is attached, and in other towns where the Mass is chorally celebrated, the vocal portion of the music is contributed in part by convent pupils. Vocal music.

277. In the junior classes of convent schools the children are made to take their places in the school-room to the sound of a lively march played on the harmonium, and accompanied by the voice. Simple descriptive songs are also made the vehicles of instruction to infants.

278. Instrumental music is not so common as vocal. The Kenmare convent, and that of the Sisters of Mercy at Tralee, were the only two where I heard any. In one other convent I was told it had been formerly taught, but that instruction in it had been given up, because of the large demand it made on the sisters' time in proportion to the result achieved. The Sisters of Mercy at Tralee, expressed a wish that premiums should be granted by the National Board for it, as well as for singing. At Kenmare, where a great many teachers have been trained by the nuns, I was told that the school teachers frequently conducted the musical part of religious service in villages, where but for them no music would be heard in the churches. Instrumental music.

279. At Tarmon, the female teacher had a harmonium in her school, and was qualified to teach singing. She was not, however, in the habit of giving lessons in it. In other ordinary National schools music is not a part of the course.

280. In the Christian Brothers' schools vocal music is regularly taught. The effect in the school at Cahirciveen, did not much please me. Christian Brothers' Schools.

Drawing.

281. In convent and Christian Brothers' schools drawing is taught, and with very creditable results. In the former it is chiefly ornamental, in the latter architectural drawing is attended to with a view to its utility in some professions. Some drawings I saw at the Kenmare Convent, and that of the Sisters of Mercy at Tralee, and in the Christian Brothers' school at Cahirciveen, I was much pleased with. Drawing is the luxury of a few, and is the occupation of Saturdays, when the schools are not open for the mass of pupils. It, therefore, does not interfere with more solid and necessary branches of instruction. Drawing.

* In the Presentation Monastery at Killarney, three boys had reached quadratic equations, and the elements of trigonometry. They also received practical instruction in the use of the surveying chain.

General Intelligence of Children.

General mental ability of Irish children.

282. Of the mental capacities of the mass of children, I formed a very high estimate, although, as previously indicated, I am of opinion that the memory is too often cultivated at the expense of the reason. For such deficiency individual teachers must be held mainly responsible.

Comparison of Irish and English children.

283. One of the Christian Brothers at Dingle, who had had great experience in teaching, not only in Ireland, but also in a school of the same community in England, expressed his decided opinion that the average intelligence of Irish boys, up to the age of fourteen, is higher than that of English. At that age he seemed to think progress was arrested in the Irish, whereas mental development in English lads frequently became more perceptible after than before that age. The paucity of intellectual resources open to the children of the peasantry, among whom his experience of teaching in Ireland had chiefly lain, will account for this view. If lending libraries, as more than one person suggested to me, were established in connexion with the schools, to which former scholars might have access, the seeds of mental vigour which, planted in school, too often die upon a child's early removal, would have better chance of cultivation, and might bear fruit.

Intelligence displayed by candidates for Confirmation.

284. One of the best opportunities I had of judging how far the natural intelligence of the children was capable of cultivation was afforded by an examination, by the Bishop of Kerry, of the children at Castlegregory, preparatory to confirmation. The subjects of examination were, of course, of a kind quite distinct from those in which my examinations had tested general attainments. The instruction the candidates had received consisted partly of the ordinary religious instruction of school, partly of the special preparation which they had received in church from their clergy during the two or three weeks immediately preceding the examination. The accurate acquaintance with the text of the Catechism which most displayed, might, perhaps, be ascribed in part to "cram," but the questions put to them elicited, beyond any spasmodic effort of memory, an intelligent comprehension of the elements of dogmatic and moral theology. Cases of conscience propounded by the bishop and his clergy to these young casuists were resolved by them with great readiness. The clergy rely but little, I was informed, on the religious instruction imparted by secular teachers; but their own earnest efforts had, during the brief period of special preparation, produced a result in their own domain, from minds which equally earnest and intelligent teaching might render equally fruitful in secular learning.

Public examinations.

285. In explanation of so satisfactory a result, it is fair to calculate the effect of a stimulus exercised by public examination, at a time of which notice had been given long before. Children in school have few incentives to industry. The inspector makes his visit without previous notice, and records of his praise or blame in the observation book are not revealed to the scholars.

Intelligence not sufficiently cultivated.

286. How little the intelligence of the children is developed by their education is shown by their general inexperience of composition. The simple forms of epistolary correspondence are known by most in the fifth class, but their use is laborious and constrained. In no instance did I meet with a monitor or pupil outside a convent who could apply these forms with moderate ease and success.

English composition.

287. From two schools I received essays, written at my request by the elder pupils, which showed that their writers had been trained to think. The senior class of the Christian Brothers contributed a series of essays on "The Advantages of Reading," which, if not measured by too absolute a standard, were fairly creditable. A collection of essays on miscellaneous subjects, such as Architecture, Painting, War, Chivalry, Resignation, Gratitude, The Advantage of the Study of History, written by the fifth class, and some of the monitresses at Kenmare showed that the girls were able to use the few literary resources with which the reading books of the National Board supplied them. The marginal notes which designated each portion of these essays as "Proposition," "Example," "Proof," "Application," revealed the artificial character of their structure. But, notwithstanding some youthful faults in logic, these essays from the Kenmare Convent would stand favourable comparison with any which the majority of English girls in the upper classes of society could produce.

288. The essays, both from the Christian Brothers' and Kenmare schools, showed a strong impress of the "religious" profession of the teachers. Moral and religious ideas are the most prominent in them. The mind is trained to self-consciousness rather than to external observation. The thought is exclusively subjective; but thought, even if onesided, is refreshing, when among the mass of children, notwithstanding great natural abilities, school teaching does so little to quicken the germs of rational activity.

Religious Instruction.

Subjects of religious instruction in National Schools.

289. No special facts bearing on the religious instruction of children in school were brought before me. The uniform answer I received on asking in National schools what were the subjects of religious instruction, was "Dr. Butler's Catechism,"* the only variations being that larger or smaller editions of it are used according to the age and capacity of the pupils, and that in some parts of Iveragh and Corkaguiny, the native ignorance of the English tongue renders the "Irish Catechism" the only possible means of giving any intelligible instruction to children in religious matters. In Kenmare parochial and Muckross National schools alone, of all the National schools I visited or heard of in Kerry, the masters are members of the Established Church; and in these two schools, the subjects of religious instruction are Bible History, Catechism of the Church of England, and Scriptural repetition, being in fact the same subjects as those prescribed by the programme of the Church Education Society.

In Scriptural schools.

290. In Scriptural schools great pains appear to be taken to make the children learn by heart passages of Scripture; and in the Inspector's reports entered in the school registers, approbation of their proficiency in this branch is frequently expressed in a way which is perhaps intended to soften, although it serves to manifest, disapprobation of their attainments in secular subjects. In no school whether National or Scriptural, did I incur the risk of exciting theological suspicion or antipathy, by examining the children in their religious knowledge, believing that by so doing I should be trespassing beyond the limit of my instructions. In Scriptural schools I was often asked to examine or hear examined the children in these subjects. In National schools a similar request was never made by the teachers, whose ideas of examination were probably limited by their experience of the methods of the National Inspectors.

Sunday schools

291. The clergy of neither the Anglican nor the Roman communions are satisfied with the amount of religious instruction given by lay teachers in ordinary schools. The former supplement it by Sunday schools; and these in Kerry have recently been formed into a diocesan union, and are periodically examined by the Rev. Edward Wright (of Muckross), who is appointed their Honorary Inspector, and who distributes a few prizes among the most proficient scholars. This system of inspection is believed to be productive of very beneficial effects. In the senior class of some Sunday schools, I was told, persons of fifty or sixty years are to be found; but these it may be presumed or hoped, have passed beyond the limits of primary religious instruction.

Preparation of

292. The religious teaching of Roman Catholic children in school is supplemented by their instruction in chapel

* Besides Catechism, Reeve's History of the Bible is used in Killury male school.

during the few weeks preceding confirmation. More than once the small attendance of children on the day of my visit to a particular school was explained by the withdrawal of a portion of the scholars to the neighbouring chapel, in order to receive instruction prior to Confirmation. The power which the clergy have, if they are school managers, of authorizing the withdrawal for this purpose, of pupils belonging to a school under their control, is one of the reasons which make them as a body opposed to having lay managers, albeit of their own communion. In one instance, a school-teacher apologizing on this score, for his school being empty at the time of my visit, intimated his opinion that the powers of clerical managers in withdrawing children for this purpose ought to be controlled: and this view is I think entertained certainly by one National Inspector with whom I talked on the subject. An effort, I was told, is sometimes made to make the school holidays contemporaneous with the period of Confirmation instruction. But this practically destroys the holidays both of the pupils and their teacher, as the teacher is required to assist the clergy in their instruction. One schoolmaster complained to me on this point, that he was obliged to acquiesce in this destruction of his holidays, through fear that, if he did not, he would be dismissed by his manager. The sting of his grievance appeared to be in his having to forego his annual vacation without receiving additional salary for his additional work.

Roman Catholics for Confirmation.

293. In the majority of National schools the time devoted to religious instruction is the last half-hour before closing the school. This arrangement is doubtless convenient in schools where anything like mixed education exists, as it interferes less than any other with the secular instruction of the minority who do not profess the teacher's creed. But it is open to the objection that if religious instruction is to be given in school at all its importance requires that a time should be found for it when the minds of the children are not jaded, and their wandering eyes are not anxiously expecting the time when the clock shall sanction their dismissal. In a few schools (*e.g.* Ballinacartin mixed), half or three-quarters of an hour in the middle of the day is set apart for religious instruction.*

Time of religious instruction in National Schools.

294. In schools of the Presentation Monks at Killarney, and of the Sisters of Mercy at Tralee, I was asked, on the striking of the clock at noon, to pause in my examination in order to allow the repetition of the Angelus and the Acts of Faith, Hope, and Charity. No similar request was made in other schools under the care of religious which were under examination at the same hour: but I noticed in one convent (if I recollect rightly at Kenmare), that on the striking of twelve o'clock several of the sisters left the school-room, apparently for the purpose of their own religious exercises, and the teaching staff was in consequence temporarily diminished.

In schools conducted by "religious."

295. In the schools of the Christian Brothers, where the religious character of the institution is conspicuously exhibited by religious pictures and a large figure of the Blessed Virgin and Infant Saviour, it is usual when the clock strikes for all, teachers and pupils, to make the sign of the Cross and murmur some short ejaculatory prayers. The habit passes frequently into a sort of unconscious instinct, and in one school of this community I was told by one of the brethren, it was not uncommon to find children who, not being Roman Catholics, did not follow the practice, remind a negligent schoolmate that he ought to "bless himself."

Christian Brothers' Schools.

296. This practice is regarded with special favour by all the religious, as tending to foster "self-recollectedness," and its prohibition by the National Board lamented or deprecated. In one convent the sisters told me the practice was so habitual with the pupils, that in order to prevent disobedience of the rule of the National Board, they procured a clock which did not strike during school hours. When school was closed, its warning voice reminded them of a practice which at other times they unwillingly omitted.

The Sign of the Cross.

297. In schools where the religion of all the pupils is the religion of the teacher, as is practically the case not only in conventual, but nearly all other National schools in Kerry, it is not strange that the restraint of rules—imposed for the protection of a possible minority which will probably never have existence—is felt to be galling. In this sense the rules of the National Board relating to religious instruction, are deemed inapplicable to the circumstances of most National schools in Kerry, at least by the Roman Catholic clergy and religious. In no other sense was any statement ever made to me as to their rules being inapplicable to the circumstances of any particular school.

Restrictions of National Board's rules.

298. I never heard any definite charge of violation of the rules relating to religious instruction. One clergyman of the Established Church stated his belief that in convent and monastic schools, religious (*i.e.*, Roman Catholic) pictures and emblems were habitually displayed; but on being pressed for an instance of this, he could only refer to a Christian Brothers' school. I am not sure that I succeeded in uprooting his stubborn conviction that Christian Brothers' schools are not assisted by the National Board—an erroneous belief which more than once I met with, and strove to dispel from the minds of Anglican opponents of the National system. A strong suspicion (or prejudice) certainly prevails among many that the rules of the National Board are not honestly observed by Roman Catholic teachers, and especially by monks and nuns, in regard to religious instruction—a suspicion for which I failed to discover any valid grounds in Kerry, but which may possibly be founded in breaches of those rules in other parts of Ireland, and be unjustly transferred to schools within the limits of my observation and inquiry. The unconscious influence which superior or older minds obtain over the young in secular matters, and which may unintentionally produce an effect in religious matters also, cannot be fairly stigmatized as an infraction of the rules or principles of the National system.†

Rules relating to religious instruction generally obeyed.

299. In one school which I visited in company with a National Inspector, and in which there were a very few Anglican or Presbyterian children, who there was reason to suppose had not been removed during the time set apart for religious instruction, the Inspector inquired for the book of certificates by parents or guardians desiring that a particular child should receive a particular kind of religious instruction. The teacher was reprimanded because the certificates had not been properly made, and cautioned to be more careful for the future. The negligence in this case was clearly due entirely to a teacher who was unsatisfactory both to the Manager and to the Inspector, and did not arise from clerical or any other external influence.

Permission of children to receive particular religious teaching.

300. In the case of two schools in Iveragh (both of them vested in the Commissioners, but one of them too far removed from the residence of the rector to enable him often to visit it), I heard that Anglican children had been annoyed by their school-fellows on account of their religion. The favourite taunt applied in such cases is that of "Palatins," in allusion to certain German Protestants who many years ago were imported from the Palatinate by some of the landholders in Kerry, in order to obtain a tenantry favourable to their own political and religious sentiments, and from whom are sprung many or most of the peasantry who are outside the Roman Catholic pale. The annoyance had become so serious in one of these two cases, as to lead to the recent establishment of a Scriptural school at Waterville, near to which the annoyance had been given. In neither instance was it alleged that the school-teachers had given any countenance to the demonstration of their pupils, or that the rule of the National Board relating to mixed education had been disobeyed.

"Palatins."

* Some schools especially in the neighbourhood of Waterville, I heard, are opened on Saturdays, for religious instruction only. But the practice seems not to be popular with the parents any more than with the children, and the attendance is consequently small.

† *Vide* paragraph 127.

Different Descriptions of Schools.

Different descriptions of schools.

301. The previous pages contain my impressions as to the general character of primary education in Kerry in its several branches. Some further details relating to the different kinds of schools which are the instruments of its promotion, are necessary to complete the picture.

National Schools.

National Schools in general superior to all others.

302. Notwithstanding the defects which mark National schools, I regard them on the whole as the most efficient of any for the purposes of secular education.* Any anticipation of uniformity among them is dispelled by a short experience. Kerry contains both good and bad National schools; but a few have a reputation which lifts them above the rest; and their reputation was fully sustained by my examination. The male schools at Cahirciveen, Kenmare, Sneem, and Listowel, were the best of those I examined in whole or part. Lyssivigeen male school, which I was prevented by vacation from examining, and Cahir mixed school, which was closed for repair, stand well in popular esteem. The best female schools are connected with convents; but Rathmore offers an instance of an efficient separate female school. A teacher of high classification invariably impresses the stamp of his superiority on the school under his charge.

Mixed Schools.

General preference for a male rather than a female teacher in mixed schools.

303. Cahirciveen and Kenmare workhouse schools, were the only mixed schools under the National Board in which I found a female head teacher. Popular feeling in Kerry is in favour of having a male teacher in schools where boys and girls are educated together. The general belief is, that authority is better maintained by a man; but in schools where the numbers are not sufficient to require an assistant, one of the National Inspectors was inclined to prefer a female teacher, as otherwise the girls would have no opportunity of learning needlework.

Feelings in regard to mixed schools.

304. I did not discover any very strong objection to the mixed education of boys and girls. One or two persons expressed an idea, that the girls were more likely to soften the boys than to be hardened themselves. Of positive harm resulting from boys and girls being thus brought together, I never heard any instance, although I made inquiry from many, whose professional pursuits afforded them the best opportunities of hearing of its existence. The balance of feeling is, however, in favour of separate instruction for the two sexes.

Mixture of boys and girls in schools properly separate.

305. In a few schools, which were properly separate, the managers had consented to allow a few girls to attend a male school, or *vice versâ*. Thus, in the Cahirciveen male school there were five girls, of whom three, who were destined for the scholastic profession, were sent there in order to have the special training of a first-class male teacher. The others had been sent there as being related to the assistant teacher. At Sneem, the master's little daughter was a solitary girl in a large school of boys, although a very good separate female school was under the same roof. In this case, a private feud between the schoolmistress and the child's mother had led to its withdrawal. When the enmity had at length appeared to be irreconcilable, the manager gave permission to the master to receive his own daughter into his school. At Cahirdaniel, a few girls and a few boys were on the rolls of the male and female schools respectively. The girls were stated by the male teacher to have been removed to his school, in order to receive special training from him. The account given by the female teacher was, that the three girls were sisters, and relatives of the male teacher; and that they had been removed by their parents from her school, because one of their number had not been appointed monitress. In none of these cases did it appear that the change had been made with any other sanction than that of the manager. The matter, however, appears to come within the spirit, though not within the letter of the rules and regulations of the National Board, which provide (Pt. II., iii. 7) that "where a school has been taken into connexion as a school for males or for females solely, the Commissioners will not sanction the change from a male to a female school, or *vice versâ*, without their permission having previously been obtained."

Convent Schools.

Estimation of convent schools.

306. The general favour in which convent schools are held by the Roman Catholic population, has been previously discussed.† Their differences in educational results and subjects of instruction, have also been noted.‡ A few other particulars may be added to exhibit how completely distinct convent schools are from others.

Superior neatness.

307. The superior cleanliness and neatness of the girls in convents in comparison with those in ordinary National schools, is evident immediately on entering. In many convents it is the rule that all the pupils should wear a white pinafore or check bib. This uniformity is, to a great extent, secured at the cost of the community.

Gentleness of the nuns.

308. The gentleness of the nuns, which forms so large an element in their attractive power is, perhaps, carried to an excess. Greater timidity is shown by the pupils of convents than of all other schools. In the Mercy Convent at Tralee, and the Presentation Convent at Listowel, some of the children in the upper classes burst into tears at the bare notion of an examination, before its test had revealed success or failure. The moral atmosphere of convent schools seems purer than that of others, but it is somewhat relaxing. It is antagonistic to robustness of mind and feeling.

Managers of convent schools.

309. Of the ten convent schools in Kerry, five are under the management of the parish priest, the other five under that of the reverend mother. I failed to notice any difference resulting from this. The sisters who have tried both forms of management, are in favour of the latter, as in case of the parish priest being absent from home much time is lost in obtaining the manager's signature requisite for official correspondence. In one instance, a parish priest intimated his belief that a particular convent had deteriorated since the Mother Superior had replaced him in its management. At Listowel, the Rev. John M'Donnell, on being appointed to the parish, refused to become manager, because he considered that the refusal of the sisters to have a cross removed from the outside of the school-room, was a violation of the National Board's rule. At Kenmare, the Ven. J. O'Sullivan, the manager spends a very large portion of his time in the school. To his constant interest, this school may be indebted for its superiority over all convent schools in Kerry.

Grievances of the "religious."

310. Three grievances against the National Board were laid before me by nuns. One relates to the strict separation of secular and religious instruction;§ the other two are pecuniary. Although none of the religious would be willing to vest their schools in the National Commissioners, they think it hard that they can obtain no assistance towards the repair of buildings, which, from the number of their scholars, are necessarily much more extensive, and involve a greater expense to keep them weather-proof than other schools. The Sisters of Mercy at Killarney, whose school-rooms are at a considerable distance from the convent, and are the worst belonging to a religious community which I saw in Kerry, made a formal complaint, in writing, on this head.

* As to Christian Brothers' schools with which alone a comparison may be instituted, see paragraph 320.
† *Vide* paragraphs 124–139. ‡ *Vide* paragraphs 215–281. § *Vide* paragraphs 292–298.

311. The third grievance (of which the Sisters at Listowel were the chief exponents, and which was also referred to by the Presentation Monks at Killarney, who are on the same footing, in respect of salary, as nuns), relates to the salary allowances made by the National Board. However large the staff of Sisters teaching in the school, the amount of allowance depends on the average number of pupils in attendance. To entitle a convent school to a grant of £20 per annum—the ordinary salary of a female teacher in the first division of the third class—it must have an average daily attendance of a hundred scholars—that is, of nearly three times as many as the minimum number (thirty-five), which is the condition of salary being granted to an ordinary school. Pecuniary grants to convent schools.

312. The efficiency of convent schools depends in great measure on the large staff of Sisters and monitresses who are engaged in the work of education, and a sense of this heightens the grievance. The following table exhibits the number of teachers* and monitresses, the amount of salary granted in 1867 by the National Board, and the average number of pupils in attendance in the third quarter of the same year in each of the convent schools in Kerry. Large staff of teachers in convent schools.

Name of Convent.	Number of Sisters teaching.	Number of Monitresses.	Salary in 1867.	Average Number of Pupils present in 1867.	Remarks.
			£ s. d.		
Listowel,	15	7	71 0 0	377·5	No workmistress; three of the Sisters have been trained.
Tralee, Presentation,	21	10	79 0 0	410·	One Sister trained in Dublin before she entered the convent.
Tralee, Sisters of Mercy,	18	4	—	142·75	
Castleisland,	12	8	61 15 3	268·57	
Milltown,	10	4	31 5 0	167·82	
Dingle,	13	7	—	364·5	
Killarney, Presentation,	11	7	60 0 0	301·	
Killarney, Sisters of Mercy,	–	4	30 0 0	–	
Cahirciveen,	10	6	—	225·67	
Kenmare,	18	12 S. 2 J.	80 0 0	346·7	Three Sisters trained. There is also a male infant school.

313. Convents are under the immediate control of the Bishop, no less in matters relating to the school than in others. It was in obedience to episcopal authority, and in opposition to personal choice, that the Sisters of Mercy at Tralee placed their school under the National Board.

314. The greatest readiness was invariably manifested to permit my examination of convent schools, and regret was expressed that I was prevented from examining the Presentation schools at Dingle and Tralee by the vacation, and at Milltown and Castleisland by want of time.

Schools of the Presentation Monks.

315. The male school of the Presentation Order at Killarney is the only one of its class within my district, and consequently the only one which I examined. Another school of the same order is established in Kerry, at Milltown, respecting which I made some inquiries. Presentation monks.

316. The examination of a single school may, perhaps, be insufficient adequately to represent the character of a class of schools. The class, however, is small, comprising, besides the two schools in Kerry, only one other in Munster—namely, at Cork. The general proficiency of the pupils in the lower part of the school at Killarney was fair. The fourth and fifth classes, which (inclusive of six monitors) together comprised only twenty-one boys out of 206 "on roll," were not up to the mark. Taken as a whole, the educational status of the school is inferior to that of the most efficient ordinary National schools. Killarney Monastery.

317. The religious profession of the teachers apparently interferes with school duties more in a monastic school than in any other conducted by religious. The Superior and one of the two Brothers under him were at a requiem Mass in the adjoining cathedral at the time of my visit, and during their absence the greater part of the school was in the charge of monitors. The occasion may have been exceptional; but in the case of an ordinary school teacher such absence would have been noticed with censure in the Inspector's Observation Book. "Religious profession" adverse to education.

318. At Milltown, where the average number of children taught by the monks is about half of those at Killarney, there are four Brothers teaching, one more, that is, than at Killarney. The paid monitors, however, are three, as against six at Killarney. Milltown Monastery.

Christian Brothers' Schools.

319. The Christian Brothers have three establishments in Kerry, namely, at Tralee, Cahirciveen, and Dingle, or four, if separate account be taken of the two school-houses which they have in different parts of the town of Tralee. A different enumeration is made by them, as each apartment having a separate teacher is counted as a school. Accordingly they reckon five schools at Tralee. A gradation of pupils exists in each room or "school," and although pupils reading the same book may be found in different "schools," a gradation may also be traced in the average attainments of the mass of pupils belonging to each. At Cahirciveen there are only two brethren, each of whom has charge of a separate room. Schools of the Christian Brothers.

320. The Christian Brothers are held in high repute at all the places in the county where they are established. Illustrative of this is the general desire which exists in a large section of the people at Listowel to have a Christian Brothers' school there. Something like a feud existed between the parish priest and his people on the subject at the time I was in Listowel, he considering that they had taken undue advantage of his temporary absence from home to revive a scheme which he had previously disapproved. His objection was based on financial grounds. The annual sum which the Brothers would require to have guaranteed to them before settling there was mroe than he thought his people would be able to contribute; but, independent of clerical objections, another obstacle exists. One of the brethren at Tralee, stated more applications for new schools had been made to the community than they were then able to accede to, and, in consequence, the wish of the people of Listowel could not be gratified. Their high reputation.

321. The same brother attributed the anxiety of the people of Listowel to have a Christian Brothers' school not to any dissatisfaction with the National school existing there, but to a feeling that the moral training of the boys under them is more carefully carried out than by ordinary National teachers. The moral and religious care which Christian Brothers bestow on their pupils is clearly one of their special characteristics. Apart from the Their moral and religious tone.

* The number of teachers is exclusive in every case of the workmistress.

prominent position of religious figures and emblems in their school-rooms, the returns annually furnished of each school to the central body in Dublin exhibit this in the enumeration of those who have been confirmed, have made their first communion, or are monthly communicants. The affectionate and religious interest which they take in individual pupils was testified by some parents of the Established Church who, in consequence of their dissatisfaction with the parochial school, had sent their sons to the Christian Brothers, whose watchfulness and moral care, they told me, did not terminate with the removal of the children from school, but were manifested as often as the teachers and pupils met in after-life, whether in Kerry or in the distant parts of Ireland, in which the boys had found occupation. These parents, whose attachment to their own communion was unhesitating, had no apprehension that this personal interest and affection was ever used for the purpose of proselytism. Their confidence was the more remarkable, because although thoroughly aware of the denominational teaching of the Christian Brothers' schools, they were afraid to trust their daughters to the convent in the same town, where they would be under the protection of the National Board's rules relating to religious instruction.

Rivalry of National and Christian Brothers' Schools.

322. Cahirciveen is the only town in Kerry where a National male school is in operation as well as one of the Christian Brothers. Although a warm supporter of National schools, the Bishop of Kerry expressed his wish to see such instances multiplied. Both would be improved, he considered, by a generous rivalry.

Comparison of Christian Brothers' and National Schools.

323. A comparison of the secular teaching of the two systems, of the National Board and the Christian Brothers, is difficult. Whenever a preference is shown towards the Christian Brothers it arises from a belief that the instruction given by them is superior, at least for elder boys. My experience showed that more was accomplished in the upper division of their school at Tralee than is ever attempted for boys in any National school. The lower classes are not so highly trained. The lowness of their standard in the first and second classes was constantly excused by the brothers on account of the extreme youth of the pupils under examination. The pupils are too numerous for the teachers, who cannot devote the minute attention to individuals which young children require. This want is, as far as possible, supplied by the employment as monitors of boys of a higher class; but these monitors have not, as a rule, the same superiority in age and acquirements over their scholars which separates monitors from the mass of pupils in National schools. At Tralee I found boys of the third class engaged in teaching small knots of children in the first and second. Their educational efforts may be conjectured to be more useful to themselves than to their pupils.

Popular preference for the Christian Brothers.

324. The favour which the higher subjects of instruction in Christian Brothers' schools secures for them is exhibited chiefly in the sections of society in which something more than primary education is desired by parents for their children. Schools of this description are, in some measure, secondary as well as primary. The preference which is shown towards them by parents having children for whom they desire secondary instruction, and who have pushed their way in school sufficiently to be capable of it, is imitated by those who have not the same desire, and whose children have not the same capacities. Hence the junior classes of the Christian Brothers are thronged just as much as those of National schools, notwithstanding their comparative inferiority. Primary education, in its stricter sense, is best promoted among younger children in National schools. Its interests therefore suffer, if a good National school is supplanted by one of the Christian Brothers'.

Arrangement of studies.

325. The arrangement of studies in each room depends on the brother who has charge of it, and who settles his own "time-table." There is no time-table or programme common to the whole school. It may be sufficient to quote, as an example, one of the time-tables which I obtained from each of the five "schools" at Tralee.

Time and Order of Exercises.—Fifth School, Edward-street, Tralee.

O'Clock.	
9 0	School opens, monitors say tasks and geometry; juniors at maps.
9 30	Morning prayers—Grammar on the mornings of Mondays, Tuesdays, and Wednesdays; natural philosophy on Thursdays; globes on Fridays. Juniors at grammar on Thursdays; maps on Fridays.
10 0	Tasks.
10 25	Cleanliness inspected—Requisites sold.
10 30	Writing, book-keeping class lectured at this time on Tuesdays and Thursdays.
11 0	Reading Fourth Book, and history class examined on Mondays and Wednesdays; Holy Bible on Tuesdays and Thursdays, and Third Book on Fridays; drawing, for those learning it, at this time, and also from 1 to 2 o'clock.
12 0	Angelus—Religious instruction.
12 30	Acts of Faith, Hope, and Charity, &c.; play-ground.
12 45	Geometry heard; arithmetic, algebra, mensuration.
2 0	Advanced class lectured in mensuration on Mondays and Wednesdays; algebra on Tuesdays and Thursdays; phonography on Fridays. Juniors write.
2 30	Dictation, punctuation, meaning of difficult words and phrases at this time on Fridays; a subject for composition is given to the more advanced boys, and an interesting narrative, on the life of an illustrious person, is read for the juniors. The former bring their essays on Mondays, and the latter also theirs on the same day, in the shape of a letter, addressed to one of their school-fellows.

Secondary instruction in Christian Brothers' Schools.

326. Schools of the Christian Brothers, as has been previously remarked, are in some degree secondary as well as primary. How far they are resorted to by children for whom their parents desire something more than primary education, and who attain positions in life higher than those reached by the mass of pupils in National schools in rural districts, may be estimated from the following particulars of the careers of pupils educated in the Christian Brothers' schools at Tralee, Dingle, and Cahirciveen.

Positions in life of old pupils of the Christian Brothers.

327. The schools at Tralee have been in existence about thirteen years, and during the last ten years of that period, 10 old pupils of the school have taken the diploma of M.D., 8 have taken diplomas as surgeons or apothecaries, and 2 are still preparing; 14 are engaged as regular reporters on the English, Irish, and American newspaper press; 14 are clerks in the customs, excise, or inland revenue; 4 are clerks in banks, 3 are civil engineers, 2 are about to become solicitors, and 3 are military or naval officers. These numbers however constitute only a minority of the old pupils. Artisans are said to be counted by hundreds, whilst there are some farmers, and many soldiers.

328. Of those who have been educated at Dingle in past years, many are now priests, and a very large number are teachers and reporters. Of those who have left the school recently, 6 have become teachers, 4 newspaper reporters, 6 are preparing for the Roman Catholic Church, 1 is at the American bar, 1 is at the "Catholic University," preparing for the Irish bar, 1 is in the civil service, 18 are in the navy, and 3 at least are in the army.

329. Of recent pupils at Cahirciveen, 1 received an appointment as consul, which he relinquished for the study of the law, 2 others are in the civil service.

Short-hand.

330. The number of old pupils of each of these three schools at present engaged as reporters on the newspaper press should be noted. The Christian Brothers pride themselves specially on the teaching of short-hand. One or two witnesses expressed an opinion or fancy that the attention devoted to this art was part of a deep design on their part to fill the chief places in the newspaper offices with their own pupils, and through them to direct or at least influence the political and religious sentiment of the country. The religious creed of these witnesses need not be stated.

Scriptural Schools.*

331. There are 30 schools of the Church Education Society in the diocese of Ardfert and Aghadoe, which corresponds nearly with the county of Kerry, enumerated in the Society's Report for 1867, and of them those at Killorglin and Milltown are outside the limits of my district. Of the other 28, 11 were closed for vacation at the time of my visit to the places where they are situate, namely, the male and female schools at Ballymacelligott and Dingle, the female and infant schools at Tralee, the infant school at Tarbert, and the mixed schools at Blennerville, Cahirciveen, Kilgarvan, and Waterville. The same obstacle to examination was interposed in the case of the male and female schools at Tarbert, and the male school at Tralee, under the Board of Erasmus Smith, and the Island and Coast Society's school in the island of Valencia. The opportunities I had of actually testing the work done in Scriptural schools were consequently few. This is the more unfortunate because the censure deserved by all the Scriptural schools which I examined, might perchance be inapplicable to them. Nothing, however, that I heard from any of the clergy of the Established Church led me to suppose that, with the possible exception of the schools at Tralee and Ballymacelligott, and the female school at Tarbert, any of the Scriptural schools in Kerry are satisfactory, or that the best of them is superior to one of the worst National schools. At Cahirciveen, Ballybunnion, and Listowel, the clergymen of those parishes admitted the great deficiencies of their schools. At Brosna the rector considered my standard of examination too high, but complained of a want of diligence on the part of the teacher. The rector of Valencia writes, that National schools are superior in efficiency to those unaided by the State. Although not an active supporter of National schools, he has nothing to do with the Island and Coast Society's school in his parish. In fact all the pupils there were Roman Catholics, as I was informed on calling at the school-house, and in the Constabulary Returns, of 15 present on June 25, 1868, 14 are returned as of that creed. The degree of efficiency likely to be exhibited by this school may be conjectured from an account furnished by the Rev. E. J. Wade, who had visited it in the course of a ruridecanal tour. Speaking of the general inefficiency of Scriptural compared with National schools, and of their want of system and discipline, he says, "As an example I may instance an Island and Coast Society's school in Valencia. There I found the school-room habitually used as the master's kitchen, and pots and pans of milk, &c., occupying one end, while a large fire (in August) was kept up for cooking. This school was commended in a so-called Inspector's report."

Church Education Society's Schools.

Island and Coast Society's School in Valencia.

332. Sir R. Orpen, one of the chief supporters of the parochial school of Kilgarvan, appears to have no confidence in its efficiency, when in answer to a question on the comparative efficiency of schools aided and unaided by the State, he says, "The want of sufficient funds for payment of a competent master, must impair the efficiency of a school."

Kilgarvan

333. Not dissimilarly, the Rev. J. H. Collins, who is superintendent of the Church Education schools at Ballyheigue and Toherbane, writes in answer to the same question, "I have no data that would enable me to answer the question;" but adds, "It is to be regretted that in our 'Church Education' schools, we are often obliged to give small and very inadequate salaries to our teachers."

Ballyheigue and Toherbane.

334. With the parochial school at Killarney the vicar is well satisfied—a satisfaction which my examination of it would hardly justify, and which was not acquiesced in by the curate of the parish.

335. Of the school at Ballymacelligott the rector (Rev. W. H. Disney) says—"My school, unaided by the State, is efficient."

Ballymacelligott.

336. The committee of the Church Education Society "are satisfied† that, upon a fair comparison, the Church Education schools throughout the kingdom will not be found inferior to those supported by the State, even in the secular branches." My experience on the contrary was, that so far from this estimate being true, education in some of their schools is little better than a farce.

Report of Church Education Society.

337. My visit to Sneem presented a lively picture of school inefficiency. After a drive of seventeen miles from Kenmare, I arrived in the village a few minutes before eleven o'clock in the morning, and having inquired at the post office for my letters, requested the postmaster to direct me to the Church School. He told me he was the teacher and was just going there himself. Crossing the village we reached the school-house,‡ the upper story of which forms the school-room. Access to it is gained up a flight of steps outside the building. The room is about forty feet in length and twelve in breadth. The ceiling is low, the height up to the slant of the roof being not more than seven feet. It was in tolerable repair, but the ventilation was very bad, and the small windows were so close to the floor as to give little light to the upper portion of the room. The desks and other furniture were old and ricketty; and the educational apparatus consisted of three or four small maps, some of which were much weather-stained. On entering the room I was surprised to find that none of the children had assembled. On inquiry I learned that school opened at ten o'clock (it was now eleven); but by way of apology the master urged that he had some turf to draw, and so his boys had got a cart that morning and were drawing it. After waiting a little time, in which I made various inquiries respecting the school, one small scholar put in his head at the door and was instantly despatched to collect his school-mates. His exertions collected three girls and two boys, and this number received an accession of one boy just as I was concluding my examination. These were all that special endeavours could collect out of twenty-three on the school roll. One of the girls, it afterwards appeared, was not a regular scholar, but, happening to be a visitor at the master's house, was brought in to supplement the numbers. Of the other four, who underwent examination, three were children of the master, who has four or five others out of a family of twelve, helping to swell the roll number. The eldest pupil present was a daughter of the master, aged sixteen. She acted as assistant teacher and work-mistress, receiving for her services four out of the twenty-four pounds annually paid to the school by the Island and Coast Society. It was the intention of her father to have her trained hereafter to be a school-mistress. The other children consisted of a son of the master, aged nine; the young envoy, who had collected the family, aged five; a daughter of the master, aged six; and the visitor, aged eleven. The boy, whose late arrival saved him from examination, was twelve years old.

Sneem.

338. The boy, who had collected his fellows, was quite incapable of reading. The reading book, used by the others, was the Third Book of the National Board. The three girls passed in reading, but the boy failed. In an ordinary sentence from the early part of the Third Book, which I dictated, the assistant teacher alone passed in spelling, and the eldest boy alone in writing. All failed in arithmetic; the younger children, in subtraction, and the elder, in practice. The method of practice was unknown to the assistant teacher, who multiplied the price by the number of hundred weight and then took parts of the price for the quarters and pounds. The multiplication was wrong.

* The designations of many schools in the Constabulary Returns as "Parochial," "Church," or the like, are indefinite. Scriptural schools are not always ascribed by the constabulary to their proper societies.

† *Vide* Church Education Society's Report for 1868, p. 8.

‡ A lease of the building had been formerly granted to the Kildare Society (but this had expired) by a predecessor, in title, of Mr. Bland, who now holds the neighbouring land and who defrays the expense of all necessary repairs.

339. In grammar and geography no greater success was attained. Two or three of the pupils were supposed to be able to parse. The attempt had a ridiculous result. Among the mistakes of the assistant teacher, which I noted, were the following—"'Is' is a verb in the plural number;" "'curious' is a noun;" "'everywhere' is a noun, because it is the name of a place." Very little was known by any of the geography of the British islands, or of Ireland in particular, or even the map of the world. The assistant teacher believed Manchester to be one of the chief seaports of England; and the mistake is typical of many others.

340. The master, who had been educated in a country school at Killorglin, had followed the trade of a weaver, and then become steward to a former curate of the parish, who owned land within it, and at a later period had been in the coastguard service. In 1834 he was, without any special training, appointed by the rector and Mr. Bland to the joint offices of schoolmaster and parish clerk; receiving in the former capacity £20 per annum from the Island and Coast Society, and £2 from Mr. Bland, and £10 in the latter. As postmaster he also receives £16 per annum. The lower portion of the school-house, which was intended for the master's residence and is rent-free, is too small for his numerous family, and he has accordingly let it for two shillings a week, and lives at the post office, for which he pays an annual rent of £10.

Brosna. 341. At Brosna, where the Scriptural school is claimed by the Church Education Society, my examination obtained no more brilliant results. At eleven o'clock no pupils had arrived. A messenger procured the attendance of seven, the weekly average attendance in the register being represented as having been ten or eleven for some time past. Of the seven, two were in the fourth class, and justified their classification by failing in the notation of four figures and the short division of money. They were no more successful in dictation. The teacher of this school, who had passed through a training school of the Irish Society, and had been placed in the first class, received for his services a salary, which, inclusive of the annual value of his house and land, was equivalent to £35; and this sum was augmented by £10 for his services as parish clerk, and £5 as "local reader." Of his whole income £15 was contributed by the Irish Society, and the rest by private individuals.

Templenoe. 342. At Templenoe Church Education School I found fourteen children present, of whom six belonged to the teacher's family. Three of them had reached the third class; two, the fourth; and one, the fifth; but their classification was far too high if tested by the Church Education programme. The reading books used were those of the National Board. Eight passed in reading; six, in writing; and two, in spelling from dictation. I examined the second and third classes in simple subtraction; the fourth and fifth classes, in practice and simple proportion. One boy in the fourth class alone obtained the correct answer in one sum; he failed in a second. None passed. The whole school was defective in the simplest elements of grammar and weak in the outlines of geography. This school was certified in the register to have passed a satisfactory examination in accordance with the programme. The master, who had been trained at Kildare-place, and placed in the second class, received a salary of £40, of which £20 was furnished by the Island and Coast Society, £10 by Mr. Mahony of Dromore, and the remaining £10 was given him as parish clerk. His house was rent-free.

Listowel. 343. Listowel presented another pitiable specimen of a Church Education school. Out of a number of children which, during the course of examination, swelled to fifteen, I examined six, who constituted the third class, and one who boasted the honours of the fourth. Of these, three passed in reading, none in writing, none in spelling, none in arithmetic. The dictation on slates was the worst, both in respect of writing and spelling, that I met with in any third class I examined in the county. In arithmetic they multiplied farthings to reduce them to pounds. In grammar they made the wildest errors, considering the words "of" and "especial" as verbs. The one boy of the fourth class was little better. The master, who had been educated in a private school at Cork, and had commenced life as a mechanic, and had never been trained or classified, had held his present appointment since 1833. For his services, and those of his wife as workmistress, he received £30 per annum, with an addition of £10 as parish clerk. The upper part of the school-house was appropriated, rent free, for his residence; but at the time of my visit two persons besides his wife were sitting in the school, one of them engaged in needlework, and showing unmistakably that the room was habitually used as much for domestic as for scholastic purposes. The local subscriptions in support of this school amount to about £40 annually.

Ventry. 344. The largest Scriptural school I visited was at Ventry. Want of punctuality in the pupils' arrival, which appears habitual in Scriptural schools, was exhibited here; but after a time fifteen boys and twenty-three girls were collected, of whom fourteen belonged to the first class, seven to the second, ten to the third, four to the fourth, and two (girls) to the fifth. The average number of girls and boys in attendance during the year ending July 1, 1868, had been thirty. The school-room was one of the best I met with, whether in the case of a National or Scriptural school. It is built on land which was conveyed by the late Lord Ventry to the rector and churchwardens of the parish, in trust, to erect a church and school thereon, the school to be ever maintained as a Scriptural school. The school-room, which is fifty-four feet in length, twenty-four in breadth, and eleven in the perpendicular height of the wall, is well lighted, well ventilated, and in good repair. The furniture is sufficient for school requirements, and the maps are in moderately fair condition. This large room affords ample accommodation for the separate instruction of the boys at one end of it, and of the girls at the other. The school has two teachers, namely, a mistress, who has been trained by the Church Education Society, and placed in the first division of the first class; and a master, who has held his appointment since 1844, previously to which time he had been a hedge teacher. The rector gave him credit for considerable attainments in mathematics, but he was too advanced in life to be a fit instructor of young children, if indeed his abilities had ever been adapted to primary education. The salaries of these two (£24 and £30 respectively) were paid by the Ladies' Irish Association, an auxiliary of the Irish Society.

345. My examination produced the following results. In the first class four passed in reading, one of them reading very fairly. In the second class five passed in reading, the majority failed in the multiplication table, and had a very indifferent acquaintance with the outlines of the map of the world. They could distinguish the parts of speech. In the third class six passed in reading, and four failed, two passed in dictation, three others passing in writing, but not in spelling, and another three in spelling but not in writing. One only succeeded in compound division. In the fourth class, four passed in reading, three in writing, none in spelling, and none in arithmetic. This class had but moderate ideas of parsing. In the fifth class both the girls passed in reading and writing, and could parse fairly; both failed in spelling an ordinarily easy sentence, and one failed in arithmetic. Both the fourth and fifth classes had a moderate acquaintance with the map of Europe, but were ignorant of other maps. Even the best pupils were slow in answering.

Killarney. 346. At Killarney Parochial school twelve children underwent examination, of whom half were in the first division and half in the second. These divisions had no reference to the programme of the Church Education Society, the reading books used being the First and Second of that society in the junior division, and the Third in the senior. The greater part passed in the subjects of examination, but the standard was low, and the want of proper classification rendered comparison with other schools impossible.

347. The teacher of this school had been educated in the Church Education Society's model school at Bandon,

and was in the first class. His salary of £50 (£10 of it being given him as parish clerk) is paid out of private resources by the vicar, who also bears the expense of all necessary repairs of the buildings. He also receives about £4 annually from school fees, but these payments are tolerated rather than sanctioned by the vicar.

Ballybunnion.

348. Ballybunnion presented the only instance of a pupil in a Scriptural school who signalized himself by intelligence and general accuracy. He was good in reading, writing, and arithmetic, though he was unable to spell "traveller." But his success, I learnt from the curate of the parish, was due to his having received the greater part of his education in a National school. The other three children, who alone of the seven present, had made sufficient progress to be fit objects for examination, all failed in reading, spelling, and arithmetic, in the parts of speech, and in elementary geography. Two of them passed in writing. The teacher of this school is in the first division of the second class in the Church Education Society's scale. His salary is £30. As parish clerk he gets £10, and the office of postmaster brings him some small emolument besides. His house is rent free.

Tralee.

349. The vacation prevented my examination of the female and infant schools of the Church Education Society at Tralee. An anonymous Inspector's report, quoted by the rector in his general report of the Tralee parochial schools for 1867 states, in reference to the girls' school, that "the answering of the children in the several subjects prescribed by the Church Education Society's scale of proficiency, is satisfactory. Writing, geography, and English history, is very creditable. I desire to express myself as very much pleased with their answering in the Scriptures. The manner in which they repeated the portions appointed, with the Articles of Religion, deserves marked commendation." The prominence given to religious instruction in this report, deserves attention. The local contributions to the parochial schools at Tralee amounted, in 1867, to £55 18*s.* 0*d.* The expense of their management amounted to £63 15*s.* 8*d.*, of which sum, £53 was paid as salaries and gratuities to the mistresses of the female and infant schools; £4 only out of local funds were spent on the boys' school, the expenses of which (inclusive of the master's annual salary of £40), are borne by the Board of Erasmus Smith. Of this school, the rector of Tralee writes to his parishioners, in the general report previously mentioned—"The Inspector of Erasmus Smith's Board was more pleased than ever with our boys' school." The abilities of the master of this school were mentioned with high compliment by many Anglican clergymen in the county, in contrast with other teachers of Scriptural schools.

Schools of Erasmus Smith.

350. There is, I believe, a general impression in the county, that the schools of Erasmus Smith's Board, are superior in efficiency to those of the Church Education Society. The Inspector's report of an examination held a few days before my visit to Tarbert, was highly complimentary to the female school there. Indeed, its hearty approval might have raised a doubt of the searching character of the test applied to the secular education. The doubt, however, was allayed by the strong condemnation of the boys' school which accompanied it—a condemnation which, I was informed, was about to receive forcible expression in the removal of the master for incompetence.

Waterville.

351. At Waterville, where 20 children were in attendance on June 25, 1868; at Kilgarvan, where 24 were in attendance out of 38 on roll; and at Milltown, where there is an average attendance of 30 out of 49 on rolls, the salaries of the teachers and other expenses have to be defrayed out of local subscriptions, and where, as in the case of Milltown, these run short, out of the rector's pocket. In none of the schools I visited or heard of connected with the Church Education Society, is any aid received from that body. In fact, the connexion of Scriptural schools in Kerry with the Church Education Society, consists in the nominal adoption of its programme, which is not acted upon, and in many schools is hidden away or used as a book-cover; in the occasional use of some of its school-books which, if not paid for out of local funds, were supplied many years ago, and now require renewal; and in inspection by gentlemen appointed by the Dublin Committee, in cases where their expenses can be defrayed by local subscription.

Want of proper Inspection.

352. The want of proper inspection appears to be one of the most glaring evils in the constitution of Scriptural schools. The case has been previously* mentioned of Templenoe school, where an Inspector certified that a satisfactory examination, according to the Church Education programme, had been passed, although it afterwards appeared that no instruction was ever given in one of the subjects required by that programme. In another case, I heard the schoolmaster closed the school for vacation so as to prevent the examination of which the Inspector had given notice. In the opinion of some persons, the Inspectors are chosen with little regard to their capacity for their office. Of one I heard, who managed, on his first appointment, to combine the pleasures of a marriage-tour through the most beautiful scenery in Kerry, with the more responsible duties of school-inspection. More than once I found an annual inspection had been omitted, because there were no local funds to defray its cost. The clergy are fully conscious of this defect, and a special effort to remedy it has been recently resolved on in the diocesan branch of the Church Education Society.

Religious instruction.

353. Often, when the children of a Scriptural school failed on examination in secular subjects, I was asked to test their religious knowledge, in which, it was presumed, they would acquit themselves better. Such an examination I always declined to make, believing it to be beyond my province. Religious instruction occupies too large a share of the secular teacher's attention. Personal piety at the present time protects more than one teacher of a Scriptural school in Kerry, whose incompetence is admitted by his Superintendent. So far as concerns schools receiving aid from the Island and Coast Society, I was informed by one witness, who had every opportunity for being well informed, that success in repetition of a passage of Scripture, is alone needed to secure a grant from that society.

Registers of Church Education Schools.

354. Returns relating to Church Education schools are wanting alike in accuracy and completeness. School registers are carelessly kept, and are never checked by the Inspectors. They are vastly inferior to those used in National schools, and contain much less information.

Hedge Schools.

Hedge schools.

355. The reputation for classical learning which, under the penal laws, hedge schools obtained for the Kerry peasantry, is not likely to be prolonged by their modern representatives, in which the elements of even primary instruction are rather a name than a reality. Such hedge schools as I saw are tokens of the anxiety of parents to have their children instructed, and in some cases of their inability to judge of what elements instruction should consist. They give but poor evidence that parental wishes in this matter are gratified. They are mostly situated in thinly peopled districts remote from the high-roads, or in wild glens which, as the Constabulary stated in the instances of Liss and Graigues, in South Dunkerron, could only be reached with great difficulty, and the assistance of guides well acquainted with the mountain tracks. Having regard to the character of such hedge schools as I visited, I deemed the facts likely to be learnt from others less accessible, not worth the cost of time and labour necessary to obtain them.

* *Vide* paragraph 261.

Coolies.

356. A hedge school at Coolies, a few miles from Killarney, may be taken as representative of its class. To reach it, I had to cross two or three stony fields which lay between it and an unfrequented road. The door so low as to require me to stoop on entering, led into a wretched hovel, in which a little time was necessary to accommodate the eyes to the gloom. The interior was divided into two rooms, one about thirteen feet square, and the other measuring about thirteen feet by eight. The light of the smaller was transmitted to it through an opening which communicated with the principal apartment. Within these narrow limits, thirty-two boys and thirty-seven girls were huddled one upon another on the ground, in such a manner as to make walking dangerous to their safety. The space was still further crowded by the furniture of a blind man who, with his wife and six children, was allowed, by a neighbouring farmer, to be tenant in common with the teacher of the cabin. Examination in such a place was impossible; instruction seemed no less so. The teacher, whose rough exterior scarcely accorded with his former occupation of page in a gentleman's service, suggested that I should have a few of the more advanced pupils brought outside the school. Accordingly, I seated myself on a stone which happened to be lying under a neighbouring tree, using a chair as a desk. Around me was ranged a group of seven children, varying from ten to twelve years of age, whose nervous terror was but partially calmed by their teacher's assurance that I was not the policeman—an officer whose visit, a few days previously for the purpose of enumeration, had not faded from their trembling memories. The lesson of the day was a passage from an old edition of the National Board's Fourth Book, in which they read, not without much stumbling, a description of dicotyledonous plants. Its botanical nomenclature was of course but little more intelligible to the children than to the contiguous bushes. A few easy sums in the simple rules of arithmetic were solved correctly; but the strangeness of an examination rendered the children so nervous, that the inhumanity of any further test, exceeded the usefulness of any results likely to be obtained from it.

357. The teacher, who had followed his present occupation since 1860, reckoned his annual income at £8; but this sum was augmented by the occasional charity or friendship of some of the farmers whose children attended the school. When school was over at four o'clock in the afternoon his interest in the cabin ceased for the day. Killarney, where his family lived, was too far for him to go there, except to spend Sundays or other holidays. At other times he generally went home with some of his pupils, to whom, in return for his lodging, he gave extra tuition. Fifteen or twenty of his pupils did not pay the customary fee of a shilling a quarter, it being his practice to receive three children of the same family on the same terms as two.

Prior.

358. Another hedge-school I visited was in the parish of Prior, one of the wildest districts in Iveragh. The building, rather smaller than that at Coolies, was occupied by about twenty children. It was Saturday, on which day schools in Kerry are, with scarcely an exception, closed, and consequently only about half the ordinary pupils were present; but, notwithstanding the diminished attendance, the stifling atmosphere, sweetened by a calf which habitually shared the apartment with the pupils, made me glad to escape into the cloudless glare of the July sun. The teacher stated the inability of the majority of his pupils to read, and the failure of one or two of the most advanced among them justified his candour. His professional emoluments amounted to about £5 annually, which were contributed in quarterly instalments of a shilling from some of his pupils. This man's honest but fruitless endeavours in the cause of education had attracted pupils from the nearest National school, where the negligence of the teacher had some time since forfeited the confidence of the parents, and more recently cost him his place.

Corobeg.

359. At Corobeg, in Valencia, on the desolate coast between Knightstown and the Atlantic Telegraph Station, a more decent dwelling, of which gratuitous use had been granted by the Knight of Kerry, marked the sympathy felt by him for a youth whom chronic asthma had prevented from attaining the coveted position of a National teacher, but who, in spite of shattered health, struggled to maintain a hedge-school. His education by the Christian Brothers in Cahirciveen had better qualified him than the teachers at either Coolies or Prior for the purposes of an instructor. He had divided his thirty-four pupils into classes, a lad of fifteen or sixteen years being the only one who had got as far as the Third Book of the National Board. This boy's skill in reading could hardly compensate for the trouble he incurred in clambering down from a sort of loft which formed the upper portion of the school-room, in order to undergo my examination. The impossibility of obtaining National school-books at the reduced prices at which they are sold to National teachers, had put the simplest implements of learning beyond the reach of many of the scholars. The want of desks was ill-supplied by a few narrow forms, from which the feet of the listless children dangled, or against which they leaned while learning to write on slates. Each pupil contributed a shilling a quarter, and the master received gratuitously seven infants, whom he did not count among his pupils, but whose inseparable attachment to their elder brothers and sisters was not deemed incompatible with school discipline.

Significance of hedge-schools.

360. Hedge-schools in rural districts imply either an insufficiency of National schools, or a want of confidence in some neighbouring National teacher. A National teacher whose competence is but suspected, is likely to find some of his pupils migrate to a neighbouring hedge-school, where an inferior standard of excellence is applied, if only the teacher exhibits conscientious devotion to work. Hedge-teachers are invariably spoken of by their clergy as moral, hard-working men. Their professional career, it cannot be doubted, depends on clerical toleration. One parish priest, whose National teacher was unsatisfactory to him, spoke well of a hedge-school in a distant portion of his parish. Good account was also given me of a hedge-school near Tarbert, which I was unable to identify with any in the Constabulary returns; but as the teacher had been removed for incompetence from the service of the National Board, the approval was, perhaps, not deserved. This was the only hedge-school in which I heard of a female teacher.

Evening Schools.

Evening schools.

361. The only evening schools in my district returned by the Constabulary are one in Killarney and another at Sneem, both of which are in connexion with the National Board, and the latter of which is held in the ordinary National school-room, under the care of its teacher. To these should also be added night schools at Tarbert, connected with the National Board, and taught by the National teachers of that town.

362. From vacations or other special circumstances I was unable to examine either of these night schools; but as, with the exception of that in Killarney, they are under the care of competent National teachers, the degree of their usefulness may be conjectured.

Sneem.

363. The following particulars, relating to the night school at Sneem, will furnish an idea of the position and work of a night school in a third-rate Kerry town or village, of which the male population in 1861 amounted to 145.* The school, which is supported by a Government grant of £5 per annum, and by local subscriptions, which, in 1867, amounted to £5, has been in operation since November, 1864. It is open from 6.30 to 9, P.M., on Mondays, Wednesdays, and Fridays, throughout the year. The education given is entirely gratuitous, and consists in the second class of reading and writing, and in the third and fourth classes of reading, writing,

* *Vide* Census Returns of Ireland, 1861, Pt. II., Vol. I., pp. 468-9.

arithmetic, and letter-writing. The number of pupils "on rolls" in August, 1868, was thirty-eight. The average number "on rolls" and "present," and also the average age of the pupils in the twelve months ending June 30, 1868, is shown in the following table :—

Period of Year.	Average Number on Rolls.	Average Number Present.	Average Age.
Third quarter, 1867,	20·8	13·5	16·3
Fourth „ „	34·4	17·4	16·4
First „ 1868	40·7	22·	15·7
Second „ „	33·7	11·1	15·5

364. The pupils attending are farmers and labourers, and necessarily live in the town or its immediate neighbourhood, although possibly not within the exact limits of the area assigned to it by the Census Commissioners in 1861. The teacher suggested that a small allowance should be made for candle-light for the use of the school, as he finds it rather difficult to get the pupils to pay for the light. Many of them, he said, are very poor, and though all are admitted free, he believed that the trifling sum charged for light—about twopence or threepence a month—prevents some from attending.

Opinions respecting evening schools.

365. The idea of evening schools seemed unfamiliar to most with whom I conversed respecting them, and this unfamiliarity, probably more than anything else, prevents their increase in the county. Their establishment in rural districts is generally deemed impossible, but in the towns is deemed by most both practicable and desirable. On this subject the Rev. E. J. Wade says :—"In towns there is a decided want of evening schools. They would be well attended. Boys and girls under fifteen should be excluded, unless *bona fide* apprentices or employed for wages by day. There are great difficulties in the way of teaching, and they would require very strict care lest they should degenerate into lounging places, or afford opportunities for treasonable nonsense." Only one Roman Catholic clergyman expressed any objection to evening schools. His fear was lest they might prove dangerous to morals by affording opportunities for young men and women to meet on the way to or from school.

366. Several persons of the class who would be likely to avail themselves of evening schools, if such existed, expressed a strong desire for their establishment. One of the men in charge of the ferry between Valencia and the mainland said he could not afford to hire anyone to assist him in his boat, and so he was obliged to remove his son, who was fourteen years old, from school at an earlier age than he would otherwise have done. He would gladly send him every evening to Cahirciveen (three miles off) if there were an evening school. The face of the boy himself, on my asking him his wishes, brightened up at the mention of an evening school, and he seemed already to anticipate the advantages which it would confer. Many persons in this part of Iveragh were very anxious for the establishment of night schools, and such schools they thought should be open all the year round.

Infant Schools.

Infant schools.

367. Infant schools, as separate institutions, hardly exist in Kerry. An infant school at Tralee, in connexion with the Church Education Society, forms one of the three Scriptural schools there, and is independent in its organization of the male and female departments. Most of the convents have a room specially devoted to infants, but the number of those attending is not reckoned separately from that of the older scholars.

Popular feeling respecting them.

368. Popular feeling in favour of infant schools is incidentally proved by the number of young children who are found in many country schools, in which no provision is made for infant training, having accompanied their elder brothers or sisters from homes in which the occupations of agriculture rendered parental care impossible. In such cases their presence is rather a hindrance than otherwise to the work of the teacher, and the one lesson of compulsory silence which the little creatures learn is probably the worst lesson which could be imparted to infants.

Their moral influences.

369. The moral benefits of infant schools, so far as I was able to estimate them, are greater than their intellectual. The alphabet and first few digits afforded little or no opportunity for examination. What instruction is conveyed is not uncommonly given through the medium of simple songs. Their musical cadences are doubtless more attractive to infant children than the elementary knowledge which they embody; but if for nothing else, they serve for early lessons in articulation. To the habits of order and cleanliness acquired in the infant classes of convent schools is probably due, in some degree, the general superiority of tone observable in their higher classes as compared with ordinary National schools.

Average numbers in infant schools.

370. The following table exhibits the average number of infants on rolls and present in each of the convent schools of Kerry :—

Table exhibiting the Average Number of Infants "on Rolls," and "Present," in Convent Schools in Kerry.

Place where Convent School is situated.	Period of Year.	Average Number of Infants "on Rolls."	Average Number of Infants "Present."	Place where Convent School is situated.	Period of Year.	Average Number of Infants "on Rolls."	Average Number of Infants "Present."
Listowel,	3rd Quarter, 1867,	190	118	Dingle,	3rd Quarter, 1867,		
	4th „ „	194	97		4th „ „	124	100
	1st „ 1868,	201	131		1st „ 1868,		
	2nd „ „	241	151		2nd „ „		
Tralee (Presentation).	3rd Quarter, 1867,	262	220	Killarney (Presentation).	3rd Quarter, 1867,	226	132
	4th „ „	318	243		4th „ „	234	108
	1st „ 1868,	291	201		1st „ 1868,	178	78
	2nd „ „	306	230		2nd „ „	193	109
Tralee (Mercy),	3rd Quarter, 1867,	154	73			Males. Females.	Males. Females.
	4th „ „	154	60	Killarney (Mercy),	3rd Quarter, 1867,	30 60	14 36·5
	1st „ 1868,	120	46		4th „ „	24 60	13 38·5
	2nd „ „	98	58		1st „ 1868,	49 104	17 48·2
					2nd „ „	44 107	16 68·2
Milltown,	3rd Quarter, 1867,	32·4	15·9				
	4th „ „	28·9	9·	Cahirciveen,	3rd Quarter, 1867,	127	86·4
	1st „ 1868,	17·2	8·4		4th „ „	131	90·3
	2nd „ „	30·8	14·5		1st „ 1868,	116	79·2
					2nd „ „	108	77·5
		Males. Females	Males. Females.				
Castleisland,	3rd Quarter, 1867,	60 175	31·6 107·6	Kenmare,	3rd Quarter, 1867,	Males. Females.	Males. Females.
	4th „ „	53·3 168·3	27 92·3		4th „ „	62·2 115·7	38·4 83·2
	1st „ 1868,	45 154·3	28·6 67		1st „ 1868,		
	2nd „ „	50 149·3	28 102·3		2nd „ „		

No separate returns of infants.

371. There being no separate return of infants as distinct from other children kept in any of the schools, I do not know by what rule the sisters who furnished me with the returns above tabulated distinguished them, except that in the case of the Presentation Convent at Tralee, the numbers returned are those of children "in First Books," and that at Castleisland the numbers are those of children under nine years of age. In this school there are a few boys of a greater age. In the Mercy Convent at Killarney, and the Poor Clares' Convent at Kenmare, there are no such children except in the infant school. At the former of these two a few little boys are received at the convent itself, which is at some distance from the school, and these are not registered in the school books.

Milltown.

372. The numbers of infants returned from Milltown convent are considerably less than from any other convent. In conformity with this, the Rev. W. D. Wade, the incumbent of the parish, expressed his opinion that an infant school was wanted in Milltown.

Obstacles to infant schools.

373. The difficulty of obtaining teachers with the qualifications of temper and method necessary for infant schools and the conviction (at least of Roman Catholics), that nuns are the persons most competent for their management are the chief causes which prevent those who would like to see them more widely established from grappling with the difficulties which a rural district, such as Kerry, opposes. Their utility is generally admitted. One parish priest writes of them, that "they are a great blessing." Another (the Ven. Archdeacon of Kenmare), says, "Infant schools would prove of immense value, inasmuch as they would give a taste for school. Compulsory education, even on the part of the parents, renders it in most cases distasteful to the children, and when distasteful becomes of very little value."

Ragged Schools.

Ragged schools.

374. It is about equally true and false to affirm that there are no ragged schools in Kerry. In a country like Kerry where women work barefoot in the fields, and in walking to Mass or market carry their boots in their hands, it is difficult for a stranger to estimate poverty by dress. Boys and girls with boots or shoes are very rare in ordinary National schools. In Scriptural schools they are more common, and this is attributed by the clergy of the Established Church to the superior social status of their own flocks. In convent schools the effects of charity are visible in the neatness of dress of most of the girls. Ideas of comfort and neatness in Kerry vary considerably from the English standard; and many children who are covered with very scanty or tattered garments are probably deemed by their parents to be decently clad. The parish priest of Kenmare, says, "I don't understand ragged schools. Many of the children attending our National schools are ragged enough, so much so that clothes cost me £100 every Christmas for the ragged regular attendants." He adds drily, "And very regular it makes them."

Social distinctions.

375. On the one hand I frequently heard that parents kept their children from school because they had no clothes sufficiently good in which to send them. On the other some of the shopkeepers and "merchants," as they style themselves, in the towns hesitate or decline to allow their children to mingle in school with those whose tattered clothes are a sufficient index of their inferior grade. Social pride appears to have wide sway among the agricultural classes of Kerry, who are very precise in their distinction of "strong" and "small" farmers. Nothing, however, was brought before me which showed that any large number of children at either end of the social scale is kept away from school by causes which the establishment of ragged schools in the conventional sense of the term would modify or remove. It is not the province of State education to foster social inequalities, however necessary it may be to calculate and if possible to neutralize their effect should it happen to be antagonistic to the usefulness of schools and the spread of knowledge.

School Teachers.

Status and condition of school teachers.

376. The results of my inquiries into the professional status and condition of National school-teachers will in part appear from the annexed tabular statement. The facts contained in it and which relate only to a portion of the teachers with whom I came in contact, are in substantial accordance with all that I heard from whatever source in relation to this class in general.

Their general character.

377. Teachers of National schools are generally regarded by all classes of society as a hardworking, and well-conducted body of persons, whose conscientious discharge of important and useful duties is most inadequately recompensed. Of their loyalty, at least in Kerry, I never heard a suspicion uttered; and all notion of their political disaffection seems to have died out even amongst the constabulary. Of their moral character favourable reports were continually given by their clergy and others; although occasional, but rare, breaches of social morality bring dishonour upon a class whose superior education and official position tend to lift its members above the grade from which they are mostly sprung. At least one Roman Catholic magistrate mentioned occasional instances of drunkenness among National teachers being brought before the bench, but such instances are confessedly very rare.

Scholastic competence.

378. Of their competence as teachers I am on the whole inclined to have a favourable opinion. Differences of course continually presented themselves, but these differences appeared to be the effects of individual character and natural ability, rather than of general causes underlying the system of their education or appointment.

379. In previous pages I have pointed out what appears to me to be the weakest point in the education given in National schools. If it be true, as I decidedly believe, that in most cases the memory is cultivated at the expense of or in a greater degree than the intelligence, the fault necessarily lies with the teachers, but this fault is not ineradicable, if properly attended to by the ordinary inspectors of schools, and by those who have charge of the special training of teachers. But so long as it remains unremoved, it is reproductive. A teacher's method of instruction is necessarily determined in great measure by his recollection of the method of his own instructors. The experiences of five months' training in Marlborough-street—supposing it to be directed and adapted to the remedy of this defect—are manifestly too brief to overcome the tendencies which the whole period passed as a pupil or monitor has implanted. One parish priest spoke in strong terms of the advantages derivable from the visits of "organizers," and he much regretted the discontinuance or present rarity of such visits. The method of teaching is scarcely distinguished in thought, much less in act, from the subjects to be taught, and most teachers probably deem degrees of professional skill depend upon the relative amount of professional knowledge. This evil requires remedy. How far that remedy is derivable from model schools, and what remedies the model schools of the National Board themselves require in order to bring them into harmony with the opinions of the Roman Catholic clergy, are questions beyond the limits of my appointed sphere, and respecting which, owing to there being no model school within my district, I collected no information to aid in their solution.

380. TABLE exhibiting the Classification, Training, and Condition of National Teachers.

Name of School.	Tenure of School.	Date of Appointment of Principal Teacher.	Classification of Principal Teacher.	Whether Trained or not and when.	Number of Assistant Teachers.	Former Occupation (if any) of Principal Teacher.	Occupation (if any) of Principal Teacher besides Teaching.	Observations.
Listowel, Convent,	N.V.	–	–	–	–	–	None.	Three of the Sisters have been trained.
Listowel, Male,	V.T.	1853	I[2]	–	3	Private tutor in a gentleman's house.	Has a provision shop in town.	
Tarbert, Male,	V.T.	1836	II[1]	–	2	None.	None.	
Tarbert, Female,	V.T.	1863	II[2]	–	1	None.	None.	
Tarmon, Male,	V.T.	1862	III[2]	Not.	0	None.	None.	Twice summoned for training, but prevented by manager.
Tarmon, Female,	V.T.	1868	Not.	Not.	1	None.	None.	
Gortnaskehy, Male,	V.T.	1863	III[1]	Not.	1	None.	Farms an acre of land.	Not trained, owing to opposition of manager.
Gortnaskehy, Female,	V.T.	1862	III[2]	Not.	1	None.	None.	Not trained, owing to opposition of previous manager.
Brosna, Male,	N.V.	1866	II[2]	1867	1	None.	None.	
Brosna, Female,	N.V.	1865	III[1]	Not.	1	None.	None.	
Clogher, Male,	N.V.	1850	II[2]	1856	0	None.	None.	
Clogher, Female,	N.V.	1861	III[1]	Not.	0	None.	None.	
Bally McThomas, Male,	V.T.	1868	III[1]	–	0	None.	Private tutor.	
Bally McThomas, Female,	V.T.	1868	II[2]	Not.	0	None.	None.	
Tralee (Presentation Convent),	N.V.	–	–	Not.	–	–	None.	One of the Sisters has been trained.
Tralee (Convent of Mercy),	N.V.	–	–	Not.	–	–	–	
Ballinacartin, Mixed,	N.V.	1867	III[1]	–	1	None.	None.	
Blennerville, Male,	N.V.	1844	I[2]	–	0	None.	Has flour and meal shop.	
Derry Quay, Mixed,	N.V.	1865	III[1]	Not.	0	None.	None.	
Ardmore, Mixed,	N.V.	1858	III[2]	Not.	1	None.	None.	Not trained, owing to opposition of manager.
Minard, Mixed.	N.V.	1863	III[2]	–	1	None.	None.	
Dingle, Convent,	N.V.	–	–	–	–	–	None.	
Dingle Workhouse, Male,	N.V.	1850	Not.	Not	0	None.	Assists master of workhouse.	
Dingle Workhouse, Female,	N.V.	1855	III[1]	1861	0	None.	Assists matron of workhouse.	
Ventry, Male,	N.V.	1868	III[1]	Not.	0	None.	None.	
Ventry, Female,	N.V.	1868	Not.	Not.	0	None.	None.	
Ferriter, Mixed,	N.V.	1863	III[1]	Not.	2	None.	None.	
Vicarstown, Mixed,	V.T.	1863	III[1]	Not.	1	None.	None.	
Killarney, Monastery,	N.V.	–	–	Not.	–	–	None.	Superior of the Order was formerly a National teacher.
Killarney (Presentation Convent),	N.V.	–	–	Not.	–	–	None.	
Killarney (Mercy Convent),	N.V.	–	–	Not.	–	–	–	
Killarney, Workhouse, Male,	N.V.	1849	II[1]	–	0	Farmer.	None.	Educated with a view to the priesthood.
Tiernaboul, Male,	V.T.	1863	III[1]	Not.	0	None.	None.	Summoned for training within last twelve months, but prevented by Manager.
Tiernaboul, Female,	V.T.	1861	III[1]	1867	0	None.	None.	
Clashnagarrane, Male,	V.T.	1856	III[1]	1858	0	None.	Farms one and a half acre of land.	
Clashnagarrane, Female,	V.T.	1861	II[1]	1860	0	None.	None.	
Muckross, Mixed,	N.V.	1864	III[1]	Not.	0	None.	Postmaster.	Was educated in Kildare-st., and placed in Class I. of Church Education Society.
Gortagullane, Mixed,	V.T.	–	III[1]	–	–	–	None.	Likely to be removed for incompetency.
Glenflesk,	V.C.	1856	II[1]	1852	–	Clerk in a London office.	Postmaster.	
Cahirciveen, Convent,	N.V.	–	–	Not.	–	–	None.	
Cahirciveen, Male,	V.T.	1848	I[2]	1849	1	None.	Has a grocer's shop.	
Cahirciveen, Workhouse, Mixed,	N.V.	1864	III[2]	Not.	0	None.	Assists matron of Workhouse.	Has never been summoned for training.
Foilmore, Female,	V.T.	1867	III[1]	Not.	0	None.	None.	
Killurly, Mixed,	N.V.	1862	III[1]	1857	1	None.	Has farm of about 20 acres.	
Kells, Mixed,	V.C.	1865	III[1]	1867	1	None.	None.	
Ballycarberry, Mixed,	N.V.	1865	III[1]	1865	1	None.	None.	
Portmagee, Mixed,	N.V.	1854	II[2]	Yes.	0	None.	None.	
Valencia, Male,	V.T.	1867	Not.	Not.	0	None.	None.	Has undergone written but not *vivâ voce* examination by Inspector.
Knightstown, Male,	V.C.	1867	I[2]	Yes.	0	None.	None.	Spent two and a half years at National school in Marlborough-street.
Knightstown, Female,	V.C.	1863	II[1]	–	0	None.	Private tuition.	
Lohar (Tour), Mixed,	N.V.	1867	II[2]	1864	0	None.	None.	Trained in Special Class in 1865.
Cahirdaniel, Male,	N.V.	1856	II[2]	–	–	None.	Farmer.	
Cahirdaniel, Female,	N.V.	1854	II[1]	1853	–	None.	None.	
Sneem, Male,	V.C.	1860	I[2]	1864	1	None.	Has a small shop, and farms a little land.	
Sneem, Female,	V.C.	1862	II[1]	–	1	None.	None.	
Kenmare Convent,	N.V.	–	–	–	–	–	None.	ThreeSisters have been trained before taking the veil.
Kenmare, Male,	V.C.	1852	I[1]	1842	2	None.	None.	
Kenmare, Parochial,	N.V.	1861	III[1]	1865	0	None.	Parish clerk and sexton.	Trained at Bandon before entering service of National Board.
Kenmare Workhouse, Mixed,	N.V.	1856	III[2]	Not.	0	None.	Assists matron of Workhouse.	
Cahir, Mixed,	V.C.	1848	I[1]	–	2	None.	None.	
Kilgarvan, Male,	V.C.	1850	II[1]	1843	–	None.	None.	
Dauras, Mixed,	V.C.	1857	III[1]	–	1	None.	Cultivates an acre of land.	
Lansdowne, Mixed,	V.C.	1858	II[2]	1859	1	None.	None.	
Lehid, Mixed,	V.C.	1848	III[2]	1851	1	None.	Farmer.	
Lauragh, Male,	V.C.	1836	II[2]	1836	0	None.	Farmer.	
Lauragh, Female,	V.C.	1857	II[1]	1865	0	None.	None.	

381. Whether, as a matter of fact, teachers who have been trained in the National school at Marlborough-street, are superior to those who have not been so trained, my inquiries did not enable me to form a definite opinion. The importance of training, however, is highly estimated by the teachers themselves, and by the warmest supporters of education among the Roman Catholic clergy. The Bishop of Kerry gave, I believe, an unwilling

assent to the resolutions of the Episcopal College on the strength of which the greater part of Roman Catholic clerical managers make dismissal the penalty to be suffered by teachers who obey a summons to be trained. A few managers, indeed, argue that those resolutions ought not to be acted upon, insomuch as the Roman Catholic clergy have not themselves established denominational training schools, which were resolved upon by the bishops at the same time. In a few cases, the resolutions are practically disregarded, and teachers are allowed, even by clerical managers, to obey the summons for training. Some witnesses avowed a belief that such practical disregard would not be too curiously inquired into by the chiefs of the hierarchy in the diocese of Kerry, if their sanction were not officially requested.

382. It does not appear that there was any greater deficiency of trained teachers in non-vested than in vested schools.

Desire for training among teachers.

383. The anxiety manifested by most teachers—a few are indifferent—to be trained rests in part on pecuniary grounds. It is commonly believed by them that their chances of being promoted by the Inspectors into a higher class, depend in a great degree on whether they have been trained or not, quite irrespectively of the marks obtained by them in examination. They are consequently anxious to be placed on a vantage ground, in their endeavours to obtain the increased salary of a higher classification.

Classification of teachers.

384. Although the superiority of trained over untrained teachers was not evident, the general superiority of schools under the conduct of a second-class teacher over those in which there was only one of the third class, and the superiority again of those taught by a first-class teacher over all others, was conspicuous, and clearly demonstrated the accuracy and intrinsic excellence of the classification of National teachers. The differences of the divisions in each class are necessarily less obvious, but undoubtedly they are no less accurately drawn.

385. It did not appear that teachers ever teach subjects not generally required, or give too much attention to their more advanced pupils. In one or two schools it is true, and those too in which the teacher had a high classification, I fancied I detected some degree of ignorance in reference to the junior classes of the school on the part of the principal teachers. But the accuracy of such an impression could not be tested by a single visit, and was doubted by the National Inspectors of whom I made inquiries. In these cases, however, the assistant teachers or monitors who had charge of the lower classes, were fully competent for their posts.

Cases of incompetence.

386. Only a few cases of incompetence were mentioned to me by Inspectors of the National Board, and these either were about to be remedied, or had already been remedied by the removal of the teachers. The opinions of the Inspectors on professional fitness or unfitness, seem always to have great weight with the managers of schools.

Salaries of teachers.

387. The salaries of teachers are substantially those only which are granted by the National Board, supplemented in a few instances by good service salary, and in more by gratuities of one kind or another, which necessarily vary in amount from time to time. Very little, as has previously been shown,* is done to comply with the desire expressed by the Commissioners of National Education in their Rules and Regulations (Part IV., iv., 8), that an increase of salary should be secured to the teacher, either by local subscription or school fees. The amounts of them are small and uncertain, but not unfrequently the largest subscriptions and the largest sums in school fees are received by those teachers whose superior abilities or diligence have earned the higher salary of a higher classification, or enable them to obtain additional gratuities by teaching special subjects or training monitors. The scanty amount of teachers' salaries is too often reduced by the expenses they have to bear in providing residences or repairing the school buildings, or even of paying rent for them.

Little difficulty in obtaining teachers.

388. It is a little difficult to determine how it is that, notwithstanding the general opinion of the poverty of remuneration received by National teachers, the position should be so attractive as it is. There seems little difficulty in obtaining a supply of male teachers, and of female teachers there is a surplus; a large number of girls in convent schools acquire a taste for teaching, and are trained for the profession. But the number of convents diminishes the number of positions to be filled by female teachers. Separate female schools (if convents are omitted) are slightly less numerous than separate male, and in mixed schools male teachers are much more common than female. In fact, convent schools diminish the supply of places for which they themselves tend to create a demand. Perhaps inexperience of life and of the expenses of self-support at the time when most young teachers enter on their professional career, will, in part, explain their eagerness to obtain a post which, when once obtained, they all complain is full of hardship. One young teacher who had recently been appointed, stated that his short experience of the difficulty of supporting himself on his scanty salary, could he but have anticipated it, would have prevented him adopting the teachers' profession as his means of livelihood.

Necessity of increasing salaries.

389. One National Inspector stated his belief that the greatest improvement in the existing system which the present Commission of Inquiry could propose would be an increase of the salary of the "poor teachers," and his view was held by other Inspectors. The principle which should govern the application of Government moneys to particular schools seemed to have been very little considered by the majority of witnesses. A combination of payment according to the classification of teachers and of payment "by results," is approved both by Inspectors and teachers; but no detailed suggestions for carrying it into operation were made to me.

A National Teacher's suggestions.

390. One male teacher has forwarded to me, in writing, certain "suggestions for the improvement of National schools," which fairly embody the views entertained by the whole body of National teachers in the country. These "Suggestions" are as follow :—

"*First step* would be to give the teachers a fair salary, for I believe that if a teacher of a school were well paid he would endeavour to have it in an efficient state. A school should be kept constantly supplied with requisites for sale to the pupils, if not, their progress will be slow.

"*Condition of Teachers.*—The general condition of the great majority of the teachers is one of extreme privation. And how can it be otherwise? How can it be possible for a teacher who has a wife and often a large family (I myself have eight children) to support himself and keep himself and family decently clad on £24 or even £33 a year? Why the commonest labourers are better paid than a large number of National teachers.

"It would be well on the part of the State to pay the National teachers liberally, for I see no class of men who have it in their power to render more important services to the country in the way of inculcating loyalty and obedience to the laws, &c., than the National teachers.

"With regard to the mode of paying teachers, I think it would be a mistake to do away with 'classification,' and substitute 'payment by results.' The effect of this would be, that the teachers would become more and more illiterate, as there would be no motive for study.

"I should have no objection to see 'payment by results' introduced as *supplemental to class salary*.

"In conclusion, I would suggest an increase in the present salaries and a retiring ANNUAL PENSION, when a teacher becomes, through age, &c., unfit for his office. Also, that a teacher should not be dismissed from his office without a previous investigation by the Inspector into the charges brought against him, as is the case in other public departments."

Political influence of teachers.

391. One other teacher, in a different part of the country, urged the political importance of securing the loyalty of the teachers by an increase of their salaries. He said that some of his elder pupils had been singing seditious songs and had written in their copy-books "God bl–st the Queen," instead of "God bless the Queen." The songs he had restrained, and the obnoxious copies he had destroyed to prevent them coming under the eyes of

* *Vide* paragraph 42, and paragraphs 196–205.

the manager or inspector. He thought that by increasing the salaries of teachers the State would secure a useful body of servants to check Fenianism.

Teachers' unions.

392. The teachers appear to be closely united by means of teachers' unions, which have recently been formed, and of which the "*Teachers' Journal*" is the accredited organ. They are all expecting considerable improvement in their position to result from the present Commission of Inquiry. They have four chief grievances, to a statement of which I soon became so accustomed that when anxious to learn anything about the special condition or wants of a teacher, I found it was necessary to preface my inquiry by saying I assumed that he wanted an increase of salary, a pension, a residence, and a diminution of the powers of managers over teachers.

393. Of these four grievances, that relating to salary is the heaviest. Its mitigation, indeed, would, to some extent silence the clamour for pensions and residences. All the teachers feel that, with their present salaries, they are unable to lay by anything to meet the contingencies of sickness or the feebleness of old age. The difficulty is increased by early marriages, and none of the teachers to whom I spoke on this point seemed to think it right that prudence in this matter should be compulsory, owing to the salaries of teachers not being calculated for the support of their wives and families in addition. Several said that if the choice of increased salaries or pensions was offered them they would prefer the latter, or that if their salaries were increased they would willingly pay something in aid of the establishment of a pension-fund. One teacher on the other hand said "he would prefer an increase of salaries to the grant of retiring pensions, because," he added, "when the teachers had got the former they could then combine to agitate for the latter." In the general desire to obtain as many improvements in their position as possible, it is probable that a comparison between the relative values of the different improvements desired has not often been made.

Residences.

394. The feelings and wishes of teachers in respect of residences are various. Many would like to have residences attached to the school, and complain much of the hardships which they undergo by having to walk many miles to school in bad weather and then being forced to remain in their damp clothes, there being no private apartment in which to change them, during school hours. Others again who have small plots of land, prefer having their houses adjoining their holdings, and would consider compulsory residence in a house annexed to the school to be a harsh interference with their liberty. One or two witnesses (including a National Inspector) expressed an opinion that residences should be provided, but that they should be about half a mile from the school. In some cases where teachers had residences adjoining the school the contiguity of their houses frequently tempted them to leave the school-room.

Powers of managers.

395. The teachers, as a class, are very desirous that the arbitrary powers of managers over them should be diminished or controlled. With the exception of the refusal of clerical managers to allow teachers to go up for training, I could only learn a few instances in which the existing staff of teachers in Kerry had any ground of complaint against their own managers for an unfair exercise of their powers. When urged to mention instances of oppression by managers, they could only mention instances in other parts of the country, of which they had read in the *Teacher's Journal*. As a rule the relations of managers and teachers in the county appeared to be amicable. A few teachers complained that their managers would not suffer them to enforce the payment of school-fees.* A few others complained of capricious removal from one school to another under the same manager. In one case a teacher stated he had been forced to go, much against his will, from the school at which I found him teaching to another several miles off under the same manager, and then, soon after he had fairly settled down in his new quarters, he was compelled, also against his will, to return to his original post. In this case the teacher, whom on each removal he succeeded, was appointed to the school he left. The object of this double interchange of teachers he was unable to explain.

Cases of dismissal.

396. Very few cases of arbitrary exercise of managers' powers in the matter of dismissal were alleged to me. Such allegations as came within my knowledge are reported below.

397. The teachers are not alone in desiring a check on the powers of managers. One National Inspector considered there should be greater control over them. The control he desired, not for the sake of the teachers, but in order to secure greater independence for the parents. The managers, he said, are too often clergymen, having power over the religious lives as well as the education of their people. Himself a Roman Catholic, he nevertheless approved of mixed education; but this it was in the power of a clerical manager entirely to prevent by forbidding the children of his flock to attend a particular school. By such an exercise of power a school might in some instances be practically closed.

Appointment of National Teachers.

Practice relating to appointment of National Teachers.

398. The practice that has prevailed during the last three† years, as to the appointment of teachers, seems almost invariably to have been for the manager of a school to apply to the Inspector to recommend a teacher, and the Inspector's recommendation has been generally acted upon. Such as have been appointed had been either monitors or assistant teachers in other schools within the district of the Inspector. They had mostly only recently entered the service of the National Board, and had not been trained at the time of their appointment. Whether they have been trained or not afterwards has depended on the will of the manager.‡

399. It does not appear that those teachers whose appointment has been made within the last three years differ in respect of competence from those who had been appointed at an earlier period, except so far as classification, may be deemed a test of competence. Only one teacher in the table (p. 479, *ante*) who has been appointed within that period, has a classification higher than second of second. The others have been for the most part in the third class. The one exception is the male teacher at Knightstown—a school vested in the Commissioners, and of which the manager is a lay member of the Established Church.

Dismissal of National Teachers.

Cases of dismissal.

400. The only cases of dismissal of National teachers, within the last three years, which came within my knowledge are the following. I suppress the names of all the parties, as a statement of them cannot, in my judgment, be of the slightest service to Her Majesty's Commissioners:—

401. I. The female teacher of a school vested in trustees was dismissed by the manager (who was the parish priest) on the recommendation of the Inspector. In his judgment the efficiency of the school had been declining gradually for several years, and he had found it necessary to degrade the teacher. The teacher, whom I saw, represented that she had been the victim of personal dislike, and that the Inspector had, for a series of years, done all in his power to injure her. "He was a sultan." The manager, she considered, had been a party with the Inspector in a conspiracy to damage her. The manner of this witness convinced me that her own declension

* *Vide* paragraph 194.
† *Vide* Instructions to Assistant Commissioners.
‡ *Vide* paragraph 193.

as a teacher was the sole cause of her removal. I afterwards saw the manager, who said that he had acted in the matter solely on the advice of the Inspector. At a later date I saw the Inspector, of whom I inquired the particulars. He stated that the teacher had once been very efficient, but had gradually declined, and at last to such a degree that her removal became absolutely necessary. A month's notice to leave was accordingly given her by the manager; but upon the receipt of this she at once closed the school, removing from it the report, register, and other books. He attributed her declension as a teacher to mental causes, for which a probable reason was assigned.

402. II. The master of a non-vested school was removed, at the instigation of the Inspector, because, notwithstanding repeated warnings, he continued negligent in the discharge of his duties, and on one occasion the inspector found the school closed at the time of his visit, although it was not a proper holiday or within the vacation. From inquiry of persons living in the neighbourhood of the school, I learned that this teacher's negligence had caused the withdrawal by their parents of many of his pupils. The same witnesses attributed his negligence in part to his attention being diverted by a small shop which he kept. The Inspector did not attach much weight to this, and he seemed to think that the teacher, if re-appointed in another part of the country would be likely to do very well.

403. III. In another case the teacher of a non-vested school had been dismissed by the manager, because of his refusal to state to him who it was who had fired a gun at one of the Constabulary out of a house in which it was alleged the teacher was at the time. This was about the time of the Fenian rising. The teacher denied that he knew anything about the matter, and the manager had no proof that the teacher was in the house at the time. The teacher was thereupon appointed, through the intervention of the Inspector, to another school, and his place was taken by the teacher whom he succeeded.

404. IV. The teachers of separate male and female schools in the same building were removed by the manager. They were husband and wife, and certain conjugal jealousies or suspicions had interfered with the efficiency of the school.

405. V. The master and mistress of two separate male and female schools under the same roof, were husband and wife, and lived in a house adjoining the school. The manager charged them with negligence, stating that they were continually going in and out of the schoolrooms to their own house. They were removed, and a near relative of the manager was appointed mistress. The current belief in the neighbourhood was that they were removed to make room for the priest's niece. One witness, in speaking of this case, stated, as a coincidence, to which he seemed doubtful whether or not to attach a mysterious import, that the priest (the manager) and his curate had both died shortly after the dismissal of the teachers. The Inspector seemed to think that the desire to make way for the manager's niece (who was quite competent for the post, and had for some time past acted as assistant teacher, but not very harmoniously, with the principal teacher) had probably something to do with the removal of the husband and wife, and that the alleged negligence was trifling. Both of them are now appointed to a neighbouring school, where they give satisfaction.

Teachers of Scriptural Schools.

Teachers of Scriptural schools.

406. The picture previously presented of the inefficiency of Scriptural schools,* renders any detailed report of the capabilities of their teachers unnecessary. Nearly every clergyman of the Established Church, notwithstanding he might be a stanch supporter of the Church Education Society against the National Board, admitted their general inefficiency, and excused it by the want of local funds to pay more competent persons. The rector of Cahirciveen stated that the incompetence of his teacher had completely lost the confidence of his parishioners, who hesitated to send their children to the parochial school. This witness, however, considered that teachers of Church Education schools are in general satisfactory, and that on an average they are superior to National teachers—certainly to National teachers in outlying districts. It must be recollected that Kerry contains many "outlying districts," and that its wilder portions offer few inducements to high-class teachers. The standard of classification appears much lower with the Church Education Society than with the National Board. The teacher of Kenmare parochial school was classified by the National Board as III^{1}., and by the Church Education Society as I. This was also the case with the teacher of the National school at Muckross.

407. If diligence is an element of scholastic competence, the only teacher of a Scriptural school which I examined, to whom I would give the praise of efficiency, was the mistress at Ventry. The mistresses of the female and infant schools at Tralee, under the Church Education Society, and of the female school of Erasmus Smith at Tarbert, were also stated by their respective clergy to be fully competent. The master of Erasmus Smith's school, Tralee, was also very highly praised. Indeed his reputation has spread through the county, and was frequently mentioned to me by clergymen who apparently wished to screen the inefficiency of the teachers of Scriptural schools under his good name. Unfortunately I was prevented by vacation from examining either of the four last named schools.

Their salaries.

408. The position of the teachers of Scriptural schools, notwithstanding an opinion to the contrary commonly expressed, appeared to me to be better than that of the great majority of National teachers. The worst paid of them get £30 per annum, and a house rent free, and to this is generally added the office of parish clerk, with an annual addition of £5 or £10. The teachers of Scriptural school were in general somewhat better dressed than those of National schools, although there was little to complain of on the score of want of neatness on their part, and a few of the younger female teachers of National schools were by no means ignorant or negligent of the claims of fashion. The large families of several Church Education masters almost justified the sarcastic induction of one clergyman of the Established Church who thought that Scriptural schools were often only kept open for the sake of the masters' families.

Monitors of National Schools.

Small difficulty in obtaining monitors.

409. In hardly any instance could I hear of actual difficulty in obtaining monitors or monitresses. At the Presentation Convent at Tralee, and in one or two other instances, I heard there had within the last three years been occasional difficulty in filling up vacancies in the monitorial staff, owing to the disinclination of parents to allow their children to commence a professional career which from the rarity of appointments to head teacherships afforded little hope of future prosperity. But testimony in general ran the other way, and it appeared that the Inspectors occasionally put a check on parental ambition in this matter. One or two teachers stated that they had no difficulty in obtaining monitors *except* such as the Inspectors interposed. The same facts would not improbably be explained by the Inspectors, either by the incompetence of the candidates, or the inability of the principal teachers to train them. The latter cause was alleged to me by an Inspector against one convent school in his district.

* *Vide* paragraphs 331–354.

National Board not sufficiently liberal in appointment of monitors.

410. A few of the teachers were desirous that paid monitors should be more readily allowed by the National Board, and, in like manner, the Rev. E. J. Wade says, "To small schools more liberality should be shown in providing monitors. The diversity of ages, classes, and work, make it impossible for one teacher to do justice to twenty children. Wherever the average attendance is large enough to entitle the school to a salary, *at least one monitor* should be paid." In only one instance did I meet with absolute aversion on the part of teachers to have monitors under them, although indifference on the subject was often manifested. In this one instance the teacher who was in the first class, said he did not like the responsibility of a monitor's education. His own high classification may have given him a higher ideal of the proper training of a monitor who is to become an efficient teacher, than is generally prevalent among his professional brethren in Kerry.

Monitresses more numerous than monitors.

411. Monitresses appear to be more numerous, because more easily obtainable, than monitors. The position of a National teacher is more attractive to girls than it is to boys, who have wider fields of occupation open for them both abroad and at home. The convents also have a staff—generally a large staff—of monitresses attached to them, and no similar staff is to be found in any male school, except that of the Presentation Monks at Killarney. I always found that nuns were desirous of having a large body of monitresses to aid in school work. Probably the extra labour of training them is found a cheap price to pay for the great increase of pupils which their assistance renders possible.

General competence of monitors and monitresses.

412. Both monitors and monitresses, I consider, are for the most part fairly competent, if judged by their examination in common with the head class in the school—whether fourth or fifth—with which they were in the habit of being taught. Except in two or three cases the monitors showed themselves as the most advanced pupils in the school. At Tarbert, for example, the monitor was decidedly inferior to all the boys of the fifth class—an inferiority of which the teacher was quite aware. Again, in the Convent of Mercy at Tralee, the monitresses, and particularly one of the junior monitresses, did not exceed, if indeed they did not fall below the standard of their class-mates of the fourth class. In the Presentation Monastery at Killarney the standard of the monitors was lower than in some ordinary National schools.

413. Of the efficiency of monitors as shown, not by examination, but by the character of the schools in which they teach, a single visit could scarcely afford an adequate test. It is impossible to discriminate how far the success of pupils is due to the teaching of monitors, and how far to the general supervision of the principal teacher. The classification of the principal teacher is, as previously observed, a generally fair index of the efficiency of the school, and, therefore, of the monitors or monitresses who in their relations to the principal teachers are to be viewed rather as his best scholars than as his assistants.

Monitresses in convent schools.

414. Not only is the monitorial staff of convents larger than in ordinary National schools, it is also in general more efficient. With the monitresses in Killarney Presentation convent I was very well satisfied; and the great excellence of those in the Kenmare convent is one of the chief component elements of the high reputation which that school deservedly enjoys.

English composition.

415. Of the English composition of the monitresses in Kenmare convent mention has been already made.* Those in the Presentation convent at Killarney wrote some very fair letters. With these exceptions, none of the numerous letters which I made monitors and monitresses in other schools write to me either on their daily duties or on some event of local interest were satisfactory. Out of convents, the effort at composition was always so laborious as to betray the rarity of the exercise. Supposing the principal teachers to be capable of examining and correcting original composition, I am convinced that the exercise would be of great service to monitors. The subjects should not be far remote from matters within the sphere of their duties as teachers. The increased concentration of thought upon these matters which such composition would necessitate, would, I feel sure, give great additional facility to monitors when imparting instruction to younger children.

Method of appointment.

416. The principles which in practice determine the appointment of monitors, as far as I could ascertain, are success in a special examination by the Inspector, and the chances of the candidate adopting the scholastic profession as his or her future and permanent occupation. Poverty not unfrequently causes its victim to adopt the teacher's calling, and where two candidates for the post of monitor are in other respects equal, would most commonly throw its weight into the scale.

Instances of recent appointment.

417. Only two instances of appointment of monitors were brought specially under my notice. In one of these the personal wishes of the school-teacher were strongly in favour of one of the two candidates. His aversion to the other sprang out of a personal quarrel with the boy's mother. I was present at the examination by the Inspector. The favoured candidate was certainly inferior to his rival, although up to the standard of sufficiency. The Inspector made his report to the manager, and the manager decided to appoint the boy who had passed the better examination, notwithstanding the ill-will of the schoolmaster. In the second instance, a statement was made to me a day or two before the expected examination by the Inspector, that a landowner living in the neighbourhood of the school, who was a personal friend of the Inspector, was likely to use his influence with the latter in behalf of one of the candidates, whose father was one of his tenants. This boy, it was stated, was not likely to adopt teaching as his future calling. The other candidate was the son of poor parents, was anxious to become a school teacher, and was the favourite of the master. The examination was afterwards held, and the latter was selected by the Inspector as the more competent. This instance is only valuable as illustrating a popular belief that the appointment of monitors is a bit of patronage in the hands either of managers or Inspectors, and that an impartial selection is consequently not always made. No actual abuse of this right of patronage was ever distinctly alleged to me.

418. No instances of dismissal of monitors came within my notice.

Conclusion.

General conclusion.

419. It will be perhaps useful to sum up briefly the general conclusions to be gathered from the preceding pages. To suggest the form of improvement, where improvement is necessary, would be beyond the sphere of my duties, even were it practicable, for one whose investigations have been almost confined to a rural district and a Roman Catholic population. The opinions formed under such conditions would undoubtedly be modified by the experiences of large towns, or of parts of Ireland where the professors of antagonistic creeds are more evenly balanced in number. But the solution of the problem of primary education in Ireland can only be possible if the difficulties of the several and diverse parts of the country be comprehended and provided for.

420. The results of my inquiries in the county of Kerry may be stated as follows:—

Numbers of school-houses.

421. I. School-houses are nearly as numerous as may, from the topographical features of the county and the sparseness of population in some parts of it, be reasonably expected. Any deficiencies in this particular are being gradually supplied.

Character of buildings.

422. II. Non-vested school-buildings in general (other than those belonging to convents and workhouses) are wholly unsuited to their purpose. Buildings vested in trustees are not properly maintained in repair. The

* *Vide* paragraphs 287, 288.

organization of the Board of Works, so far as it relates to school-buildings, is unsatisfactory. Private munificence in the grant, either of land or money for the purposes of education, is capricious and therefore insufficient. Local resources, without compulsory powers for obtaining them, are an inadequate supplement to State aid.

Education generally attainable.

423. III. Education is within reach of all, and is obtained in some measure by most. Parental indifference is rare. The hindrances to the spread of instruction are mainly economical.

State aid necessary.

424. IV. Without State aid, primary education, in general, cannot be satisfactory. The general disinclination of the Anglican clergy to accept the National system has deprived the majority of children of their own communion of all adequate means of education.

Mixed education impracticable

425. V. Mixed education, unless compulsory, is impracticable. Theological opponents are unanimous only in condemning it. The National system has failed to effect its purpose, because the Anglican minority does not and will not mingle with the Roman Catholic majority. Restrictions on freedom in religious teaching are galling to all, and none the less so because they are rarely broken.

Difficulties relating to secular, denominational, and mixed education.

426. VI. Secular education if enforced, would be unpopular with all the Roman Catholic and most of the Anglican clergy. Most Anglican children would be excluded from the benefits of a denominational system, unless the minimum average attendance of pupils, entitling a school to State aid, were fixed as low as ten or fifteen, if not a less number. Perfect freedom in religious teaching in all schools aided by the State would be desirable wherever the whole population professes the same creed, or wherever the number of adherents to any particular creed is sufficiently large to maintain a school. Unless the number of schools receiving State aid were unlimited, the presence of a few Anglicans amid a large Roman Catholic population would make some modification of a positively denominational system necessary; but the protection to individual conviction or prejudice, afforded by a conscience clause, would be unsuitable to a country where the mutual distrust of rival Churches is so intense. The necessary precision of such a clause would excite the same suspicions which the rules of the National Board have been unable to repress. The difficulties which rival religions oppose to a system of State education can only be surmounted by allowing perfect freedom in religious teaching and the abrogation of all rules relating to the number of schools in a single district and the number of pupils in a single school. To such a scheme the increase of pecuniary outlay is in theory a less forcible objection than the waste of educational power, which is inevitable in a very small school. But if the pecuniary outlay is to be made by the State it would be unfair for a school attended by a small knot of children to receive the same amount of aid as one attended by a larger number. The pecuniary conditions of educational efficiency seem incompatible with maxims of economy. Ideal perfection in an educational system is impossible amid the contentions and anomalies of actual social existence. Under any circumstances the Anglican minority is likely, in the matter of education, and so far as State aid is concerned, to be at some disadvantage with the members of the popular creed.

Position of National Teachers.

427. VII. The position of National school teachers is highly unsatisfactory, and unworthy of their office and merits. The smallness of their salaries, and the want of residences attached to the schools, are their greatest grievances. Satisfactory working of a public system of education in Ireland is impossible without an increase of its present cost.

Disestablishment of Irish Church.

428. No reference has been made in any part of this report to impending changes in the ecclesiastical constitution of Ireland. The exact bearing of such changes on the educational system of the country seemed hardly to have been contemplated by any with whom I came in contact. Education, not improbably, may urge a strong claim to share in funds which will be set free from their present mode of appropriation. If the claim is successfully urged, some—but not the most weighty—of the difficulties, relating to primary education in Ireland, will receive their solution.

429. Finally, I must not close this report without expressing the grateful sense I have of the general courtesy and frequent hospitality which were shown me, an entire stranger in the country, by all—both clergy and laity, both Anglicans and Roman Catholics—with whom I was brought into communication during the progress of my inquiry.

I have the honour to be, my Lords and Gentlemen, your faithful servant,

JOHN PERCIVAL BALMER, M.A., B.C.L.,
Assistant Commissioner.

3, New Square, Lincoln's-inn,
January 7, 1869.

ROYAL COMMISSION OF INQUIRY INTO PRIMARY EDUCATION (IRELAND).

REPORTS OF ASSISTANT COMMISSIONERS.

N.

REPORT

UPON THE STATE OF

PRIMARY EDUCATION

IN THE

CENTRAL DISTRICT,

BY

THOMAS HARVEY, ESQ.,

ASSISTANT COMMISSIONER.

CLASSIFIED ABSTRACT OF THE SCHOOLS

IN THE

CENTRAL DISTRICT.

COMPILED FROM THE CONSTABULARY RETURNS.

Whole Number of Schools, 227.

Constabulary Districts.	Number of Schools.	National.	Church Education.	Monks'.	Nuns'.	Endowed	Private.	Army.	Wesleyan.	Protestant.	Church Missionary
Roscrea, . .	18	10	3	–	–	1	4	–	–	–	–
Parsonstown, . .	28	16	2	–	–	1	8	1	–	–	–
Tullamore, . .	36	22	8	1	1	3	1	–	–	–	–
Mountmellick, .	19	13	4	–	–	–	1	–	1	–	–
Maryborough, .	19	11	3	1	–	–	2	–	1	1	–
Ferbane, . .	18	11	4	–	–	–	3	–	–	–	–
Mullingar, . .	24	14	2	1	–	1	6	–	–	–	–
Longford, . .	33	18	8	–	1	3	3	–	–	–	–
Athlone, . .	32	25	2	–	–	–	3	–	–	1	1
Total, . .	227	140	36	3	2	9	31	1	2	2	1

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Report of Thomas Harvey, Esq., m.a. Assistant Commissioner.

My Lords and Gentlemen,—

Preliminary.

1. On the 18th of June I received notice of my appointment as Assistant Commissioner on Primary Education in Ireland. This notice was accompanied with printed instructions for my guidance. In substance they defined my duty to be to conduct a thorough investigation into all the circumstances of primary education, within a fixed boundary, and to report upon them to the Royal Commission. The time for completing these duties was limited to three months—the Commissioners considering that ten or eleven weeks should be devoted to local examination, and two or three weeks to the preparation of a report. I was further directed to open my inquiry about the 24th of June, and to present my report in the course of October.

District assigned for examination, Parsonstown.

2. The district assigned to me was entitled "The Central," occupying the middle of Ireland, and having Parsonstown for a quasi-centre. It contained altogether nine departments, namely, Roscrea, Parsonstown, Tullamore, Mountmellick, Maryborough, Ferbane, Mullingar, Longford and Athlone. These departments corresponded to the Constabulary districts of the same names. This division had the advantage of enabling the Commissioners to avail themselves of the local knowledge of the constabulary, in obtaining accurate returns of the number of schools in the district. Each Constabulary district was composed of a number of parishes, and the total population of these was supplied by the Census tables for 1861, so that the ratio of scholars to population could be calculated without any difficulty. The table at the foot of the page shows the result.* If it is kept in mind that the children in attendance any day are only half of those on the rolls for the quarter, the result is not so bad as at first sight it may seem. But it contrasts unfavourably with the ratio of scholars to population in England and Scotland, where it is about 1 in 8.

3. On my arrival in Dublin on the 23rd of June I was supplied with a list of all the primary schools, and their position in my district. I was also furnished with a letter from the Inspector General of Constabulary, recommending me to the care of all his officers and men, and directing them to assist me wherever I went in my search after schools. In these respects they were of great use, and saved me much trouble by suggesting the proper order in which to group my schools together, and on more than one occasion supplying me with an itinerary illustrated by pen and ink sketch of the routes that I ought to follow from day to day.

Character of district.

4. My district may be described as one in the centre of Ireland. It included portions of six counties, King's, Queen's, Roscommon, Westmeath, Longford and Tipperary, and extended as far west as the River Shannon. It was certainly not a beautiful or picturesque region, but it was of easy access, as I could reach all the chief towns except Ferbane and Mountmellick by rail, and from the chief towns again as centres, I was within a few hours' drive of the furthest limit of the different departments. The general character of the whole district was rural and agricultural, with scarcely a trace of manufacturing or other industrial occupation. It had the reputation in some of its borders of being a disturbed and lawless country. But in my experience I found nothing to justify this estimate, and in the whole of my ten weeks' tour, I never heard a rude word or met with the least discourtesy.

Rural and agricultural.

Large preponderance of Roman Catholics.

5. In the towns there was a large admixture of a Protestant population, but in the country the people were almost all Roman Catholics. Between town and country together, the minority seemed to be about one-sixth of the whole.

Number of schools and scholars.

6. I began my work in Parsonstown or Birr, on the 24th of June, with the Convent school, under the charge of the Sisters of Mercy, and I ended it in Maryborough on the 5th of September, with the Christian Brothers' school in that town. My instructions were that from first to last I should examine at least 100 schools, selecting such as would illustrate every variety within my district. The whole number of schools of all classes in the list furnished was 227, of which 140 were described as National, 36 as connected with the Church Education Society, 2 as Nuns' schools, 3 as those of the Christian Brothers', 9 as endowed, 31 private, and 6 miscellaneous. Altogether these schools had an average daily attendance in round numbers of 10,200 scholars. I visited 99 schools with an average daily attendance of 5,000 scholars. All of these schools I examined more or less carefully; and, in most cases, I examined each child separately. In laying the result of my inquiries before the Commissioners, I propose to divide what I have got to say into three chapters. The first will contain an account of the ordinary National schools, the Convent schools, and the Workhouse schools. The second will describe the schools connected with the Church Education Society, and the Board of Erasmus Smith, those of the Christian Brothers, and others of a miscellaneous character. The third will discuss the question of mixed or united education in my district, and will end with a general summary of results.

Division of subject.

Method of investigation.

7. In conducting my inquiries, my method of investigation was as follows:—In each department of my district I put myself in communication with the National School Inspector, and availed myself, within the limits of my instructions, of his local knowledge. I called for the most part on the patrons and managers of the schools. These, except in the case of private schools, were either the Established Church rector of the parish, or the Roman Catholic priest. I visited also those of the people whose opinions I was advised by competent authorities to regard, and, generally speaking, as a preliminary to my examination of schools, and, indeed, during the course of my tour, I tried, both by conversation and by a paper of printed questions, to elicit the different

* Table.

Constabulary District.	No. of Scholars.			Population of District.	Ratio of total number of Scholars to Population, 1 in
	Protestant.	Roman Catholic.	Total.		
Roscrea,	137	778	915	11,907	13·0
Parsonstown,	200	803	1,003	16,013	16·
Tullamore,	173	1,435	1,608	20,832	13·0
Mountmellick,	182	564	746	15,521	20·8
Maryborough,	161	811	972	15,899	16·3
Ferbane,	55	627	682	14,553	21·3
Mullingar,	247	1,238	1,485	22,942	15·4
Longford,	245	950	1,195	27,771	23·2
Athlone,	121	1,535	1,656	28,881	17·4
Total,	1,521	8,741	10,262	174,319	17·

views of sensible, or of educated men on the subjects which I was directed to keep in view—namely, the state of primary education in Ireland, the practical working of the system of National education, and the measures to be adopted for extending more generally to the people the benefits of education. I was more fortunate in getting a full and frank expression of their views in conversation than in answer to my printed questions. Whether they were too formal and minute, or not formal and minute enough, I cannot say; but neither to the general circular with which I was provided by the Commissioners, nor to a fuller paper of my own, though widely enough distributed, did I get many answers. On the other hand, I had many and interesting conversations with men of all creeds and opinions, and found no reluctance on the part of anyone to give utterance in this form to his convictions. The Established Church clergymen, with few exceptions, I found opposed to the National schools, and inclined to support schools of their own;—the Roman Catholic priests strongly in favour of the substitution of a denominational for a National system;—the National schoolmasters deprecating any such change, and regarding it as the certain ruin and degradation of their class;—laymen, Protestant and Roman Catholic, whose opinion was worth having, divided on the subject, while the great mass of the people seemed to me indifferent, and ready to acquiesce in the views of their clergymen, and to select the schools that were sanctioned by them. When I had ascertained the views of the clergymen of different denominations, of laymen, of schoolmasters, and of the parents of the children, the main part of the work remained to be done, namely, the examination of the schools. In conducting the examination, I was sensibly influenced by my acquaintance with the schools of my own country; and in the estimate that I formed of those in Ireland, I had constantly before me schools of a similar kind in Scotland. I have not thought it necessary to institute any formal comparison between the two countries, and the condition of their primary education; but the epithets that I apply "good," "bad," or "indifferent," are those that I should use in a report on Scotch education, and indicate just the same amount of "goodness," "badness," and "indifference," as I should find in a parochial, sessional, or other school at home. To all varieties of schools I was admitted freely, and in almost all I was allowed to conduct the examination of the scholars in any way I pleased. To the teachers, therefore, in an especial degree, my thanks are due, for making my work pleasant and interesting; and I beg that all of them, whether teachers of National schools, or of Church Education Society's schools, or the teachers in convents, the Christian Brothers, and all others, will accept them. To clergymen of every denomination, and especially to the Roman Catholic priests, because I came most in contact with them, I beg also to tender my thanks; and, lastly, it would be unpardonable if I did not acknowledge the assistance of every kind that I received from school inspectors, among whom I may be allowed to mention by name my friends Dr. Brown, in Parsonstown, and Mr. Graham, in Portartlington.

Opinions of clergymen, schoolmasters, and others, on questions of primary education.

Chapter I.—National Schools.

National schools of three kinds—viz., ordinary, convent, and workhouse.

8. I begin, of course, with an account of the National schools, which are by far the most numerous and important class. In my district there were altogether 140 of these, with an average daily attendance of about 7,500 scholars. They were of three kinds—ordinary National schools, convent schools, and workhouse schools, and these I shall take in the order in which they have been mentioned:—

I. Ordinary National schools, vested and non-vested.

9. 1. The ordinary National schools are of two kinds, vested and non-vested; and as these terms will be of frequent occurrence in my narrative, it may be necessary to give a word or two in explanation of them. The object of both vested and non-vested schools is the same—to afford combined secular and separate religious instruction to children of all persuasions; and their fundamental principle is this, that no attempt be made to interfere with the peculiar religious tenets of any description of pupils. As the name implies, the vested schools are held either by the Commissioners or by trustees, for the purpose of being maintained as National schools, while the non-vested schools are the property of private individuals. In this there consists a very important difference. At any moment the connexion between non-vested schools and the State may come to an end, at the will of the individual whose property they are. The school may be closed, the schoolmaster dismissed, and the buildings may either cease to be used for school purposes, or they may be placed under some other organization altogether.

Management. Essentially the same, but they differ in the aid they get from the State,

10. To vested schools the State gives aid not only in the way of salary and inspection, but towards the erection, and, where the Commissioners are the trustees, towards the maintenance of the school buildings. In non-vested schools the State aid is limited to salary and inspection. Both kinds of schools are under the charge of local patrons or managers, and these play a most important part in the direction and control of the schools. Each school, it must be borne in mind, has one man and one man only as its local manager. The only exception that I can remember to this rule in my district was a school in Tullamore, where there was a board of ten or twelve managers. The manager's powers are mainly three-fold. He regulates the quality of the religious instruction to be given in his school (that is to say, he decides whether it shall be Protestant or Roman Catholic). He appoints the teachers, subject to little control, and he has the right to dismiss the teachers without appeal.

and in the rules for religious instruction.

11. In regard to religious instruction there is a difference, however, between vested and non-vested schools. In the former, the parents or guardians of the minority may insist on the admission of some properly qualified person, at suitable hours, for the purpose of giving religious instruction *in the school*;—whereas, in non-vested schools, the manager may refuse this privilege; and, in that case, the children whose parents desire it, have liberty to leave the school at certain reasonable times, to receive religious instruction *elsewhere*.

12. As a matter of fact, however, as far as my experience goes, the minority do not avail themselves of their privileges either in vested or non-vested schools, and in both the only religious instruction given is that appointed by the local manager. During the time of religious instruction, however, all those of a different faith from that which is being taught *must* leave the school. The original rule of the Board was that they *might* leave it if they chose; but this has been altered, and without the express and definite wish of its parent or its guardian expressed in writing no child is permitted to remain. There is, therefore, not only a conscience clause, but a compulsory conscience clause in all the schools. In my district the schools were non-vested with the exception of twenty, and the managers in nearly every one of them were the Roman Catholic priests. At Mountmellick and Mullingar there were schools under the management of clergymen of the Established Church. The Presbyterian minister of Parsonstown was manager of a mixed school for boys and girls, and the Wesleyan minister was the local representative of a school in Tullamore. In two or three other schools the patron was a layman; but even then the actual and active manager was usually the parish priest. As a general rule the managers were zealous in the interests of the schools, and I found that they visited them frequently and

Schools all non-vested except twenty, and managers generally Roman Catholic priests.

encouraged both the teachers and the scholars in their work. They seemed to be jealous, as was natural, of any interference in regard to the exercise of their powers, and to think that the privileges they enjoyed particularly those of appointing and dismissing the teachers were both reasonable and necessary.

Distribution of schools.

13. The schools in the district were well distributed throughout the different departments, and from the testimony of the people themselves, who were the best and the most interested judges, I am inclined to think that there was little or no reason to complain on the score either of their insufficient number or the distance that the children had to go in order to reach a National school. In my own experience I can remember very few cases in which either of these complaints could reasonably be made. At Clonaslee, in Queen's county, there was an excellent National school well organized and well taught, but I was astonished at seeing a number of the girls come to school about eleven o'clock, and on inquiry, I was told that they had to walk every day a distance of three or four miles from the small hill farms in the country. At Clonfad, in Roscommon, there was only a hedge school, which met in the chapel, and was taught by a poor old man with one arm, and attended by about fifty or sixty children. Some of the children had to come a couple of miles to this school, and if they had attended a National school they must have gone two miles further. But about quarter of a mile from Clonfad a very neat building was pointed out to me which had been erected for a National school, but in consequence of some difference about the management it had not been devoted to its original purpose, and was used as a dwelling-house. These two cases were all that came under my own notice. But in the list of schools with which I was furnished there was a third instance mentioned—where the two nearest National schools were eight miles from one another, so that at the furthest some children had to choose between a walk of four miles to Philipstown or four miles to Durrow, both in King's county. Altogether, I did not sympathise with any complaints on this score, as I had been accustomed to hear of much greater distances between schools in the highlands of Scotland, and knew from experience that there must always be cases of individual hardship which the mere planting of schools would not remove at all or at too great a cost.

Schools sufficiently numerous and well distributed

Instances where children had to walk three or four miles to school.

Schools sometimes too near one another.

14. On the other hand, I was disposed sometimes to think that National schools were set down too close together. The consequence was, that schoolmasters in order to secure a sufficient number of scholars were obliged to undersell one another, and even to take children without any fee at all. In some places I was told that on the slightest cause of offence scholars were withdrawn and sent to other schools in the neighbourhood. In a non-vested school in the department of Athlone, the facilities for removal to another of the same kind were urged as the main reason why an average roll of 85 boys yielded only £1 a year of fees, and at a very wretched school on the borders of Westmeath and King's county the same reason was given for the miserable return of 30*s.* from an average roll of 150 boys and girls. They had a choice I was told of seven schools at no great distance from one another.* The school in question might have been sacrificed without any loss to the public service, and I looked on its existence as a case in which the National schools were too numerous, considering the cost thrown upon the Government. In this particular instance, although the numbers on the roll were 150, the attendance was only 52.

Buildings. Accommodation good, with few exceptions, one being a school vested in Trustees.

15. In regard to the size and suitableness of the buildings themselves I had no fault to find. Their accommodation was with very rare exceptions sufficient and more than sufficient for the numbers in attendance. Had all on the roll been present there would frequently have been overcrowding, but there was no great danger of this coming to pass for some time at least. In the matter of ventilation and lighting there was some diversity, and a few schools were low in the ceiling and had damp earthen floors. These were mostly non-vested schools, although one very flagrant case of a poor building was that of a school vested in Trustees, near the town of Longford. There was this excuse for its condition, that the Trustees seemed all to be dead or to have disappeared, and the lease of the school which had passed into strange hands was within a year of expiring. Without any fear of contradiction it may be said that the schools in point of size, accommodation, and other essentials to health were much better than the dwellings of the people. The difference between those that were vested and those that were non-vested was not so marked as I expected to find it. The worst certainly as a class were the non-vested schools in country districts, but on the other hand, some of the very best in point of accommodation, convenience of arrangements without and within were also non-vested schools. If I were asked to select two specimens of the best schools, I should probably fix upon Geashill and Longford—both non-vested. The former is a model of elegance, and the latter, although it has no great beauty, has the characteristic massiveness and solidity of the edifices of the town. Alongside of these and in the same class I might mention the vested schools of Roscrea, Faltea, Edgeworthstown, and Clonaslee.

Difference between vested and non-vested not great. Instances of good buildings of both classes.

Outbuildings.

16. I am sorry to say that the offices and outbuildings were generally very wretched, even in schools otherwise excellent.

School furniture, &c., in half the schools good: in as many bad. Female departments in double schools more tidy than boys. Play-grounds.

17. In about half of the schools the furniture, the apparatus, in the shape of maps and diagrams, and the supply of books, were good; but in as many more there was room for improvement in one or other, and not unfrequently in all these respects. It struck me, as a general rule, that in second rate schools, where there was no great amount of funds applicable to supply such wants, the girls' department, under a mistress, where there was a double school, was more tidy and made a better show (very often with the same materials) than the boys' school under a master. One want that caused me great annoyance in my examination was the want of books. Not unfrequently four or five children in a class of ten or twelve had to depend on their neighbours, instead of each having a book for himself. Perhaps, however, the condition of the maps in bad and indifferent schools was the most universally worthy of blame. A great many of the schools had play-grounds of small size, separate for boys and girls, and in most cases in country districts the want of play-grounds was not felt, as the schools were on the roadside, and the roads were quiet and suitable for play.

Dwelling-houses provided for about half of the teachers. Character of the accommodation. Instance of miserable dwelling-house.

18. I was disappointed at the provision made for the teachers themselves in the way of dwelling-houses. In a list of forty ordinary National schools I find exactly twenty with dwelling-houses and twenty without them. Where they were provided there was also not unfrequently a small piece of land for a garden or for potato ground, from a few roods to two or three acres. The accommodation of the houses themselves was in some cases good, but it was also not unfrequently inadequate, and seemed devised on the idea that a schoolmaster's wants could not possibly extend beyond a room and a kitchen. In one case, but this was exceptionally bad, the dwelling provided for the master was simply disgraceful. I copy from notes made on the spot, which give a faint idea of the school and dwelling-house in question:—"The building is of two stories, one for the boys the other for the girls. A portion of the upper flat is used as a dwelling-house by the teacher and his wife, who has charge of the girls' school. The dwelling-house consists of one room, in which husband, wife, and family (I believe of eight children) live together, and which serves as bedroom and kitchen. This wretched dwelling is on one side of the passage, by which you enter the girls' school. No words can picture the utter unfitness of such an abode for human beings. Attached to the school are outhouses in a very filthy and

* These were Moate, Tubber, Streamstown, Horseleap, Rosemount, Kilbeggan, and Clara.

horrible condition. They are common to the children and to a cow, the property of the master. There is also a field of an acre and three roods connected with the school, for which, and the school buildings, the teacher pays an annul rent of £4 to the agent who manages the property."

Amount of rent paid by those not provided with dwellings.

19. Those teachers who have no dwelling-houses have to provide for themselves. In two instances, at an out-of-the-way village in Roscommon, where there was an abundant supply of stones, and at a most flourishing school in Rosenallis, the teachers had built themselves houses close to the school. Others again had friends or relations in the neighbourhood, with whom they lived rent free; but generally house rent cost them from £2 to £3 a year. It cost some schoolmasters a great deal more, but the ordinary rate was what I have mentioned. Nor was it a small tax on the income of the teacher. I have before me a list of seven schoolmasters without dwelling-houses.* The highest income amongst them from all sources was £29, the lowest £15, and the average of their emoluments £20 4*s.* I could not help thinking that it would be an excellent rule if the Board would sanction no school, either vested or non-vested, that had not a dwelling-house for the teacher. I am sure that it would add very little to the cost of the school, and it would add most materially to the comfort of the schoolmaster.

Repairs.

By whom made.

20. For the necessary repairs of the school buildings, the managers generally, in the case of non-vested schools, are responsible for the more important matters—the annual whitewashing, the provision of new furniture, and the like; to meet this outlay there is sometimes a collection made in the chapel. In vested schools the cost of the greater repairs is defrayed by the Trustees or the Commissioners, who, in schools which they hold, give two-thirds of the sum required. In both vested and non-vested schools the teachers themselves defray small expenses out of their own pockets.

Teachers. Trained and untrained; difference in their qualifications.

21. Passing from external details, I come next to the teachers and scholars in ordinary National schools. The teachers may be divided into two groups—trained and untrained. Were I called upon to characterize these two groups, I should describe the trained teachers as good, and the untrained as indifferent, and sometimes bad. It would hardly be fair, however, to speak in this way without reservation. Amongst the trained teachers I met several whom I could not rank above fair, and among the untrained there were some who by natural aptitude were good. In my district the numbers in the two classes were nearly equally divided. In a list of forty-three, whose schools I examined, there were nineteen who had been six months or more in the Dublin Normal Institution, and twenty-four who had had no such intermediate training. Of these, half a dozen or more had enjoyed the benefit of district or minor model schools; but in order to avoid unnecessary and minute sub-divisions, I shall confine the designation of trained teachers to those who had been educated in Dublin. Without reference to their training, but solely by examination, and under regulations of the Board as to the numbers of their scholars and other matters, the teachers were arranged in three classes—first, second, and third. These again were subdivided into grades, so that altogether there were seven steps from the highest to the lowest—the highest being a teacher of the first division of the first class, and the lowest a probationer. Of the nineteen trained teachers mentioned above, five were in the first class, eight in the second, and six in the third; and of the twenty-four untrained, there was no one in the first class, eleven in the second, ten in the third, and three were probationers. Of the whole number I met only one who had attained the highest possible rank, whose name and school, *honoris causâ*, I may be allowed to mention—Mr. M'Goey, of Longford.

Sub-division of grades and classes.

Income of teachers from (1) Salary.

22. The income of the teachers was derived from three sources—salary, fees, and local aid. The salary was regulated by the class or grade to which they had attained. The highest salary for a master is £52, and for a mistress £42; and the salary for probationers is £15 and £14 respectively. Besides these salaries the Commissioners grant premiums from £13 a year at the highest, after seventeen years' good service, to £3 at the lowest, after eight years' good service. The rates for female teachers are a little lower than for masters. There are also gratuities for order, neatness, and cleanliness, and allowances for teaching vocal music, drawing, and navigation, and for instructing paid and unpaid monitors. The highest sum to which I found a teacher entitled under all these heads was £70, and the next £55. But the cases in which gratuities and premiums were awarded were comparatively rare, and the teachers' emoluments from Government aid were, as a rule, the amount of his salary.

(2) Fees.

23. I was amazed at the miserable amount that the teachers derived from fees. In the schools under trained teachers the highest sum was £45. This was in a school with an average daily attendance of 150 children. Next to this came a school with £22 of fees, and an average daily attendance of 199 children, and the third yielded £15 of fees on an average attendance of 100 scholars. These three schools were favourably situated in towns. The sixteen others under trained teachers, produced but £70 in all, with an average daily attendance of 700 scholars. But the case of schools with untrained teachers was even worse. I have already mentioned two instances, one where an average roll of 85 yielded £1 of fees, and the other where the teacher got £1 10*s.* from an average roll of 150 scholars. To these I might add half a dozen others not a whit better, but it is enough to say that in the 24 schools of this class, the total amount of fees was £90, with an average daily attendance of above 1,000 scholars.

(3) Local aid.

24. Nor in point of local aid from chapel collections, from endowments fixed or removable, and all other sources, were the circumstances of the schoolmasters much mended. According to the best calculation that I could make, the local aid for the 19 schools under trained teachers was £150, and for the 24 schools under untrained teachers it was £26. Altogether the average emoluments of the trained teachers from all sources were £48 16*s.* 10*d.* and the average emoluments of the untrained teachers were £27 0*s.* 6*d.*

Inadequate from all sources.

25. With these facts before us it can hardly be said that the income of the teacher is satisfactory. He has to maintain at all events a decent position in society, midway between the priest and the people. He ought to be respectably clothed, and to present generally a respectable appearance. His dwelling-house should be comfortable, and his food should be healthy and abundant, to keep up the strength and vigour that are indispensably requisite for maintaining order and discipline, and for the actual work of teaching. He has no facilities for eking out his income, without degrading his profession. If he combine some other work with that of teaching—if he keep a shop—or if he take a small farm or field in the way of con acre, he is sure to neglect his proper work, and I am bound to say it to the honour of the class, hard pushed though they must have been, and on the verge of starvation, that in only a solitary case or two did I find them resorting to any occupation besides teaching.

Plans to improve their condition.

Little help to be expected from Government aid,

26. Various plans were suggested for improving their pecuniary and so their social position. The shortest cut and the one most usually taken by the teachers themselves, was the road that led to the public purse, or Government aid. If we look however at the amount already given from this source, and at the large additional amount that Government is prepared to give if teachers by training will qualify themselves for the higher grades of their profession, and if we compare the grants with those given in England and Scotland, it does not seem a feasible way out of the difficulty, or one that any Government would sanction. The two sources from which additional help must really be looked for are the fees of the scholars, and local aid. Something might

* The schools were Clonaghard, Crinkle, Castle Cuff, Tubber, Boher, Castlesampson, Dundonnel.

be done in the towns especially, and by co-operation among the teachers in regard to the fees, but I fear it would be inadequate by itself. The people are poor, and they are reluctant to part with any of the little that they have. They have not been accustomed as in Scotland to pay for their children's education, and rightly or wrongly they have got the notion that where the State affords aid, there is no call on them to supplement it. I found this curiously illustrated in the case of private or hedge schools. In these all the children without exception were required to pay, and I was assured by those acquainted with them better than my opportunities enabled me to be, that 3*d.*, 4*d.*, and 6*d.* would be freely given to a hedge schoolmaster by parents who would grudge a penny to a National teacher, or even think that it was a favour to allow their children to attend his school at all.

nor from fees.

Causes of this.
1. The poverty of parents and their reluctance to pay.

27. Clergymen also of the Established Church and of the Roman Catholic Church, did not strike me as very anxious to increase the emoluments of the master from this source. They rather encouraged their teachers to take all who came without much question on this subject. This at least was the impression that I formed, and on the whole I did not think they were inclined to enter very cordially into any scheme for improving the pecuniary position of the schoolmaster. He had enough to live upon (they seemed to think) and that was all he required. More might make him too independent. They themselves in many cases had but a bare competency obtained from the people and an appeal for increased or more generally paid school fees would so far affect the stock from which their own supplies were drawn. In this point of view, therefore, the interests of the Roman Catholic clergymen particularly, and of the schoolmaster were by no means identical. Something of this sort certainly passed through my mind from time to time in my conversations with the people, the schoolmasters and the priests, but I very likely may be mistaken. In several places, and I may specify Roscrea, I found the priest very energetic and useful in impressing on parents the propriety of all paying for their children's education; and elsewhere I found collections made annually in the chapel in aid of the school funds, and for the express purpose, in part at least, of supplementing the teacher's salary.

2. The unwillingness of managers to insist on fees.

28. The competition of schools among themselves for pupils is a serious difficulty in the way of a rigid exaction of fees, and the example set in the convent schools, and those connected with the Christian Brothers' has familiarized the people with the principle or idea of gratuitous education. On all these grounds therefore the poverty, namely, and the habits of the people, the want of cordiality on the part of the clergy in reference to the matter, the necessity of schools maintaining certain numbers in order to secure the teacher's salary—and the example of other schools, I think that no great addition is likely to be made from fees to the masters' emoluments.

3. Competition and the example of free schools.

29. If the Government then cannot be looked to (and it has a strong argument against giving additional aid in the case of untrained teachers at all events, inasmuch as they do not take advantage of the opportunities they have for helping themselves by rising in their profession to a higher grade and a better salary), and if fees are not available to any great additional extent, there remains only local aid—and it is to this source that most of the intelligent teachers look; it was the one also that was most frequently suggested by clergymen and laymen outside of the profession. The plan suggested was in effect that a small addition should be made to the rates in each district, that this small additional rate should be collected by the present machinery of the Poor Law Board along with the rest of the poor rates; that it should be dealt with, however, as a fund to supplement the teachers' salary. It was further suggested that the Inspectors of schools, on each of the occasions when they visited the schools, should certify that the teachers were entitled to receive their share of the fund, and that the money should be paid them by the nearest Poor Law authorities, on the presentation of an order from the Inspector. I confess that this scheme recommended itself to my mind as feasible and just.

Local rate the most feasible scheme for increasing emoluments.

30. As it was I found the schoolmasters as a body discontented with their position, and their grievances were more especially these three—the insufficiency of their emoluments, the insecurity of their tenure of office, and the want of a retiring allowance. I was assured by them that the dissatisfaction arising from these causes was injuriously affecting the future prospects of education, and that good teachers were reluctant either to enter the profession or to remain in it, who could find any other opening elsewhere. As to the first of their grievances, the facts that I have mentioned afford sufficient means of judging whether it be just or not. In respect to the second grievance, the insecurity of their tenure, very opposite views were held by the managers and by the schoolmasters; the former were of opinion that as they were the most interested in the prosperity of the school, they were the natural persons to appoint and dismiss the masters, while the teachers were unanimous in wishing that the power of dismissal should be tempered by a right of appeal on their part to some impartial tribunal. The power which the managers have of appointing the teachers was one that neither side questioned. As a matter of fact the appointments made were generally, if not always, the best that could be made under the circumstances; the choice, however, from causes well known, was limited in my district to untrained masters, and all the appointments that had been recently made by Roman Catholic priests, who were the managers of schools, were from this class. It is not for me to enter upon the field of discussion that this opens up, but to record the fact that the appointments were consequently not so good as they might have been, and my conviction, which I share in common with all competent judges, that a supply of trained teachers is an absolute necessity in any system that aims at excellence and efficiency. On the whole I thought the young untrained teachers an inferior lot, and not calculated to maintain, much less to elevate the character of the education in the country. Whereas I should select at the most five of the whole number even for the second rank, and none at all for the first, I should place the great majority of the trained teachers above the second rank; and if I were to take the five or six best teachers whom I saw in Ireland they should all be from the division of trained men. Such efficiency as the untrained teachers had was mainly due to the school Inspector. His examination was actually a lesson to them in the art of teaching, and he was to them in the place of a model schoolmaster. But his instructions are necessarily few and far between, and can never wholly compensate for the regular drill, and for the precision of a normal school.

Grievances of teachers.
1. Insufficiency of income.
2. Insecurity of tenure.

31. So much for the appointment of the masters, and the exercise of the manager's power in this way. I am bound to say, in addition, that I heard no well authenticated instances of arbitrary dismissal of teachers. Various rumours and reports came to my ears;—of a teacher dismissed on a moment's notice, because he had declined to perform some chapel work; of another subjected to the same prompt treatment because he was unwilling to construe certain friendly attentions to a neighbouring schoolmistress into an offer of marriage as the manager wished he should do; of a third, a female teacher, who was dismissed for encouraging the addresses of a country constable. But such instances hardly amount, each by itself, to a well-established case of injustice; some of them probably might be found acts of real justice. But the grievance of the schoolmasters was not so much in the abuse of power on the part of the managers, as in their mere possession of it.

32. Their third grievance was one that will be generally allowed to be reasonable. I was told of cases in which the retiring grant of the Board, after long service, had barely sufficed to keep its recipient in life for a few years, and that his final refuge had been the workhouse. The emoluments of the schoolmasters are

3. Want of a retiring allowance.

not such as to enable them to make a provision for old age, and it is not too much to require of the State, in whose service they have spent their lives, that it should supply an adequate maintenance when they are unable any longer to perform their work. It is a question of detail from what source this should come, without unduly burdening the Government; but the same local rate that was suggested as a means of supplementing the teachers' salary might be employed in paying his retiring allowance. Even if two-thirds of his salary were secured to him, it would impose no great burden either on the State or the local rates.

Scholars.

Mostly children of the independent poor.

33. The scholars were of the usual classes for which the National schools were intended. From the nature of my district, the children of day labourers were the most numerous of all. On the school registers "farmers" were largely represented; but, like "crofter" in Scotland, "farmer" in Ireland generally means a man with a small bit of land which he cultivates himself, with the help of his family. His holding is from one or two acres up to fifteen or twenty at the most. The number of these small holdings in some portions of the country that I visited, explained the vast array of dykes and ditches with which the fields were cut up into fragments. In some of the schools, especially the good schools in town, there was a considerable infusion of the middle classes. In Roscrea, for example, the children of labourers, farmers, both large and small, of shopkeepers, and even of professional men, were all sitting on the same benches. In this respect it reminded me very much of a parish school in Scotland, with the difference that the scholars were all boys, with no admixture of girls. In another mixed school for boys and girls, under Wesleyan management, the children were almost all of a better class socially than those in an ordinary National school; but such cases were exceptional, and the schools were emphatically the schools of the independent poor.

Case of Roscrea school exceptional.

Boys and girls usually taught apart.

34. Boys and girls, in some of the poorer country districts, and in schools under Protestant management in towns, were occasionally taught together; but the general feeling and practice were in favour of "unmixed" education, and in twenty-six schools out of forty-four, the boys and girls were taught separately.

Length of school life.

35. I found it very difficult to form an estimate of the actual length of the school life. The average age on coming to school seemed to be about five or six; but many of the boys had previously spent two years in an infant convent school. The average age on leaving it, was about eleven or twelve. In Roscrea or Longford there were many boys above those ages. In the former, for example, out of 170 boys present on the day of my examination, there were 53 above eleven, 27 above twelve, and 14 above thirteen. But in another school, in the Athlone district, with an average attendance of 70, there was only one boy over eleven years of age; and taking fifteen specimen schools, with an average daily attendance of 620, I found 133 children above eleven, 76 above twelve, and 22 above thirteen. Altogether the school life, according to the best judgment that I was able to form, extended over a period of eight years from the scholar's first entrance to his last winter session. But the actual length of the school life was much less than eight years, in consequence of irregular attendance. With regular attendance, I was assured that a boy or girl, in five years at the most, at an ordinary National school, ought to be able thoroughly to read, write, and cipher. Six months, it was said, were sufficient for the first book; a year for the second; eighteen months for the third; and the same length of time for the fourth. But, as a matter of fact, a much longer time was spent on the average in each class, and after six or seven years' nominal attendance, comparatively few got beyond the third reading book.

Variation in attendance at different seasons of the year. Attendance worst in spring and harvest;

but not so good at any time as it should be.

36. The variation in the attendance was very remarkable at different seasons of the year. My district was exclusively rural, and the causes of the variation were not far to seek. Turf driving alone accounted for a large number of absentees, and I daily saw scores of boys in charge of donkey-carts laden with peats, or returning empty from market, whom I might have expected to find at school. Every variety of field work called for the services of the older boys, so that the upper classes were thinned and almost destroyed in spring and harvest. In Derrylahan, for example, the attendance on the day of my visit was 17, and not a child was above eleven. In the month of June preceding the average attendance had been 39, and of these nearly a dozen were eleven years of age. In Dundonnel, in like manner, there were 56 children attending daily in June, and only 34 in the month of August. In Cloonakilla I found 18 boys and 13 girls, where there were usually 30 boys and 28 girls; and in one school with a flourishing roll of above 100 children, the doors were prematurely closed for the vacation, and master and scholars all gone to assist in reaping the corn. But, apart from the variation at different seasons of the year, there was at all times an unreasonable amount of irregularity. I do not believe that there was any great number of children who did not attend school at all, nor any general unwillingness on the part of parents to avail themselves of the existing schools; but there was a greater degree of indifference about the matter than I had found in the same circumstances in Scotland; and on the slightest pretext—a neighbouring fair, for instance, or a market-day—the classes were seriously affected. At the time of my visit to Athlone, I was assured that I need hardly visit the schools in town during the continuance of the regatta; and even for some miles round, the schools in the country districts were much worse filled than usual as long as the races on the river lasted. So also in Mountmellick, all the schools in town were more than decimated of their attendance by the superior attractions of an itinerant circus.

Affected by the most trifling causes: a market-day, a regatta, or a circus.

Free children least regular in attendance.

37. A great cause of the irregularity was the gratuitous education. *One reason no doubt why the children who

* In many of the schools I examined the books in order to test the comparative regularity of those who paid fees with those who were taught gratuitously. Longford may be taken as a fair illustration of my experience. I took the names of 32 children on the roll, 16 of whom were free, and 16 of whom paid fees. The names were those that came first on the roll, and gave a fair representation of the whole. The total number of days in the quarter on which they would have been present was 54.

The average attendance of the paying scholars was 51 days, and of the non-paying it was 41.

PAYING SCHOLARS.			NON-PAYING SCHOLARS.		
No.	Days present.	Days absent.	No.	Days present.	Days absent.
1	52	2	1	50	4
2	47	7	2	13	41
3	51	3	3	51	3
4	42	12	4	12	42
5	50	4	5	54	0
6	54	0	6	52	2
7	51	3	7	52	2
8	50	4	8	54	0
9	54	0	9	54	0
10	51	3	10	11	43
11	49	5	11	43	11
12	54	0	12	42	12
13	53	0	13	50	4
14	54	1	14	32	21
15	54	0	15	53	1
16	51	3	16	39	15

paid no fees were the least regular, was this, that they were also the poorest, and their parents were therefore the least able to forego their wages; but another reason was also that they valued education less, simply because they did not pay for it. A small fee, therefore, even a penny a week, if it could be exacted, would help to improve the attendance. As it is, more than half of the children in my experience paid no fee at all. If, in addition, the fee were made payable in advance, the attendance, and the roll, the masters seemed to think, would nearly coincide.

Means for improving the attendance.

38. In different schools there was much diversity in the regularity of the attendance, and it showed the discrimination of the parents, and perhaps of the children, that very much in proportion to the merits of the master, the attendance at each school was more or less regular. In Roscrea, to which I have already referred more than once, there were 320 children on the roll, and 170, or 76 per cent., in attendance. Something was also due in this case to the intelligent interest that the manager showed in the school, to his daily visits to it and to the exhortations and arguments with which he plied his parishioners. In another school, at no great distance from Roscrea, the roll was 50, and the attendance 23, and altogether when a school was in full operation, and not affected at the time by any special circumstance, an attendance of 50 per cent. as compared with the roll or the names on the books for the current quarter, was rather above than below the average.

Example of Roscrea, with an attendance of 76 per cent.

Attendance of 50 per cent., as compared with the roll, above the average.

39. I do not believe that compulsory education would be acceptable, or would suit the circumstances of my district; but besides the means that I have indicated for improving the attendance, the exaction, namely, of fees, the co-operation of the manager, especially if he be a parish priest, and the careful selection of good teachers, whom the parents and children appreciate, I think something might be done by evening schools. On this subject, however, I do not purpose to enlarge, but am content to say merely, that many of the best schoolmasters and others with whom I spoke on the subject, shared in my opinion.

40. The subject matter of instruction was substantially the same in all the schools, and consisted in the main of reading, writing, and arithmetic. Grammar and geography were taught in the more advanced classes, and algebra and geometry, in some of the best schools, to scholars who had time and aptitude for these studies. Wherever the higher branches were taught, I examined the scholars who professed to know them, but most of my attention was given to the ordinary subjects. There were usually four classes in each school. In my examination of these classes, I began with the lowest, and taking for my guidance the instructions issued by the National Board, I endeavoured also to test the general intelligence of the scholars.

Subjects and

41. The quality of the instruction varied very much in different schools. Reading, in so far as the mere understanding of the words was concerned, was well taught, and a large per-centage of the children passed in this subject. In very good schools it was clear, distinct, and intelligent, so that I could follow the children easily without a book. But in more cases, there did not seem to me to be sufficient attention paid to correcting errors of accent and pronunciation, and the children were allowed to read in a somewhat slovenly way. I had constant difficulty in getting them to read loudly and distinctly enough to be heard or understood a few feet off. There was therefore great room for improvement in this branch of education in some of its most important details, and on the whole, while the reading was *passable*, it could hardly be called *good*. But I believe that the children did justice neither to their teachers nor to themselves, on account of their modesty and diffidence, and that they fell short of a high standard rather from want of style and expression, than from want of knowledge; for their spelling, both orally and in dictation, was very satisfactory. The *writing* was almost always good. In the table at the foot of page 496, it will be seen that a smaller per-centage passed in this subject than in reading, but it is to be borne in mind that the per-centages are calculated on the whole number of scholars in the school, and not on the number of those who were learning a particular branch. As all were learning reading, the proportion of passes is of course greatest in that subject. But, apart from this, the mere quality or excellence was higher in writing than in reading, and this cannot be estimated in figures. In most of the schools the copy-books used were those published by Mr. Vere Foster, and the masters themselves attributed much of the good progress made to the excellence of these books. I cannot say as to this, but one thing I know, that they were a marvel of cheapness. The *arithmetic* was generally well taught, much better in boys' than in girls' schools, and in mixed schools of boys and girls, the boys were the superiors of the girls in this branch. *Notation* was a test under which the children frequently broke down, but on the whole, it also was carefully taught and well mastered by the children.

quality of instruction.

Reading.

Writing.

Arithmetic

42. In many of the schools children were taught *singing*, but I cannot say that I thought highly of their attainments in this respect. I found *drawing* also as an accomplishment in several schools, of which I may mention Geashill as exhibiting perhaps the most successful results. In all the better schools, and in some where I hardly expected it, the most advanced boys were taught *algebra* and *geometry*, and in some cases mensuration. In contrast with the parish schools of Scotland, the study of classics was quite ignored. In one school, indeed, the master was reading Horace and Homer for his own improvement, and when his ordinary work was over for the day, he had a small class of two boys (who intended ultimately to go to Maynooth) to whom he taught the elements of Greek and Latin. I took the liberty of testing his acquirements, and found that he was no pretender. He knew his Greek grammar uncommonly well, and quoted, scanned, and parsed the first lines of the Iliad and of the Odes of Horace with the greatest accuracy. I should mention also that in one flourishing school in a country town, the head master had specially engaged a classical teacher to supply the felt wants of the middle classes in the neighbourhood, but it remained to be seen how the experiment would succeed. But after all, it would have been rather absurd had the teachers, as a general rule, been found teaching classics. It would have been sheer waste of time; and the subjects taught, if less ambitious than Latin, Greek, and the higher mathematics, were infinitely more useful for the children who filled the schools, and were quite what they wanted.

Higher branches.

43. Altogether, with the results as a whole, I was extremely well pleased. In most of the schools, from the lowest to the highest class, there was evidence of thorough and effective teaching. Nothing desultory and capricious, but everything systematic and progressive. In some of the schools indeed, I thought that the pressure upon the younger children was almost too great. But while the general verdict is thus favourable, I am bound to repeat what I have already mentioned, in speaking of the masters, that the quality of the instruction was not nearly so good in schools under untrained as in those under trained teachers. It is due to the untrained teachers to say that, without exception, they expressed their regret that they were not at liberty to avail themselves of the training institution. The quality of the instruction in schools under untrained masters was worse than when mistresses were the teachers. The natural superiority of the latter in manners, deportment, and tact was apparent in the greater order, cleanliness, and culture of their scholars. The difference between the really good school under a trained teacher and another under an indifferent or bad one, who was untrained, was marked almost before you entered the door. In the one case everything was neat and orderly—in the other the children were loitering about the entrance, and there were marks of untidiness all around. Within doors the children in the one school were punctual in their attendance, while in the other they dropped in as they pleased. The difference culminated in the order and organization of the

Contrast of schools under trained and untrained teachers.

classes. In the one there was quiet and system, without apparent effort—in the other much bustling to and fro, interminable confusion and intricacy of classes out of which there was no way.* I should add also that the number of children above thirteen in the one case was nearly 8 per cent., and in the other it was less than 4; and that not unfrequently in the schools taught by untrained teachers, there were no children above the third class, whereas with the trained teacher there was usually a fourth class consisting of 12 or 14 per cent. of the whole number of scholars.

Religious instruction.

44. The religious instruction depended of course on the manager. In my district, as the great majority of the schools were Roman Catholic in their character, the manager being the priest, and the teacher and scholars of the same faith, it was the catechism of the Roman Catholic Church that was taught. The religious instruction (which was given by the teacher) was limited to this and the saying of prayers, as far as I remember. But at certain times of the year the children of proper age were specially prepared by the priests for confirmation. I did not find the Douay version of the Holy Scriptures read or taught in any of the schools.

Hour set apart for it generally before or after school work. Exception to this rule in diocese of Ardagh.

The hour for religious instruction was generally before or after the ordinary secular work; but in the schools in one Roman Catholic diocese, that of Ardagh, the invariable rule was to have it in the middle of the day. The reason assigned for this was that the bishop conceived that the children were more likely to profit by the instruction then than at any other time. If it were before the regular school work began, the children were apt to be irregular and unpunctual in their attendance; if it were after school work, they were fagged and listless. Whatever force there may be in these arguments, there is no doubt that the noonday hour is singularly inconvenient for any Protestant children who attend the school. There is often no place of shelter for them, and they must necessarily be exposed to cold and wet weather, whilst their fellows are engaged in religious instruction within doors. I cannot imagine that either they or their parents will like this arrangement, and I can easily believe that it may sometimes be sufficient to deter them altogether from the school, or to cause their removal. It is, however, consistent with the rules of the Board. I found that the teachers themselves disapproved of it, and that the Inspector of schools had in one case at least suggested an alteration in the hour of religious instruction, on the ground that it was a hardship to the minority to have it at twelve o'clock.

II. Convent Schools.

Convent schools connected with the Board. Subject to rules of non-vested schools.

45. II. *The Convent Schools* in my district were all connected with the National Board. They were subject in virtue of this connexion to the rules applicable to non-vested schools, and the aid that they received from the State was limited to salary and inspection. The salary was dependent on the number of the children, and not on the classification of the teachers. Monitors, however, employed by the religious community were paid in the usual way by the State. There were altogether in my district eleven convent schools. Of these I visited seven with an attendance of 1,456, or rather more than 200 children in each. They were connected with different orders—Sisters of Mercy in Parsonstown, Longford, and Tullamore; Presentation Nuns in Maryborough and Mullingar; Nuns of the Sacred Heart in Roscrea, and Sisters of "La Sainte Union" in Banagher.

General description.

46. The orders differed among themselves in various particulars. The Presentation Nuns, for example, devoting themselves exclusively to the gratuitous education of the poor, and the Sisters of Mercy combining with this the duty of visiting the sick; but the work common to them all was the work of teaching, and in their manner of performing this there was no distinction or difference amongst them. It was probably their poverty rather than their inclination that had led them to connect themselves with the State, but whatever their original motive, they had been so connected from the first, and their union had been of great advantage to the schools. It had supplied them with the necessary funds, had enabled them to employ a sufficient staff of assistants and monitors, and had secured to them the inestimable gain of inspection, and examination by well qualified and impartial men.

47. The convents, including the schools, were generally, if not always the property of the community. Most of them were situated in pleasant places in and about towns or districts sufficiently well inhabited to furnish an abundant supply of scholars. The convent of "La Sainte Union" in Banagher was an exception. The order is of French origin, I believe, and has only recently established itself in Ireland. It seemed to me to have selected an unpromising quarter and circumstances in which to settle. Banagher is an uninviting looking town, with one long precipitous street of thatched houses. Twenty years ago it had a population of 3,000 which has now dwindled down to little more than 1,000. The convent is in the centre of the town. Its situation at the foot of the hill did not seem very healthy. At the time of my visit the head of the community was just recovering from fever. Add to this that some of the nuns hardly knew the language, and few, if any of them, knew the ways and usages of the people, and you have rather an unfavourable picture, but with all these things against them they seemed hopeful and contented. Some of the convent buildings were exceedingly handsome, and each with its quiet garden and general air of seclusion, aided as it was by the ways and manners of the nuns themselves must have exercised a strong indirect influence on the children, and could not fail to give them an impression of peace and separation from the world. The rooms devoted to the school work with all their furniture and equipments were always good and satisfactory. The school was usually part of the convent. In Longford, however, the nuns had to walk daily a distance of a quarter of a mile from the convent, but this was exceptional, and was likely to be only a temporary arrangement.

Scholars. Their condition. Their age.

48. The children were of the ordinary classes, including, however, an admixture of the middle ranks. Sometimes, but not always, there were separate schools for the latter, apart altogether from the National Board, and taught by the nuns. I was struck with the early age of many of the children. A number were mere infants,

* In illustration of the contrast between the two classes of National schools, I have compared nine under trained teachers with six under untrained teachers. I have added also six schools connected with the Church Education Society and the Board of Erasmus Smith, in order to show what position these schools, of which I speak afterwards, occupy relatively to the National schools, so far as this can be shown by such a table:—

—	No. of Schools.	No. of Scholars.	Passed in					
			Reading.	Per-centage.	Writing.	Per-centage.	Arithmetic.	Per-centage.
I. National schools with trained teachers, .	9	460	380	82·6	199	43·2	193	42·0
II. National schools under untrained teachers, .	6	154	97	63·0	42	27·2	51	33·1
III. Church Education Society schools, . .	6	126	75	59·5	53	42·0	42	33·3
Total, . .	21	740	552	74·6	294	39·7	286	38·6

two or three years old and upwards. There was, therefore, always an infant school attached to the convent. In this department the children remained three or four years, until they had begun or even passed through the first reading book, when they were transferred about the age of six or seven to the upper school. In the infant school there were boys as well as girls, in the upper school there were girls only.

Fees. "Presentation" nuns bound to teach gratuitously.

49. The fees paid were merely nominal. I have already mentioned that the nuns of the Presentation order are bound by their rules to teach the poor gratuitously. Apparently this rule admits of certain modifications; for in one convent of this order there was a "benefit school," as it was called, for children of a rather better social grade than the rest, and these paid a fee. This department was connected with the National Board, and was in fact a part of the National school. It seemed to me to introduce an undesirable distinction of ranks. The fees, however, were not appropriated to the use of the community, but were spent entirely in helping to clothe and feed the more necessitous children. In the only other Presentation convent that I visited, the only remuneration that the nuns received was a few pounds a year from the trustees of an educational bequest, to pay the rent of the school buildings. But the other orders also, whatever their rules might be, were in practice much the same, and no children were excluded from them on the score of poverty, or inability to pay school fees. The highest sum collected in this way in the year 1867 was in Parsonstown, and amounted to £18 16*s.* on an average roll of 300, and an average daily attendance of 200 children. In Tullamore convent with as many children, the fees for the same year were only £3 12*s.* 11*d.*, and this is a more common case than the other.

Practice of all the orders much the same.

Attendance more regular than in ordinary National schools.

Causes of this.

Instance of Roscrea.

50. The attendance of the children was more regular than the average attendance in ordinary schools. For this there were various causes. The situation of the convents themselves was generally favourable, and the children coming as they did mostly from towns, were not apt to be taken away by such a variety of causes as affect them in the rural districts. As a general rule also, the priests worked very cordially with the nuns, and did their best to secure for them a good and regular attendance. Roscrea may be taken as a favourable average of the attendance at convent schools from these and other reasons. Here the roll was 326, and the numbers present on the day of my visit were 242, or above 74 per cent. In this school the nuns required when a child had been absent that the mother or guardian should come with her when she returned to school. Without this the child was not re-admitted. This at first sight might seem likely to deter children from returning to school at all, but here the priest's influence came into play, and his visits to the houses of the people, and his injunctions from the altar had the effect of inducing the parents to send their children to the school. The children also were tempted to regular attendance by various temporal advantages. The poorer sort received good food and clothing. The nuns were enabled to afford them these advantages in consequence of their having a large boarding-school. The girls in it paid a considerable sum for their living and education, and their cast-off clothes and the food that they left were made useful for the day school.

51. In several of the convents as well as Roscrea there was a day and boarding-school apart from the ordinary school, and not connected with the National system, for girls of the upper and middle classes. These schools, however, I did not examine, except in one or two cases, and in a very cursory way. Their chief distinction from the others seemed to consist in their being separate from the State, and in the books that they used, which were those of the Christian Brothers. I need hardly say that the teaching in them was more pervaded by religious observances than the rules of the National system would tolerate.

Children neat and tidy.

52. Before passing from the children, I should mention in favour of the convent schools that the scholars presented a particularly neat and tidy appearance. The nuns insisted on their coming to school with hands and face well washed, hair carefully brushed, and dress, as far as possible scrupulously clean.

Subjects of instruction.

53. The subject matter of instruction was reading, writing, and arithmetic, with sewing. To these were added occasionally as accomplishments, music and drawing. The religious instruction was always, I think, in the middle of the day. A few minutes before the regular work began and a few minutes after it was done were also set apart for prayer and other devotional exercises. A religious tone and character necessarily pervaded the schools more or less during the whole day, but except at the time set apart for teaching the Catechism, saying the Hail Mary, and attending to their other religious duties, the rule was as absolute and I believe as well obeyed in convent as in other schools in regard to the separation of religious and secular instruction. In some cases the children wore badges as a distinction for good conduct, regular attendance, and soforth; but I suppose that if any of these were in any sense religious emblems or symbols, they were worn only at the proper time. There were a few Protestant girls in the convent schools, and I was told that the rules applicable to them were strictly observed.

Religious character of instruction.

Quality of instruction.

54. The teaching seemed to me very good on the whole. It was, however, very unequal in different schools, and often in different parts of the same school. This was to be expected in the nature of things, as the members of each community all more or less took part in the teaching, for which, of course, they had very different degrees of aptitude. In some cases I found a great deal of zeal without much knowledge, and the principal defect, where there was a defect, arose from the want of special training. Only in one convent school, however, could I call the teaching really indifferent throughout. Generally speaking, the upper part of the school was best taught. Here was the class of paid and unpaid monitors, partly teachers and partly pupils. Here also the school was under the immediate charge, not necessarily of the head of the convent, but of that member of the community who was supposed to have the greatest talents for teaching. Under her the rest of the nuns and a large staff of monitors were distributed throughout the different classes. The lay assistants and monitors I found a very valuable part of the teaching staff. In all the schools they did a great deal of the drudgery connected with the classes, and in one case they were the only efficient teachers in the school. It is from them that the female teachers in the ordinary National schools are largely recruited, and therefore the efficiency of the highest class and of the monitors in convent schools is a matter of great importance. In the list presented to me by one convent school I found the names of twenty-seven girls who had been educated in it, and were at the time of my inquiry engaged in teaching in England, Ireland, and the colonies.

Not equal to the best ordinary National schools.

55. Reading was the strong point in the convent schools, and the least satisfactory was arithmetic. In all the usual subjects, however, the teaching and the results generally were good. I should not be inclined to place the schools, in quality of education, on the same level with the very best of the ordinary National schools—Roscrea, for instance, or Geashill, or Longford—but below these they occupied a high place. Of one part of the education I can hardly estimate the effect, namely, of the personal character and example of the nuns on their pupils. But this should certainly be taken into account; and my own feeling was that it would be hard to exaggerate its benefit to the children in afterlife. There seemed to exist a great degree of cordiality between the teachers and the girls.

Infant Schools.

56. In the infant schools there were, as I have said, both boys and girls between three and seven years old. In some convents they were taught separately. These schools served very much as day nurseries to relieve the parents

The good they do.

of the charge of their children. Even in this respect they were most valuable institutions, as they kept the infants out of harm's way, and secured for them an amount of attention, cleanliness, and comfort which they could hardly expect at home. But they were much more than nurseries; they were actually seminaries in which the children without effort learned habits of obedience and discipline, and in which they insensibly acquired a great deal of actual knowledge. My notes of one school will give a general idea of all. "In this infant school there were 82 children, of whom 13 were two years old; 11, three; 14, four; 11, five; 19, six; 12, seven; and 2 were eight. They were grouped in two main divisions, of whom 48 were learning letters and 34 were in the First Book. These main divisions were each drilled in three separate drafts, each draft being taught by a monitor, paid or unpaid, and the whole being under the charge of one of the nuns. The organization was admirable. One of the monitors played the harmonium when the children of the six drafts were being arranged under their different teachers. According to the usual fashion of infant schools, they moved for some time in a circle round and round the room, and when the music had brought them into time and order they filed off in their several detachments, and took their station with books in their hands or in front of the frames with words or letters written on them, according to their several stages of advancement. Everything was done well and quietly. The whole of the 82 children in the course of two or three minutes were brought from the gallery, and without confusion or clashing together were neatly arranged in little groups, each with its monitor, and all overlooked by the sister in charge. The teaching was good, and suited to the tender years of the children. The lessons were not continued too long, and were varied by singing and other contrivances to keep the children from feeling tired or disgusted with school. They all were evidently happy and contented, with one exception—an infant of two or three years who had come for the first time to school, and was not yet reconciled to the place."

Description of one.

57. The gallery was the principal scene of operations in an infant school. Here they were all ranged together, row above row, with the teacher standing in front, and endeavouring as well as she could to entertain and instruct her restless charges. It seemed to me that some of the nuns in charge were particularly fitted for this peculiar duty. I was told by one of the Inspectors of schools that it was the department which he found the most difficult to fill, and the one in which he had to suggest the most frequent changes of teachers before he found the particular person in the community whose *forte* lay in this direction.

Age when boys leave the infant school.

58. I have already mentioned that the children stay in the infant school till they have gone some length in the first reading book, and are about six or seven years old. The girls are then drafted into the upper department, and the boys leave the convent for some other school under a master. The infant school, therefore, includes not only the infant school properly so called, but also what would be reckoned the first class in an ordinary National school. In consequence of this the upper school, being relieved of beginners, presented at first sight a favourable contrast with other schools. All the children could read, and most of them were beginning to write; and the number of children, therefore, who could pass in these two branches, seemed proportionately higher than in the ordinary National schools. Those who could not pass were in the infant school.

Case of convent school at which boys remained after six or seven.

59. I have said that the boys leave the infant school about six or seven. In one case, however, I found boys of eight, nine, ten, eleven, and even twelve. In this school the boys were taught apart from the girls, but even thus the matter required some explanation. The National schools in the town, for some reason or other, were not popular with a portion of the community; and although they were three in number—a model school, a school under Presbyterian management, and a school under the management of the Roman Catholic parish priest—they were all thought unsuitable, and the boys were encouraged to remain long after the usual age. In this case, the Commissioners of National Education seemed actually to be supplying funds for their own discomfiture; for they were starving their own ordinary National schools, and depriving them of their natural supply. I was informed that there was a proposal on foot among the Roman Catholics of the town to introduce the Christian Brothers, and as soon as their school was established, the boys were to be removed from the convent. It is right also to add that the head of the convent school assured me that, whether this were the case or not, the boys above seven would as soon as possible be drafted away.

III. Workhouse Schools.

Workhouse schools.

60. III. There is yet one other class of schools connected with the National Board, which deserve a few words of notice. These are *the workhouse schools*. By the rules of the Board they "are received into connexion, and grants of books made to them on condition that they shall be subject to inspection by the Commissioners or their officers, and that all the rules of the Board applicable to non-vested schools be faithfully observed." Of these schools I visited three, one in Parsonstown, a second in Roscrea, and a third in Tullamore. There is something very depressing in a visit to a workhouse, and although the schools are the least depressing sight you see in them, even they are not cheerful. All the workhouses that I saw in Ireland were imposing looking erections, with a strong family resemblance, so that having once seen one of them, I was at no loss to recognise the rest. I was very much struck with the excellence of the education in those that came under my notice. In my visits to poorhouses in Scotland, I had not been favourably impressed, and therefore I was not prepared for the orderly and efficient teaching that I saw in Ireland, nor for the progress that I found among the children. In each workhouse there was a separate department for boys and girls, the girls of course with a mistress, and the boys with a master. The teachers were all resident, and their salaries, besides board and lodging, were £25 for males, and £20 for females.

Subject to rules of non-vested schools.

Buildings and general character.

Girls' school near Parsonstown.

61. The first school that I visited was in the vicinity of Parsonstown. The class rooms were spacious and well ventilated, 45 feet long by 30 wide, and they opened on a gravel play-ground of moderate size. In the girls' room there were three classes, 12 children from six to eight in the first reading book, 13 children from seven to ten in the second reading book, and 5 girls from ten to fourteen in the third or highest class. The teacher, a young woman of eighteen or nineteen, had been trained in the convent school, and had held her situation for about two years. She expressed herself well satisfied with the conduct of the girls, and they not only made a good appearance in all the usual branches, reading especially, but seemed well behaved and obedient, and showed a fair amount of intelligence. On the day of my visit, one of the older girls was leaving the workhouse, having been chosen as a servant by a person in the neighbourhood; and I was glad to find that the school was visited regularly by a number of ladies in and about Parsonstown. The regular religious instruction of the children was conducted by the teacher, and in addition, one of the Roman Catholic priests superintended the girls of his own faith, while the rector of the parish was equally attentive to the few Protestant children in the establishment.

62. The teacher of the boys' school was a young certificated master, who had been trained in the district model school, and for one session or part of it in the central training school. He was well qualified for his work, and meant to qualify himself still further as a teacher, by spending a second session in the training school in

Dublin. With this object in view, he was prepared to risk the loss of his position in the workhouse, and to take the chance of being appointed to an ordinary National school.

63. In the two other schools which I visited, I saw equally good work. The female teachers had come from convent schools, and the male teachers from district model schools. One of them had a salary of about £80, besides his board and lodging. This master, however, had charge also of a small, but very productive and remunerative farm, on which the boys worked under his direction. The religious instruction was conducted in the two last schools almost entirely by the teachers, but the priests also visited the schools from time to time, and taught the children who were preparing for confirmation. On the whole, the impression that I formed of these schools was very favourable, and although a certain diseased and unhealthy look impressed me, and made my visit somewhat uncomfortable, part of this was probably due to fancy, and as the result of the whole, I should place the schools among the list of good ordinary National schools, and above the average. There were no doubt causes favourable to the progress of the children. They were by the circumstances of their case regular in attendance, and entirely at the disposal of those placed in charge of them. School work was the main business of the day, and they had nothing to distract their attention. Apparently also the services of good men and women could be secured, for what at first sight seems a most unattractive sphere of usefulness, and I am bound to say of the female teachers especially, that they seemed thoroughly interested in their work. In each of the workhouses there was an infant school for boys and girls under the female teacher. It was conducted on the same principles, and with much the same measure of educational success as the convent schools. I was struck with the number of absentees, especially among the youngest children. In one case twelve were in hospital out of a roll of fifty-one, mostly with sore eyes, and in another, there were eighteen boys and girls absent from three classes, with whooping-cough, on a roll of forty-four. The majority of the children were orphans, or deserted by their parents. The numbers in the workhouses, more particularly in Tullamore, varied according to the season of the year. There was a marked decrease in harvest time, but in winter the ranks were once more filled.

Religious instruction.

Quality of secular education high.

Causes of this.

Infant schools.

Number of absentees from illness.

Chapter II.—Church Education Society Schools and Schools Connected with the Board of Erasmus Smith, Christian Brothers' Schools, Private and Miscellaneous Schools.

64. Next to the National schools, those connected with the Church Education Society and the Board of Erasmus Smith were the most numerous in my district. They may be taken together, as the principles on which they are conducted are the same. They are essentially Protestant schools, and antagonistic, on the Protestant side, just as the Christian Brothers' schools are on the Roman Catholic side to the National system. It cannot be said, however, that they were created to oppose it, as they were in existence long before it came into operation. The Erasmus Smith schools were first established in the reign of Charles II. The original endowment was devoted exclusively for the support of grammar schools, of which four or five are in operation; but from time to time the scope of the foundation has been extended. Grants have been made from the funds for other purposes connected with education, as, for instance, towards the buildings of Trinity College, Dublin, and for the endowment of scholarships and fellowships in that institution. It is long since the application of its surplus funds to primary English schools has been legalized and sanctioned. Up to 1812, however, there were only half a dozen of these in existence; but between that date and 1842 a very large number of English schools were built from the funds of Erasmus Smith, and a great portion of the income of the endowment was expended on their support. Altogether not less than £40,000 has been devoted to the erection of such schools, and I find it mentioned in the report on endowed schools in 1857 that the income available for the maintenance of these schools was then between £2,000 and £3,000 a year; that the number of the schools was 119, and that they educated 5,380 children.

Church Education Society and Erasmus Smith Schools.

Extent of their operations.

65. The operations of the Church Education Society are much more extensive. It has in direct connexion with it 1,500 schools, with 67,000 children on the rolls, and supported at an annual cost of about £45,000. The distinctive principles of both these sets of schools is that instruction in the Bible must necessarily form a part of the daily exercises of all the pupils. Among the printed rules drawn up for the government of the schools of Erasmus Smith these are the most prominent:—

Principles on which they are conducted.

"Every day all children who have attained a suitable proficiency shall read to the teachers a chapter in the Bible. The teacher shall examine the children as to their understanding what they have read, explaining the sense in plain language, without entering into controversial or abstruse matters. The Bible shall be used for religious instruction only, and not for the purpose of teaching to spell and to read. The children whose parents are members of the Church shall be instructed at least one day every week in the Catechism of the Church of England, and no other catechism shall be taught or admitted into the school. The attendance of the children of other denominations on this occasion shall be as their parents may direct."

66. The local managers and patrons of these schools are the clergymen of the Established Church. The books used in them are those published by the Society for the Promotion of Christian Knowledge. The teachers are all members of the Established Church, and have almost all been trained in the normal school connected with the Church Education Society. The masters generally combine with their office that of parish clerk. Most of the scholars also are Protestants and Episcopalians, and the schools themselves are often called the parochial schools attached to the Established Church. They are regularly inspected once a year by an official from the Board of Erasmus Smith or the Church Education Society.

67. There were in my district thirty-six schools of the Church Education Society, each with an average daily attendance of seventeen scholars, and seven schools connected with the Board of Erasmus Smith, with an average daily attendance of twenty-four in each school. I visited in all nineteen schools of both classes. In some there was only a female teacher, in others only a master for boys and girls together; but in most either a separate male and female teacher for boys and girls, or a mixed school under a master, with a female assistant, usually his wife, to teach the girls sewing. There was almost always a house provided rent free, and in regard to personal comforts and emoluments, the teachers were certainly in as good a position as the National schoolmasters. Their average income was £35; but in the case of the Church Education Society, this sum included the emoluments both of the master and the assistant when these were husband and wife. The emoluments were made up partly by endowment, £10 or £15 being granted by the Board of Erasmus Smith to their schools, and a smaller sum generally by the Church Education Society to theirs—partly by local subscription, to which the clergyman himself was the chief contributor, and partly by school fees, and the master's grant as parish clerk.

Teachers: their position and emoluments.

68. The children were quite of the poorer classes, and the fees that they paid little, if at all, higher than those in ordinary schools.

Scholars.

69. In the character of the education itself, there was the greatest possible difference—some of the schools were

Quality of instruction.

really good; some of them utterly worthless. The utterly worthless were composed of those with an average daily attendance of less than fourteen scholars. In my district there were seventeen such, of which I visited five, with three, eight, nine, twelve, and thirteen scholars respectively. It is needless to say that there was no scope for the teachers themselves, with such a handful of children. The worst case that I encountered was a school with three scholars. It was under the charge of a respectable woman—the wife of a sergeant of police. She taught her scholars a little reading, a little writing, and a very little arithmetic, and a great deal, comparatively, of the Church Catechism, the Collects, and texts from the Bible, together with sewing and knitting. The Catechism and the Bible texts were imperfectly committed to memory, and were not in the least understood by the children. The teacher had no great heart in her work, and no assistance or sympathy from without. She sent her own children who were able to walk the distance to a Model school in the district. Altogether, in an educational point of view, the school was a mockery. Within little more than a stone's cast of it was a very good National school, under Roman Catholic management and a Roman Catholic master. I was told that the teacher, besides her house, received a salary of £6 for her services, partly, I suppose, from the Church Education Society.

Schools with too few scholars worthless.

Good schools.

70. As a contrast to this school I may mention that connected with the Board of Erasmus Smith in Longford and the parochial school at Coolbanagher. The latter was described as a Protestant school, and differed in some respects from any that I had seen of the same kind. Its teacher had been trained at the National normal school in Dublin. The school books used were those sanctioned by the National Board, and the school itself had the advantage of being examined by one of Her Majesty's Inspectors. But the general system and character of the school were essentially those of the Church Education Society. The children were all Protestants and Episcopalians. The religious teaching consisted in reading the Bible and learning the Church Catechism. On certain days of the week it was conducted by the rector of the parish. Once a week also the children attended service in the church. Music was particularly well taught, and besides daily lessons in this subject from the rector, seconded by the master, the children had regular practice of singing and music in the church. The reading in this school was excellent, and the manners of the children remarkably good. On the whole, I should place it in the first rank as compared with National schools. The Erasmus Smith school in Longford was nearly as good; but after due allowance has been made for these and other cases of superior schools, the fact remains that on the whole there was a want of system and vigour in the teaching, and a corresponding want of exactness and intelligence in the children beyond what I found in ordinary National schools. The subdivision of classes was unnecessarily minute and perplexing. Not unfrequently I found twenty children arranged in six classes, although, to do the masters justice, they usually grouped two or even three of these together in their lessons, in order to save time and to prevent the waste of teaching power. I thought the local supervision almost overdone, and that the teacher was not left sufficiently to the freedom of his own will, but was circumscribed by his position and circumstances. Mainly, however, the inferiority of these schools was due to the cause already mentioned—the small number of the scholars.

General character.

Causes of their inferiority.

Christian Brothers' Schools.

Christian Brothers' Schools essentially Roman Catholic.

71. I come next to a very different class of schools, namely, those of the Christian Brothers. As the Church Education Society is exclusively and essentially Protestant, so the institute of the Christian Brothers is exclusively and essentially Roman Catholic. It was first established in Ireland in 1802, by a merchant of the city of Waterford. This gentleman, a Mr. Rice, having retired from business determined to devote his time and his wealth to some religious and useful purpose. After deliberation he resolved on founding the institute of the Christian Brothers, for the gratuitous education of boys, according to the principles of the Roman Catholic religion.

Founder of the institute.

Teachers. Their training.

72. The teachers themselves are members of the order, and are specially trained and set apart for their work. The head-quarters of the institute are in Dublin, where it has a normal or training institution, and large and flourishing model schools. By the kindness of Mr. Grace, the head of this establishment, I was able to see all the internal arrangements, and found them complete and admirable even to the minutest details. The novice who wishes to enter the order has to spend two years in the training school, learning his profession. He is afterwards sent to one of the branch establishments in Dublin itself it may be, or the provinces. Here he lives a community life with one, two, or more Brothers, as the case may be, and according as the circumstances of the school may require, or can support a larger or smaller staff of teachers. He does not, however, at once become a life member of the institute, but has to spend a long probation of eleven years. During that term he is at liberty to leave the society, or to attach himself to any other towards which he feels himself drawn. At the close of his probation having now learned and practised all that is required of him, he is finally admitted, after examination, as a life member of the institute.

Their mode of life.

73. Although not an ecclesiastical corporation the institute is after the strictest sort a religious society. Its members live an ascetic life, spending most of the time that is not occupied with teaching, in silence, prayer, and fasting. They wear a particular dress, and are bound by vows of celibacy. Teaching, however, is their profession, and through it they seek to promote the interests of their Church and their own welfare. They entertain ennobled and lofty ideas of the vocation to which they have been called. It is the highest exercise of Christian charity. They who give their lives to it are engaged in employments of which the holiest men might be emulous. There is nothing so excellent as this function of charity, nothing so meritorious, nothing which can lead to more exalted piety. It is no wonder that with such ideas as these, they are possessed with a burning zeal in the profession which they have adopted. I mention these things because they help to give an idea of the nature of the society, and of its peculiarly denominational as well as its essentially religious character.

The extent of the operations of the institute.

74. The Christian Brothers are to be found everywhere throughout Ireland. They have about sixty establishments, with 20,000 children in round numbers, taught by 335 masters, and an innumerable army of monitors chosen from the scholars themselves. There is a constant demand for new schools connected with the order, and at present there are applications from a score of places in Ireland, besides others from England, Australia, and the United States for branch establishments. Wherever they are set down they are at once filled to overflowing, and the schools round about are drained of the Roman Catholic children. They are especially favoured by the priests, and I am bound to say also that the parents have much the same preference for them over other schools for their boys as for the convent schools for their girls. The children who attend them are not exclusively of the poorer sort, but represent also the middle, and "well to do" classes of the community. In one school I found not only the sons of labourers, but of wealthy shopkeepers, and even professional men. In the way of secular instruction they learn everything from the letters up to natural philosophy. The books in use in the schools are drawn up and published by the society. Those for reading and history are full of religious teaching of a special character. They struck me also as pervaded by a certain fervid nationality, with a tendency to

Scholars. The classes to which they belong.

The subjects they learn.

The books they use.

make the children ardent lovers of their own country, well acquainted with its traditions and the history of its sufferings. In one of the schools that I visited some allusion to English history occurred in a passage selected for their reading lesson: but the easy questions suggested thereby were not answered even by the best boys. The master told me that if I asked questions on Irish history I should receive more satisfactory answers. In my district I found three establishments connected with the institute, all of which I visited and examined with as much care as my time would permit. One in Mullingar, with 5 teachers and 300 children in attendance; a second in Tullamore, with 2 teachers and 235 children; and a third in Maryborough, with 2 teachers and 160 children. Altogether in the three there were 9 teachers and in round numbers 700 scholars, or nearly 80 for each master.

Christian Brothers' school at Mullingar.

75. The first school that I visited was that of Mullingar. Unlike most of the Christian Brothers' schools, which are entirely dependent on the voluntary contributions of the locality in which they are placed, this school was erected and is maintained by an endowment. It owes its endowment to a Mr. Hevey, of Mullingar, who died in the year 1837. By his will he left to trustees certain lands, the rents and profits of which were to be applied to the support, maintenance, and education of poor children in Mullingar. Very full powers were given to the trustees, the only limitation being that no difference of religion should be the ground for excluding any child from the benefit of the bequest. In the year 1854, seventeen years after the death of the testator, the trustees, of whom the chief was Cardinal Cullen, then Archbishop Cullen, resolved that a "college" should be built, consisting of two departments—a classical school for Latin and Greek, and a general school for an English education; and that the latter, the general school, should be intrusted to the Christian Brothers as teachers, and to their management and immediate government. By this arrangement the school was made exclusively a Roman Catholic seminary, and so far, therefore, the intentions of the testator seem hardly to have been carried out in their full extent.

Endowment.

Buildings.

76. The school buildings cost £5,000. They are, I think, the most striking and handsome of all the schools that I saw anywhere in my district of whatever kind. Their internal arrangements also are in keeping with their general appearance. The largest portion of the building is assigned to the general school under the Christian Brothers. They have five "cells" (good bedrooms), an oratory and reception room, a refectory and kitchen for themselves, and for the boys there are four main rooms, which are described as distinct schools. Speaking more strictly, however, there are four separate departments, arranged according to the boys' proficiency. Each of these rooms is forty feet long, twenty-four feet broad, and the height from floor to ceiling is fifteen feet. Altogether there is accommodation in each of them for 120 boys.

Furniture, playground, and outhouses.

77. In respect to furniture, apparatus and books the institution is complete. It has also a large playground in which the different schools have portions allotted for their games, and where under certain restrictions they have full scope for their energies in play time. I ought to mention that the offices and outbuildings here and in one of the two other Christian Brothers' schools that I visited were of a very superior character to those in the National schools. Here as in other details, such as the selection of the site in a quiet locality, removed from thoroughfares, bustle and other such causes of distraction, in the requisites of good air and good light, in cleanliness and ventilation, the Mullingar school was quite the ideal of what a Christian Brothers' school should be.

First or lowest room.

78. In the first room there were in round numbers 100 boys, all under one master. Twenty of the best boys acted as monitors. The arrangement of the room was simple and good. At the upper end were the teacher's desk and platform. Occupying the main portion of the area of the room there was a sufficient number of well arranged desks and forms. The three or four nearest the teacher were filled by the monitors. The first or alphabet class was at the lower end, and the other classes ascended progressively towards the master's platform. There was a distance of about nine feet from the upper or master's end of the school to the first desk, and passages of the same width between the desks and the wall all round three of the sides—so that there was ample room for the formation of the small sections under the monitors and for the movements of the children.

79. The monitors were divided into three groups, each of which took a share in the teaching, and together they formed what might be called the master's class. He had not much time to devote to any of the other classes, and they accordingly enjoyed the benefits of his teaching in a great measure at second hand. In point of years the monitors were little above their fellows. Seven of them were eight years old and only one was twelve.

80. I examined first the twenty monitors as one class. They were reading in the Second Book of Lessons and passed creditably both in reading and in oral spelling. They were not accustomed to write from dictation, but were practised in copying from their reading book upon slates. In arithmetic nearly all of them were correct in notation and the simple rules. As the teachers of the junior classes I examined the monitors minutely, and my impression was that they had been carefully and judiciously selected for their work, and I found them performing it with commendable gravity, and a due sense of the importance that attached to their office. Their teaching, however, was only moderately effective and very unequal. It was confined to reading. Of the rest of the boys, who were divided into nine groups, about twenty were in the First Book and read creditably. Beyond this their knowledge did not go, as writing and ciphering were not taught to the juniors till they had passed through the first reading book. The others were reading short sentences or single words and the letters of the alphabet. The result of the whole examination showed forty-three boys out of a hundred able to read—eleven able also to write, and twelve able to do the simple rules in arithmetic.

81. The order was fair, and the master was undoubtedly a capable teacher, both interested and skilled in his work. By means of his signal he was able at any moment to command attention. All the evolutions of the classes were performed by the means of this instrument, and the master rarely or never used his voice. Considering that the classes were thrown out of their usual order by my examination, and that the monitors and himself were withdrawn from their ordinary work, I should perhaps use a stronger word than fair in describing the discipline.

Second room.

82. The arrangements of the second room (to which boys are transferred after they have passed through the first reading book) were on much the same principle as in the lowest school. There was the same use of the signal, the same arrangement of the desks and furniture, and the children, as before, were mainly taught by monitors. The boys here formed the second class, and besides reading, writing, and the simple rules of arithmetic were also taught to all the boys.

Division of scholars on leaving the second room.

83. On leaving the second room the boys seemed to me to be divided into two sections. One of these was drafted by itself into the third school, whilst the other was carried at once into the highest room of all. So that there were in reality two third classes. The principle on which the division was made seemed to be this: the boys from the country, those who were least regular in their attendance, those who were least likely to continue long at school, or who had made the least satisfactory progress, in a word, those who were least likely to do credit to the school, were consigned to the third room, and the others promoted to the fourth. This arrangement has its advantages. In every large school there is a considerable number of boys who at a certain period

Advantages

of their course seem to stick fast. This period corresponds to that represented by the third class, or the third reading book in an ordinary school. Whether it is laziness, or irregular attendance, or natural inaptitude, or dislike to mental labour, there they remain and act as a drag on the rest of the class. Their companions leave them, or sometimes they themselves are put to work for which they are unfit and which they never comprehend. It is not, therefore, an unwise plan to put this section by itself where it can do no harm to any one else.

and disadvantages of this division.

84. But on the other hand it may very well happen that a really good boy, who is merely slow in development, may be inadvertently put into this division, and in that case his chances of advancement are small. It is also discouraging work for a master to have to teach a class composed altogether, or nearly so, of hopeless materials. It was probably a mere accident, but as a matter of fact the master himself in this school was not equal to the others, and was not likely to detect or encourage superior industry or ability, and to transfer its possessor to the highest room. It was probable, therefore, that the education of the boys whom I saw here would not go beyond the barest elements. Reading was fair, almost good, but in arithmetic, even the simplest examples, the boys without exception broke down, and I had to give up the examination which I had begun on this subject.

85. There seemed to me also to be another drawback in the arrangement—namely, the creation of a social distinction in the school. All the boys in the two first rooms were mixed together whatever their circumstances might be, and the poorer children, judging by their appearance and dress, were seated side by side with those of a higher class. But here they were all of the poorer sort. If I am right in my idea of the principle on which the division at the end of the second year was made this is what we would naturally expect, for it is just the children of the poorest parents who, from one or other of the causes already mentioned—irregular attendance, natural inaptitude for mental work, want of time, assistance, or encouragement—naturally fall into a class by themselves.

Fourth or highest room.

86. In the fourth or highest room there were seventy-two boys, who may be described as the picked scholars of the whole school. Their social position also seemed better, or at least they were less mixed than in the lower rooms; all were well dressed, and they looked like the children in a middle class or burgh school in Scotland. The aid of monitors here seemed to be very much dispensed with, although the senior boys were employed to some extent in teaching the junior. But the work mainly fell on the shoulders of the master, and considering the varied number of subjects, and the advanced nature of many of them, I was amazed at what was achieved by the energy, skill, and zeal of one man. The highest class of all, composed of twenty-one boys, from eleven to seventeen years of age, read not only accurately but in good style. Errors in accent or pronunciation were corrected by the master without producing anything either unreal or affected, and the tone and emphasis of the boys showed that the meaning of the author was thoroughly appreciated. The parsing and analysis of sentences were by no means perfect. But in a passage set for dictation both the writing and the spelling were well done. In a mixed paper of arithmetic, with questions in practice, proportion, interest, and fractions, vulgar and decimal, the answers were remarkably well, and in most cases very neatly, done. In geometry the master himself examined a select class. The teaching seemed to me very good, and the answering and intelligence of the class were quite equal to what one would find in a Scotch burgh school of the first rank.

87. In the way of accomplishments I should here mention that the drawings of some of the boys, the illuminated texts and specimens of penmanship with which the walls were really ornamented, were worthy of the highest praise, while the singing was better than I had ever heard in any school.

School at Tullamore.

88. The next school that I visited and examined was in Tullamore. It was originally connected with the National Board, but was transferred to the Christian Brothers a few years ago. There were here two teachers with 235 children between them. On the day of my visit there were present in one room no fewer than 165 children. Many of these were mere infants, and there was a most bewildering variety in their attainments. The numbers I believe were greater than usual, as the adjoining convent school happened to be closed for the holidays, and the male infants of that establishment had been transferred to the charge of the Christian Brothers. This was an arrangement suited very well for the parents, but it was hardly fair to the already overtasked teacher, that he should be burdened with sixty or seventy boys under six years of age. The monitors and the upper division did very fairly such work as they professed, which was confined almost exclusively to reading. It could not be said, however, that the great majority of the children were learning very much, nor was it indeed possible that they would make much progress. They were kept out of mischief, acquiring some notion of discipline, kindly dealt with, and they were being carefully trained in the duties of their religion. As an instrument of punishment, the master here, as in other schools of the institute, had a small leathern strap to help him to enforce order. The signal also was much in requisition; but with all the apparatus at his command, the noise and hubbub were very great, and made an examination of the children extremely laborious and unsatisfactory. On the whole the educational results were meagre. I am bound to say that they were as great as could reasonably be looked for with 165 boys under one master aided though he was by 20 monitors, mere children themselves.

First or lower room.

Upper room.

89. The upper room was efficiently taught; in it there were only 70 children, and although even this number was too great for one man, they were so grouped that with a little assistance from his monitors he could keep them all busily and quietly engaged. The teacher here was the local superior of the community. He had joined the institute, I believe, somewhat later in life than the usual age, and had brought to his new profession great earnestness of purpose, and a knowledge especially of arithmetic and mathematics. The general appearance of the boys was greatly superior to that of those in the lower room. Many more in proportion were respectably dressed, and seemed from their manners and air to belong to a higher class of the community. There was to a certain extent the same kind of selection in this school as in Mullingar. Only in Tullamore, the irregular and backward detachment continued in the lower room instead of being sent to an intermediate state of indefinite continuance, and the regular and better boys were promoted at once to the higher room. The progress of the boys in the upper room was fair in every subject, and the highest class seemed to me particularly well taught in mathematics and in mensuration.

School at Maryborough.

90. It is unnecessary to say much of the school at Maryborough. It was originally connected with the National Board, but ceased to be so in 1847, when it passed into the hands of the Christian Brothers. It was built and endowed by a former parish priest, the Very Rev. Nicholas O'Connor. The buildings cost about £500, and the endowment consisted of a sum of £1,140 invested in railway shares. This yielded more than £50 a year for a time, but of late the annual income has not amounted to half that sum. The residue required for the maintenance of the Brothers is obtained by means of a sermon and collection at the Roman Catholic chapel. The school buildings are very fair, and the Brothers have a good dwelling-house and garden.

91. On the day of my visit I found 160 children under the charge of two Brothers, with the usual staff of moni-

tors. In the junior room, with 80 scholars, the organization was good and the results fair. Nearly half of the whole number, including monitors, passed in reading. Seven boys wrote an easy passage from dictation. In writing, 11 of the 20 monitors did creditably; but none of the others were sufficiently advanced to be reckoned able to write. Arithmetic, also, was confined to the monitors, whom I examined in notation and the simple rules. In the second room there were also 80 children, of whom 12 were monitors. Before proceeding to examine the boys myself, I asked the Brother in charge to give a lesson in his ordinary manner. I was very much struck with the excellence of his teaching. All the boys who were able to follow the lesson (nearly the whole number present) were arranged round the room, each section under its monitor. The teacher himself stood in front of his desk, in such a position as to be heard and seen by all. I selected a lesson in poetry, which he read, stanza by stanza, in the manner and tone which he wished the children to follow. After each stanza had been read by himself, a monitor was called upon to read it also aloud; and, lastly, the whole of the boys standing on the floor read the lines together. I am not much in favour of the simultaneous system, but here it was employed with good results; and, considering the limited teaching staff, it was clearly the best, if not the only way to produce a good uniform style and manner of reading throughout the school. When this exercise was finished, the monitors were called upon to parse and analyse the sentences that had been read. This was done particularly well; their writing, also, and their arithmetic, as far as practice and proportion, were equally creditable. Their ages were from twelve to fourteen. Altogether they were quite on an equality with the highest class in a good National school. The classes below them, and taught by them, passed a fair examination in reading and in writing, but they were not strong in arithmetic; and towards the lower end of the school they did not know much about it.

Lower room.

Upper room.

92. I do not think it necessary to dwell very long on the excellences or defects of the Christian Brothers' schools which I visited. If I have given a fair account of them, these will naturally occur to anyone who reads it. The defects all arise from the insufficient staff of masters, and are most prominent and marked in the younger classes; there a large proportion of the children learn very little indeed, and that little not particularly well. The monitors' class is exceptional, and is composed of children well advanced; but the others have to scramble through the elements of education as best they may. In the upper classes, by a judicious system of selection, you find not only good teaching (for that you find throughout the school, as far as the master himself is concerned), but good results. I cannot say that the backward boys are sacrificed to the cleverer sort, but it is only the latter who stand a fair chance of getting out of the lower departments and enjoying the benefits of the highest class. Those who do are admirably taught. The main difference between a good National school of the first rank and a school of the Christian Brothers, consists in this: in a National school all the boys are well drilled and well taught. In a Christian Brothers' school only the highest class shows perfectly satisfactory results. In the one case there is thorough and successful work in all the ordinary branches, reading, writing, and arithmetic; whereas in the other all that can be done in the earliest years of the course, in the way of secular education, is to teach the boys reading. In the National schools the advancement is regular and even; in those of the Christian Brothers' it is partial and unequal. In a word, judged by the highest class alone, the teaching and results are excellent; judged by the whole school, the system breaks down for want of teaching power. You may take a good National school anywhere with the certainty of finding a satisfactory amount of attainments; you must take a Christian Brothers' only at the end of the course, or be contented in the earlier stages with very limited acquirements.

General conclusion in regard to Christian Brothers' schools.

Comparison with National schools.

93. The remedy for this state of things is, of course, to increase the teaching staff. But moderate though the expenses of the institute, and each of its establishments are, they are much as can be borne either by the society itself or by the voluntary contributions of the people. Nor could the increase possibly come through funds provided by the State, for the whole system is so strictly denominational, not to say sectarian, and so entirely ignores the educational wants of Protestants, that no State with a mixed population like ours could possibly be justified in supplying funds for such a purpose. Nor is it conceivable that the Christian Brothers could consent to meet the Government half way, and so to modify their system as to have respect to the consciences of those who think differently on religious matters from themselves. To do so would be to give up their distinctive principles. It is as religious teachers that they exist as a community or brotherhood; to exclude religious teaching, therefore, from any part or period of their day's work, would be to give up that which they hold to be their main duty, namely, at all times and by all means so to leaven secular instruction with religious teaching that the one shall not possibly be capable of separation from the other. I have purposely said nothing about the religious teaching in the preceding account of my visits to the schools. But nothing impressed me more deeply than the religious element which pervaded them. It was not so much in any one particular, such as teaching the catechism, or saying prayers, or preparing children expressly for communion, confession, and other religious duties, but it was in each and all of these together, and in a general tone and character that I cannot hope to describe. The emblems and figures hanging on the walls, the flowers adorning the teacher's pulpit, the religious profession and dress of the teachers themselves, the observances required of the boys, as for example the making the sign of the cross every hour, as the clock struck, and the frequent repetition aloud of the Hail Mary by the boys in the junior school, and its inward repetition by the senior boys (an observance even more marked from the silence and the sudden pause in all the ordinary school-work that attend it);—all these separated the schools from ordinary schools, and made them peculiarly and essentially Roman Catholic. In one school, for example, I noticed two death-bed scenes—one depicting the departure of a good man, and the other that of a sinner. They were sufficiently graphic, and calculated to affect the lively imagination of youth. In one, evil spirits and faces recalling to his remembrance the scenes of an ill-spent life tormented the wretched man before his time; and in the other, saints and angels hovering about his bed seemed to beckon the dying Christian to happiness. As a natural consequence of the system, I need hardly say that the schools were attended exclusively by Roman Catholic children. In one school, indeed, I was told that there had been, and I think were still at the time of my visit, two or three Protestant children on the roll. They were not, however, present on the day of my examination. I was further told that the parents of these boys knew exactly what the system was, and that they made no objection to it on the score of the doctrines inculcated. The Brothers themselves, however, had put in practice a modified conscience clause in favour of the Protestant children, and dispensed with their attendance at the special time of religious instruction. But this only meant the hour or half hour set apart for the catechism and prayers. To meet their case fully, it would have been necessary to warn them out of the school every time the clock struck, or was about to strike; and had this been practicable and possible, they would still have been liable to witness and to hear teaching, at any time of the day, of a kind inconsistent, to say the least of it, with the practices in which they had presumably been trained. And, in a word, I cannot conceive, whatever they may have been when they first entered the school, that they could possibly leave it Protestants. The objection that conscientious Roman Catholics would have against their children attending a school of the Church Education Society might all be urged with tenfold effect against a Protestant

Nature and extent of the religious teaching.

Result of this that the scholars are all Roman Catholics.

Exceptions to this rule.

child attending a school of the Christian Brothers. Nor, as I have already said, is it to be supposed that any modification of the system is likely which should adapt it for mixed education, or render it a fit recipient for National aid. Such a modification would be a sacrifice of all the principles on which the institute is based.

Private Schools.

Private Schools.

94. Besides the classes of schools already noticed, namely, the National schools of all kinds, the Church schools and those of the Christian Brothers, I found a number on my list grouped together as private schools. Thirty-one in all were included under this general title, but they were in reality of a very miscellaneous character, and differed as much among themselves as those that I have described in the preceding pages of my report. Some were Roman Catholic colleges, some were Protestant schools with permanent endowments, and both of these were for secondary rather than primary education. Others again were private adventure schools in towns, for children of professional men, shopkeepers, and others, for whom the National schools were not suited nor intended; and last of all, there was a number of hedge schools scattered throughout both the town and rural districts. Strictly speaking only the last were those with which I had to do. For the two first classes were excluded to some extent both by the character of the education, and the age and social position of the scholars, and the same may be said of the private adventure schools for children of the middle classes. But I may be allowed to mention very briefly what came under my own observation, although I pass a little beyond the limit of primary education for the children of the poor.

(1.) Roman Catholic Colleges.

95. The Roman Catholic colleges, if we regard the age of the pupils and the subjects of instruction, were very much the same as boarding-schools or grammar schools in England. The boys were from eight to fourteen years of age, and the subjects taught were English classics, arithmetic, and mathematics, with a certain amount of modern languages. The management was ecclesiastical, and nearly all the teachers or professors, as they were called, were either priests or connected with some religious order. Some of the schools were taught by Jesuits, and others by clergymen of the diocese under the bishop. It is unnecessary to say that the schools were therefore in their essence religious seminaries, and as compared with English schools of the same class the boys were under much more constant supervision in their studies, their playground, and their dormitories. There was no liberty out of bounds, nor at any time as far as I could gather, were the scholars without the presence of a master. Cricket, football, and gymnastic exercises seemed to be encouraged, and due provision made for them in sufficiently large fields and yards; but all these amusements and games were subject, I was told, to the same constant superintendence. The masters or professors, as in the French Lycées, seemed to me to make themselves personally responsible for their pupils, whereas in England, the practice is for the schoolmaster to divest himself of responsibility when he thinks that he safely can, and to leave as much as possible to the honour of the boys. Probably both systems have their advantages. The internal arrangements, if I may judge by a college in the neighbourhood of Athlone, were good and careful. The class-rooms were large and well ventilated—the dining-hall was clean and commodious. If any exception could be taken in this case, it was that the dormitories were somewhat over-crowded, and had not a very comfortable look. But this latter is a peculiarity common to all dormitories that I have ever seen. Of the quality of the education given I can say nothing for certain, but the staff of masters as far as I could learn, was sufficiently strong, and if one might judge by programmes and prospectuses, and by the information that I gathered from different sources, the course of instruction was sound and sensible. In regard to expense the colleges contrasted favourably with English boarding-schools of the better sort.

Comparison with English boarding schools.

(2.) Protestant schools of the same kind.

96. Of the Protestant schools of the same kind as the above, there were altogether four or five on my list. They were supported in part or in whole by endowments. In some cases they were for boarders alone, in others for boarders and day scholars conjoined. The "Ranelagh," at Athlone, may be taken as a representative of the class. It supplies an education in English, mathematics, French, drawing, and a little classics. The estate which supports this institution for boys, and another for girls in Roscommon, was left by a Lord Ranelagh, in 1708. It was bequeathed to the Incorporated Society in Dublin (a society for promoting English Protestant schools in Ireland), for educational purposes, and came into their possession in 1760. In 1853 the net income of the estate was £1,100. I found the buildings of the Ranelagh good, and even handsome. There was an excellent dining-hall for the boarders. The dormitories were remarkably clean and well kept, but too small for the numbers in the institution. There was apparently only one class-room in which all the scholars were taught together in their different studies. It had accommodation for about 130 boys. The lavatories and other internal arrangements were moderately good. There was an excellent playground, and the situation of the school on the banks of the Shannon was pleasant and cheerful. Both within and without it was evident that attention was paid to the wants and comforts of the boarders and other scholars. The Protestant character of the institution may be gathered from the terms of the original deed. By this it was directed that "the schoolmaster should be always an Englishman, or of English extraction, and a Protestant, and in holy orders." The restriction of the office to a Protestant is still in force, but I do not know whether the other regulations are acted upon or not. The head master, when I visited it, was a clergyman, and he was assisted by two ushers, who had been educated partly at the Ranelagh itself, and one of them at least afterwards at Trinity College, Dublin. Neither of these teachers I think was in orders.

The "Ranelagh" at Athlone.

Teachers.

Scholars.

(1.) Boarders on the foundation.

97. The scholars in the school were of three kinds: first, boarders on the foundation; second, boarders not on the foundation; third, day scholars. The boys on the foundation got board and education free. Five are elected every year, and they remain on the foundation four years, so that the whole number of this class was twenty boys. To be eligible for admission, a candidate must bring a certificate from the Established clergyman of his parish, that he has attended a "Scriptural school" for at least twelve months; and the choice is further limited to boys from the towns of Athlone and Roscommon, and the counties of Roscommon and Galway. From the former of these restrictions it follows that the boys on the foundation are all of the poorer, or at least of the lower middle classes, for it is from them that the "Scriptural schools," that is to say, the schools of the Church Education Society, and those of Erasmus Smith draw their supply of scholars. At the end of the four years' course it was the custom formerly to select the two best boys, and send them to the training school of the Incorporated Society at Santry, near Dublin, for an additional period of three years. But there is now a competitive examination among all the "outgoing" boys of the five schools of the society. These are the Dundalk Institution, for the counties of Louth and Armagh; the Pococke Institution, near Kilkenny, for the counties of Kilkenny and Waterford, and the parish of Durrow, in Queen's county; the Farra Institution, near Mullingar, for the counties of Westmeath and Meath; the Primrose Grange Institution, near Sligo, for the town and county of Sligo, and a number of detached parishes elsewhere; and the Ranelagh itself, of which I am now speaking.

Qualifications for admission to the schools of the "Incorporated Society."

98. The second class of boys were the boarders not on the foundation. There was of course no restriction either as to the place of their previous education, or as to their social grade. On the day of my visit to the school there were in all forty-four of these on the roll. They each paid an annual board of £20, with an additional charge of £4 for classics, and £2 for French and drawing. There were besides these seven day scholars, who paid 10*s.* each a quarter, and who came from the town of Athlone. The local superintendent and paid visitor of the school, was the incumbent of the parish or his curate. I was told that he instructed the scholars once a week in the catechism. Of the quality of the education I must acknowledge my ignorance. The school was just meeting after the holidays on the day of my visit, and I found only two or three boys under the assistant masters in the school-room. I was inclined to think, however, that the boys were getting a useful and sound course of instruction. I have dwelt somewhat longer on this school than may seem probably to be necessary, but I have done so because it represents a considerable class, and because it is an intermediate school between the primary parish schools of the Established Church and the training school at Santry, which, although not the recognised training school for teachers, does in fact supply a certain number of them, and it is at all events an institution which carries on the education of Protestant boys of the lower classes to the highest point short of Trinity College, Dublin, or the Queen's Colleges, to which few of them comparatively speaking go. (2.) Boarders not on the foundation. (3.) Day scholars.

99. The third class of schools described in my list as "private" consisted of about a dozen adventure schools in towns for the primary education of children of the upper and middle classes. They were mostly conducted by ladies, and were not of a kind into which I thought it necessary to inquire. Last of all were the hedge schools exclusively for children of the poor. In all there were ten or eleven of these, of which I visited half a dozen, and I should have liked if possible to see them all, but I found it somewhat difficult, even with the aid of my list, to discover them. Three had disappeared altogether in the few weeks that intervened between the time when I began my inquiries, and my search for them. Two others were closed in consequence of harvest work, and I was assured that altogether the teachers and scholars in such places were of a very migratory description, and that in fact they were rapidly disappearing before the National schools. Those that I examined were of the most wretched description. The accommodation that they provided for the children was generally most inadequate. They were mere hovels or smoky rooms. The teachers were untrained and ignorant men. In one case only did I find a person of some ability engaged in the occupation of a hedge schoolmaster. His specialty was mathematics and more particlarly mensuration. His scholars (of whom he had five) were all at different stages of advancement, and although apparently taught in a haphazard desultory manner, the result somehow was creditable. The scholars had each a different book, and formed each a separate class, but they answered questions on their different subjects with great readiness, and showed an amount of general intelligence for which I was not prepared. Something of this was due to the fact that they were lads in decided earnest and ambitious to fit themselves for a particular kind of work, as land stewards or surveyors, either at home or abroad; but something must also be attributed to the old soldier who conducted the establishment. The children in the other hedge schools that I visited were generally very young boys and girls. In one case, which I may describe as a favourable specimen, there was a large attendance of forty such children. They were assembled in one end of an outlying Roman Catholic chapel, or mission station house. It was the humblest erection of the kind that I saw in Ireland. The roof was of turf, the floor was of clay. At one end was the altar, in the other end, but not separated by any division or partition, was the school. Two or three benches and a table composed the school furniture. There were no maps of any kind, but those scholars who were learning geography had in some cases small plates taken out of school atlases for the purpose. Hedge schools. Not permanent institutions. Accommodation bad. Teachers untrained and bad. Exceptional case. Description of one hedge school.

100. The teacher was an old man with one arm, who had been engaged in his profession since 1830. He had a small farm six miles from the school, but this he left to be cultivated by his wife and children, and went home only at the end of each week. The scholars were of course Roman Catholics. They were mostly from four to seven years old, and only two were above nine. They came in and out very much as they pleased, and when they were not actually engaged in repeating their lessons, they generally sallied forth for play. The weather it should be mentioned was exceedingly warm, and the door stood invitingly open, and naturally tempted them out into the sunshine. The teacher. The scholars.

101. The books used were of a very quaint and old fashioned sort. There was a Catechism in Irish and English, entitled "the Christian Doctrine completed according to the resolution of the Archbishop of Tuam." The reading book of the first class was the "Improved Royal Primer." "Reading Made-Easy," was used in the second class, together with the "Universal Spelling Book by Daniel Fenning." In the highest class there was a second part of "Reading Made-Easy," containing the "Principles of Politeness" (Lord Chesterfield's Letters to his Son), and the "Economy of Human Life, written by an ancient Brahmin." The copy-books were of all sorts, but a few of the children had those of "Vere Foster," and others used in the National schools. The text-books.

102. The teaching was on a par with the other arrangements. It was desultory and without system. The results were very meagre. The children were quite happy, as they could hardly fail to be, under a kind master, as the old man evidently was, and with abundance of liberty and ease; but they knew nothing except a little reading, and the veriest elements of writing and arithmetic. One boy of fourteen was exceptionally good. He formed a class by himself and was well advanced in all the ordinary subjects. He used the National school books, and I found on inquiry that he was attending the "chapel school" because his own school was closed for the holidays. Altogether the school was rather an infant school for the younger children of the neighbourhood than a real place of education, and yet it was perhaps the best of the ordinary hedge schools. In another part of my report I have mentioned that the fees paid in these schools are higher and more willingly paid than in the ordinary National schools. The old man however in that which I have just described complained that there was often a good deal of money owing to him, and that he had to abide the convenience of parents. On the whole it is very much to be wished that such schools may entirely disappear and this is a consummation that appears highly probable within the next few years. The quality of the education.

Chapter III.—Mixed Education—Summary of Results.

103. In dealing with the different classes of schools, I have reserved to the end the subject of mixed education. My instructions on this point were (1), "to verify the statements as to the extent to which mixed education prevails; and (2), to report any facts which bear on the question, whether the effect of mixed education is beneficial or not?" Mixed education.

104. The best answer that I can give to the first part of these instructions is to state what I actually found existing in the part of the country assigned to me, and at the risk of being tedious I will take the different departments or divisions of my district in their order. Its extent.

105. *Parsonstown.*—In Parsonstown or Birr, there were altogether on my list 28 schools, with 1,003 scholars, of whom 200 were Protestants and 803 Roman Catholics. Of the schools, 12 were mixed and 16 unmixed. Of the In Parsonstown.

mixed schools 1 was the Model school, with 91 Protestants and 39 Roman Catholics; 2 others were workhouse schools with 4 Protestants and 74 Roman Catholics, and a fourth was a military school which was closed at the time of my visit. Exclusive of these there were 8 mixed schools, in which there were 71 Protestants and 138 Roman Catholics; 6 of the 8 were National schools, 1 a private adventure school, and 1 was connected with the Church Education Society. The proportion was as follows:—1 Protestant to 16 Roman Catholics in the first National school, 2 to 16 in the second, 3 to 30 in the third, and 2 to 26 in the fourth. These were under Roman Catholic teachers and management. In the 2 other mixed National schools, under Protestant management and Protestant teachers, there were in the one 30 Protestants to 26 Roman Catholics, and in the other 17 Protestants to 7 Roman Catholics. In the mixed private school the numbers were 10 Protestants to 3 Roman Catholics, and in the Church Education Society school there were 6 Protestants and 14 Roman Catholics.

106. Of the unmixed schools 7 were National (namely, 3 convent and 4 ordinary schools), 7 were private adventure, and 2 were connected with the Church Education Society or the Board of Erasmus Smith.

In Roscrea.

107. *Roscrea.*—In Roscrea there were 18 schools on my list with 915 scholars, of whom 137 were Protestants and 778 Roman Catholics. Of these schools 9 were mixed and 9 unmixed; of the mixed schools 2 were those connected with the workhouse, with 2 Protestants and 34 Roman Catholics. Exclusive of these there were 7 mixed schools, with 29 Protestants and 375 Roman Catholics. Four of the 7 were National schools, all under Roman Catholic managers and teachers, and the proportion was as follows:—8 Protestants to 161 Roman Catholics in the first, 5 to 63 in the second, 2 to 35 in the third, and 1 to 73 in the fourth. Two of the mixed schools were private adventure; in the one of these there were 2 Protestants to 15 Roman Catholics, and in the other 7 Protestants to 26 Roman Catholics. The only other mixed school was connected with the Church Education Society, with 4 Protestants and 2 Roman Catholics.

108. Of the unmixed schools 4 were National (namely, 1 convent and 4 ordinary schools), 2 were private adventure and 3 were connected with the Church Education Society, or the Board of Erasmus Smith.

In Mountmellick.

109. *Mountmellick.*—In Mountmellick there were 19 schools on my list with 746 scholars, of whom 182 were Protestants and 564 Roman Catholics. Of these schools 3 were mixed and 16 unmixed; all the mixed schools were National, under Roman Catholic teachers and management, and the proportion was as follows:—5 Protestants to 29 Roman Catholics in the first school, 4 to 47 in the second, and 5 to 33 in third—altogether 14 of the one denomination and 109 of the other.

110. Of the unmixed schools 9 were National (namely, 1 convent and 8 ordinary National schools); 3 were private adventure, and 4 were connected with the Church Education Society.

In Maryborough.

111. *Maryborough.*—In Maryborough there were 19 schools on my list with 972 scholars, of whom 161 were Protestants and 811 Roman Catholics. Of these schools 5 were mixed and 14 unmixed, with 93 Protestants and 258 Roman Catholics; of the mixed schools 2 were National, namely, a convent school with 5 Protestants to 213 Roman Catholics, and an ordinary school under Roman Catholic teachers and management with 2 Protestants to 39 Roman Catholics. Of the other mixed schools 1 was Wesleyan, with 20 Protestants and 3 Roman Catholics, and 2 were connected with the Church Education Society, with 18 Protestants to 2 Roman Catholics, in the one case, and 48 to 1 in the other.

112. Of the unmixed schools 9 were ordinary National, 4 were miscellaneous, namely, 2 "private"—1 a "Christian Brothers'" school, 1 described as "Protestant," and 1 connected with the Church Education Society.

In Tullamore.

113. *Tullamore.*—In Tullamore there were 36 schools on my list with 1,608 scholars, of whom 173 were Protestants and 1,435 Roman Catholics. Of these schools 9 were mixed and 27 unmixed; 2 of the mixed schools were connected with the workhouse, the 7 others were all ordinary National schools, under Roman Catholic teachers and management, with 27 scholars of the one denomination and 254 of the other. The proportion was as follows:—3 Protestants to 51 Roman Catholics in the first, 11 to 30 in the second, 2 to 24 in the third, 3 to 53 in the fourth, 3 to 33 in the fifth, 4 to 29 in the sixth, and 1 to 34 in the seventh.

114. Of the unmixed schools 15 were National (namely, 4 convent and 11 ordinary), 1 was connected with the Christian Brothers, 2 were private adventure, 9 were under the Church Education Society or the Board of Erasmus Smith.

In Ferbane.

115. *Ferbane.*—In Ferbane there were 18 schools on my list with 682 scholars, of whom 55 were Protestants and 627 Roman Catholics. Of the schools 10 were mixed and 8 unmixed; in the mixed schools there were 38 children of the one denomination and 421 of the other. Eight of the schools were ordinary National, under Roman Catholic managers and teachers, and the proportion of the denominations was as follows:—2 Protestants to 108 Roman Catholics in the first, 2 to 37 in the second, 2 to 52 in the third, 2 to 47 in the fourth, 4 to 38 in the fifth, 1 to 45 in the sixth, and 3 to 44 in each of the others. Two were Church Education schools with 4 Protestants and 4 Roman Catholics in the one case, and 15 Protestants and 2 Roman Catholics in the other.

116. Of the unmixed schools 3 were National, 3 hedge schools, and 2 connected with the Church Education Society.

In Athlone.

117. *Athlone.*—In Athlone there were 32 schools, with 1,656 scholars, of whom 121 were Protestants and 1,535 were Roman Catholics; of the schools 6 were mixed and 26 unmixed. In the mixed schools there were 50 Protestants to 274 Roman Catholics. Five of these schools were ordinary National, under Roman Catholic teachers and management, and the proportion of the minority to the majority was as follows:—5 Protestants to 116 Roman Catholics in the first school, 6 to 34 in the second, 6 to 41 in the third, 2 to 41 in the fourth, and 3 to 36 in the fifth. One mixed school, with 28 Protestants and 6 Roman Catholics was connected with the Church Education Society.

118. Of the unmixed schools 20 were National (namely, 1 convent and 19 ordinary); 1 was entered as Protestant, 4 were private, and 1 was connected with the Church Education Society.

In Mullingar.

119. *Mullingar.*—In Mullingar there were 24 schools, with 1485 scholars, of whom 247 were Protestants and 1,238 Roman Catholics. Of the schools 2 were mixed and 22 unmixed. Of the mixed schools 1 was National, with 1 Protestant scholar to 35 Roman Catholics, and one was private with 14 Protestants and 2 Roman Catholics.

120. Of the unmixed 13 were National, 5 private, 1 a hospital for Protestants, and 1 a Christian Brothers' school, 2 others were connected with the Church Education Society.

In Longford.

121. *Longford.*—In Longford there were 33 schools, with 1,195 scholars, of whom 245 were Protestants and 950 Roman Catholics. Of the schools 6 were mixed and 27 unmixed. Of the mixed 2 were National, 3 connected with the Church Education Society, and 1 was a private school. Altogether in the mixed schools there were 67 children of the one denomination and 102 of the other, and the proportion in each was as follows:—1 Protestant to 73 Roman Catholics in the first National school, and 3 to 21 in the second. In the Church Education Society schools 16 Protestants to 2 Roman Catholics in the first school, 20 to 2 in the second, and 11 to 2 in the third; and in the private school there were 16 Protestants and 2 Roman Catholics. Of the

unmixed schools 17 were National (namely, 1 convent and 16 ordinary), and two were private. Eight were connected with the Board of Erasmus Smith or the Church Education Society.

Summary of its extent in the district.

122. Altogether then there were in my district 227 schools, with an average daily attendance in round numbers of 10,200 children, of whom (also in round numbers) 1,500 were Protestants and 8,700 Roman Catholics. Of the Protestants a third or 500, and of the Roman Catholics nearly a fourth or 2,100 were in mixed schools. Of the National schools 43 were mixed, 97 unmixed. Of the Church Education Society and Erasmus Smith's schools 10 were mixed and 32 unmixed, and of miscellaneous schools of all other classes 6 were mixed and 39 unmixed.

Success of National schools in promoting it small.

123. Such are the facts of the case, and the conclusions to be drawn from them will depend very much on the point of view from which they are contemplated. They seem to prove generally, however, that the success which has attended the National schools in my district in promoting mixed education has not been great, and that, in point of fact, most of the schools of all kinds are denominational. But it by no means follows from this, as I have frequently heard it urged, either that the *ordinary* National schools are to blame for the result or that the people object to mixed education. Much less does it follow that a solution of the difficulty is to be found in making the schools legally, and by enactment denominational, on the ground that they are actually so. It would be quite as reasonable to argue that they are a great deal too denominational already, and that measures should be taken to make them less so. The undeniable fact of denominationalism admits, however, of various explanations which seem to me fully to account for it.

Explanation of this. (1) in towns;

124. Whether schools are mixed or unmixed depends in great measure on the character of the locality in which they are situated. In the towns of my district the population, although in the main Roman Catholic, contained also a large Protestant minority. In the towns, therefore, there was room for more schools than one, and the principle of the National system I found was to encourage any number of non-vested schools. The Commissioners, to use their own words, having "always given the most liberal interpretation to their rules in favour of any small minority desirous of establishing a school for themselves." Naturally, therefore, when the parents had a choice they preferred the school managed by persons of their own faith; but more than this, the people themselves scarcely had a choice in the matter at all, for the clergy of the different denominations were the patrons and managers of rival schools, and the weight of their influence left very little freedom of will to the members of their flocks. If the rival schools were National, the character of the management and of the teachers at once settled the question whether they were Protestant or Roman Catholic. But it much more frequently happened that some of the rival schools were not National at all, but, on the contrary, professedly denominational or sectarian.

125. A brief reference to the towns in my district will illustrate this. In Tullamore, with a mixed population of different denominations, there were five schools altogether. One was taught by the Christian Brothers, two were connected with the Board of Erasmus Smith, and two only made a pretence of being National; but one of these was the convent school next door to the Christian Brothers, and the other was under the management of the Wesleyans. In this case, therefore, the lines were so marked in the schools themselves that it would have been preposterous to look for anything like united education. A Protestant parent could hardly be so indifferent about his faith as to select the convent or the Christian Brothers' school, nor a Roman Catholic so independent as to prefer to either of them that connected with the Board of Erasmus Smith. In Maryborough in like manner the only National school was that for girls under the charge of the Presentation Nuns. There was a boys' school in the hands of the Christian Brothers. I found a few Protestant children in the former of these schools. The rest had to choose between a private school conducted by a Wesleyan and the parish schools connected with the Church Education Society. It was much the same also in Portarlington, where the only National school was connected with the convent; while the schools of the Christian Brothers and Church Education Society monopolised each the children of its own denomination. It was the same also in Mullingar, with this important difference, that instead of a Church school there was an excellent National school under the auspices of the rector, the Rev. Dr. Reichel. Again, in Roscrea and Longford, where there existed no organization like that of the Christian Brothers, and where there were admirable National schools for boys under Roman Catholic managers and teachers, clerical influence was too strong to permit any great infusion of the children of the minority, and schools of a sectarian character were maintained for their behoof.

126. In the towns, therefore, I was not surprised to find comparatively little united education, and considering the influence at work, I think there was quite as much as could reasonably be expected. In Parsonstown, for example, exclusive of the model school, there was a National school with 30 Protestants and 26 Roman Catholics. In Roscrea there was a National school with 8 Protestants and 161 Roman Catholics, and that, too, although there was a sectarian school for the former on the opposite side of the road, and in Longford there was a score of Protestant children whose names still lingered on the roll of the National school. They had all been withdrawn shortly before my visit, and transferred to the parish school under the management of the rector, but the fact that they had been there so recently incontestably showed that if left to the freedom of their own will, the parents were not ill-disposed to a system of united education, and that all the opposition to it might be traced to clerical influence, and represented clerical rather than National feeling.

(2) in country districts.

127. In the country districts the circumstances of the case were materially different. In a few parts the population was exclusively Roman Catholic, and consequently there could be no united education. But, generally speaking, there was a small minority of Protestants, not large enough to justify the maintenance of a separate National school. There were also comparatively few convent schools with denominational written as it were on their faces, and therefore, from their very nature apt to frighten away Protestant parents, and to incite them to set up schools of their own. There were no Christian Brothers' schools—and everywhere there was, as it seemed to me, an adequate supply of ordinary National schools. Here then the circumstances so far were favourable to united education, and wherever there was no influence from without exerted against it, I found a reasonable measure of success. Two causes tend greatly to explain why that success was not greater. These two causes are closely connected with one another. They are the nature of the schools themselves, and the opposition of the Protestant clergymen. Nearly all the National schools in the country districts were of the kind called non-vested, and were managed by Roman Catholic priests exclusively. From these schools, therefore, the clergyman of the Established Church was shut out. He could not so much as give religious instruction in them to any children of his own faith; he might enter them as an ordinary casual visitor, but he had no voice in them and no control over them. This partly, at least excused, and, it may almost be said, justified the number of Church Education Society schools that I found in country places, with an attendance of less than twenty children, and it led me very seriously to inquire whether the system of local management sanctioned by the Commissioners themselves was not at the root of the comparative failure of united education in the rural districts. It is too much to ask of human nature that the rector should be cordial in support of schools where he holds a subordinate part, and in which he is not even the equal of the priest. As usual, however, in matters of this kind, it is not only nor mainly the belligerents that suffer, but the schoolmasters

also, and above all the children are the victims. And this brings me to a very brief consideration of the second clause of my instructions, namely, "to report any facts which bear on the question, whether the effect of mixed education is beneficial or not."

Effect of mixed education.

128. In answering this question it will be necessary to keep in mind the very simple distinction of schools into National and non-National. In both there was a certain measure of united education in the district assigned to me, but the circumstances under which the children were taught together were very different. The non-National schools were avowedly sectarian, and their principle was that the religious creed and doctrines of a particular Church should pervade the whole teaching. As a general rule no doubt, regard was paid to the conscientious scruples of children and parents, whose religious faith differed from that of the teachers and managers, but the arrangements for this purpose were far from satisfactory. Take for instance either the schools of the Church Education Society, or those of the Christian Brothers. In the former all the children were obliged by the rules of the school to read the Protestant version of the Bible, and although the Roman Catholic children were not required to learn the Church Catechism, they were present in the schools while their class-fellows repeated it, and at all hours of the day, should any circumstances suggest it, the teacher was in the habit of enforcing his ordinary lessons by reference or appeals to religion. Nor was the rule in regard to the Church Catechism universally observed; unless special objection was made by the parents, the teacher himself was not very particular in insisting on the exemption of Roman Catholics from this part of the work.

Undesirable in schools avowedly sectarian.

129. Much the same may be said also of the Christian Brothers' schools. It is true that in the course of my visits to them, I found no Protestant children present, but on the rolls of one of them were the names of three or four such children. I have already noticed their case in speaking of the Christian Brothers' schools, and have pointed out some of the difficulties in the way of carrying into effect such a conscience clause as would respect their religious convictions.

Undesirable in Convent schools.

130. In one class of the National schools, also it seemed to me that mixed education did not work well, and was not in fact either desirable or beneficial; I mean the convent schools. Although every precaution is used by the Inspectors, and there is every intention to act fairly on the part of the nuns themselves, and although the school books used are unobjectionable, there are yet fatal objections to a mixed system of education being worked by persons professedly religious. The associations connected with the teachers and the place, the solemnity with which the ordinary school work is interrupted at the hour of noon, and the care with which the handful of Protestant children are warned to withdraw, are calculated to invest the proceedings with a kind of mystery, and as a natural result to make the children who are excluded desire to participate in the services of the others.

131. It is probably owing to this very danger, and because the parents fear it for their children, that there are comparatively few convent schools in which united education prevails and that they are in fact denominational.

Beneficial in ordinary National schools.

132. In the ordinary National schools, however, there was as we have seen a considerable amount of mixed education, and as far as I could judge, the result of it was beneficial. In the first place there was not, and there could not be any tampering with the faith of the children on the part either of the teacher or the manager. I never heard any one suggest even a doubt of the perfect security that the National schools afforded in this respect. I found also perfect good will and kindly feeling existing amongst the children of different denominations, and the masters almost universally expressed themselves in favour of united education. I have before me the answer to an inquiry of mine on this matter, from one of the most intelligent men and teachers whom I met in Ireland. It is significant in more ways than one. "*An experience*," he says "*of over twelve years would warrant me in speaking favourably of the mixed system, but I feel bound to defer to the judgment of my ecclesiastical superiors on the subject.*" Others expressed themselves more unreservedly, and all agreed that the objection to the system did not originate within but outside of the schools. The difficulties and disagreements apt to arise between children of different denominations, and to lead to serious quarrels, were treated by teachers as purely imaginary. But clergymen on the other hand, and more especially the Roman Catholic priests were decidedly at variance with the teachers on this question. The chief objection that was urged by them against the system of united education was that under it the religious teaching was of the most meagre kind, and that for the minority there was no religious teaching at all provided in the schools. As a matter of fact, however, there are three times in the day which may be set apart for religious instruction in every National school, and many people will probably think that this is enough, and that the regulations against its introduction at other times are wise and salutary. In regard, however, to the objection that the minority receive no religious instruction at all, its truth so far as my district is concerned cannot be denied. But the remedy is very much in the hands of the clergymen and of the Commissioners. The latter might make some modification in their rules regarding non-vested schools as well as vested schools, by which they should be thrown open for religious instruction at proper times and under proper restrictions, and the Protestant clergymen might even in the present circumstances make provision for the oversight of the religious education of the children of their flocks.

Opinion of teachers.

Objection of clergymen to mixed education, viz., the want of religious teaching in the schools.

The remedy proposed is denominational education.

133. The remedy proposed by those who objected to mixed education, was to make the schools denominational, and to allow each sect the full exercise of religious teaching. In regard to the minority it was urged that they could either have schools for themselves, or that if no special provision were made for them by the State, they would be no worse off than at present, but would be educated in schools supported by themselves, or if they chose in the National schools of other denominations. It is, however, useless to talk of their having schools for themselves. In many parts of my district Protestants were too few in number to have a good school exclusively for their children, who could get the benefits of a sound education only in mixed schools. If the proposed changes were made they might indeed be sent to the National schools, managed and taught by Roman Catholics, but altered as these would be if the free exercise of religious teaching were allowed at all times, they would be no fit places for mixed education, and the same arguments would apply against them as mixed schools which now apply against the schools of the Church Education Society, and the Christian Brothers. It is not true, therefore, that the minority would be no worse off than they are at present. They would be limited to a choice between a bad school and a proselytizing school.

Injustice of this remedy to the minority.

Summary of results. Comparison of schools.

134. Altogether then the conclusions to which I came from the consideration of the circumstances in my district were that mixed education was not beneficial in sectarian schools, but beneficial in National schools, and that the latter should either be continued as they are or with such modifications as should make them if possible even safer than they are at present.

First-class, National with trained teachers.

Second, Christian Brothers' schools.

135. I have thus briefly gone over the different subjects suggested by my instructions. It only remains, in a single page or two, to summarize the result of my investigation, and this can best be done by answering categorically and nearly in their order each of the questions proposed. The state of primary education I found on the whole satisfactory. The best schools were the ordinary National schools under trained masters. In some respects those of the Christian Brothers were equally efficient, and the skill and zeal of the teachers were worthy of all praise; but the schools were under-mastered, and the consequence was that in excellence from beginning to end, in thorough work from the lowest class to the highest, the first rank of ordinary National

schools stood alone. Next to these two groups came the Convent schools, the good, but not the best, ordinary National schools under trained masters, and a few of the Church Education Society schools. In the next rank came the National schools under untrained teachers, and the great majority of the schools connected with the Church Education Society, but with this difference, that in the one case the inferiority of the schools was the result of having inferior masters, while in the other it was due to the small numbers in the classes. I have said of the Christian Brothers' schools that they were under-mastered. If I might use the expression, the Church Education Society's schools were ruined by being under-scholared. The worst schools of all were the private adventure, or hedge schools. On those for the upper and middle classes I formed no settled opinion, and therefore I offer none, but I may mention that I heard frequent complaints on all sides of the want of good schools for those classes in the towns. The consequence of this want was that parents had either to be satisfied with some inferior and desultory kind of education for their children at home, or had to send them away to Dublin or elsewhere at a great expense.

Third, Convent, many National, and some Church Education Society schools. *Fourth*, National schools with untrained teachers, and Ch. Ed. Soc. schools. *Last*, Private adventure.

136. I found the accommodation in the schools adequate in almost every case for the numbers in attendance. Irregularity of attendance was one of the most striking evils. In my district the variation in the attendance was due mainly to one cause, the inability of parents to forego their children's wages or do without their services at home, and the schools were worst filled in spring and harvest time, when the children were needed for out-door work. But at all times the irregularity seemed unreasonably great. The most obvious means of improving the attendance are—first, the payment of fees, if possible, in advance; second, the co-operation of the parish priest or the local manager with the schoolmaster; and third, to have efficient and trained teachers.

Accommodation. Attendance.

137. As to size, condition, ventilation, and lighting of the schools, there was generally no fault to find; but there was frequent room for improvement in the desks and apparatus, and in the supply of books; and the condition of the outbuildings was very often as bad as bad could be. From this charge I must except the schools of the Christian Brothers. Both their model school in Dublin, and, with one exception, the provincial schools that I visited, were remarkable for the attention paid to cleanliness and decency.

Condition of school, furniture, buildings, &c.

138. The want of residences for the teachers in National schools struck me very much, and the cost entailed upon them in consequence was felt to be, and was, a great grievance. In this respect the schoolmasters connected with the Church Education Society and the Board of Erasmus Smith were advantageously situated as compared with those under Government.

Masters' houses.

139. There was, so far as I could see, no general indifference on the part of the people beyond that indicated in the irregularity of the children's attendance to avail themselves of the means of education, nor did I find them reluctant to use the schools supported by Government or other bodies.

People not indifferent to education.

140. Except farming, there were no industrial occupations of any importance or to any large extent involving children's labour in my district. The average period of attendance varied in different schools. Just in proportion as the school was a good or a bad one, that is to say, under a good or an inferior teacher, were the regularity and length of attendance greater or less.

Industrial occupations.

141. Local aid seemed to be required partly for providing and maintaining proper and efficient schools, but even more for supplementing the salaries of the teachers.

Local aid required.

142. On the efficiency of the schools unaided by the State as compared with the Government schools I have given my opinion already in the first paragraph of this general summary. No statement was made to me of misapplication of Government aid, unless the complaint can be so called which was occasionally made that convent schools, from their peculiar character, were not the proper recipients of assistance from national funds.

143. Reading, writing, and arithmetic were the staple subjects of examination, and on the whole the children were well taught and in accordance with their ages, and were characterized both by their modesty and their intelligence. The character of the education was suitable for the class of children for whom it was intended. In the higher subjects there were generally a few scholars in the ordinary National schools, and a certain amount of "accomplishments," especially in convent schools; but on the whole, in the highest branches, I consider a few of the National schools under trained teachers of the first class, and the Christian Brothers' schools to be the best.

Subjects of instruction suitable for the class of children.

144. In reference to religious instruction, there seemed to be a strict compliance (of course I speak here of the National schools alone) with the rules of the Board. Nor were any statements made to me of their being inapplicable to the circumstances of particular schools—except by the teachers in convents who were of opinion that the rules should not be enforced in their case. The arrangements in some of the National schools for having religious instruction in the middle of the day, instead of before or after the ordinary hours for secular education seemed inconvenient and unfair towards the minority. I found mixed education quite as general as could be expected. Usually where there was a mixture of children of different creeds the minority consisted of not more than five or six children. I heard of no evil effects from united education in the National schools, but on the contrary only of those that were beneficial. In connexion with this subject I may be allowed to state that in towns where the line of separation between the different sects was very marked, where Protestants were all taught in one school by themselves, and Roman Catholics in seminaries of their own, instances of bitterness of feeling on the part of mere children towards persons of a different faith were brought under my notice. If this was due to the fact of their separation in schools it is indirectly a strong argument against denominational and in favour of united education. The latter, it would appear, may soften, or at least restrain animosities; the former can only intensify and exasperate feelings already sufficiently strong.

Religious instruction.

145. The teachers' incomes were quite inadequate. The school fees were unquestionably too low, and were often remitted altogether. In many of the convent schools there were no fees paid by the scholars, and nowhere did I find children excluded from any school in consequence of the inability or the reluctance of their parents to pay fees. Where fees were regularly paid a difference was generally made according to the age, and sometimes according to the known circumstances of the parents. The usual fee was from one penny to threepence a week. From this source the schoolmasters derived little benefit. I found those children who were taught gratuitously least regular in their attendance.

Income of teachers.

146. Local subscriptions existed to a miserably small extent in the case of the National schools. In many of them the whole burden of their support was thrown on the State, without any corresponding payment from the people themselves, and the salary of the master represented his income.

147. On the tenure of the school-houses in connexion with the National Board my time did not allow me to prosecute my inquiries so minutely as to ascertain whether any change had been made in the case of each school after it was taken into connexion, nor the character of the change.

148. Between vested and non-vested schools there was no great difference in the state of repairs. If anything, it was in favour of the former class. As to the comparative efficiency of the teachers in the vested and non-vested schools, I have already expressed my opinion pretty strongly. I may repeat that the best teachers were those who had been trained, and of these again the most efficient were those who had the highest class. The three best-taught schools amongst all that I examined were conducted by masters of the first class. The

Trained and untrained teachers.

Monitors and pupil teachers.

teachers had almost all been such from the beginning and had not begun life in some other calling. The monitors and pupil teachers in convent schools struck me as particularly good. The others as a class were more or less efficient according to the efficiency of the head master. In some cases, as for instance, Longford and Roscrea, the monitors were receiving as good a training as they could possibly receive in a model school, but, as a rule, I did not think that the monitors were likely to be efficient teachers without some special training. This is the more important, as the future supply of schoolmasters depends mainly on them, and they are more and more being promoted to schools without any such intermediate preparation. Generally speaking, there seemed to be no great difficulty in obtaining monitors, but I was assured on all hands that there was great difficulty in retaining their services, and that whenever an opening in some other way of life was presented to them they availed themselves of it. This does not apply to females who, I was told, generally prosecuted the profession of teaching till they were married. In schools attended by children of both sexes the popular feeling was decidedly in favour of the head teacher being a master rather than a mistress.

Appointment of teachers within the last three or four years.

149 In regard to the appointment of teachers, I found that within the last three or four years untrained men and women had, as a rule, been selected in then on-vested schools under the local management of the Roman Catholic priests. In those under lay management, or patrons of other denominations, this was not the case. As to dismissal of teachers, I found no well authenticated case of hardship or injustice; but the mere fact of the patrons possessing the power of arbitrary dismissal rather than its capricious exercise was felt to be a grievance, especially by the best and the most independent of the teachers themselves.

Concluding suggestions.

150. As my instructions conclude with a general notice that they do not limit my inquiries in any way, I may perhaps be permitted under shelter of this clause to end with a few remarks on the subject of primary education in Ireland. With the National system as a whole I was in some respects amazed. The very name of "National," from a very early period of my inquiry, struck me as a misnomer. Were I asked, indeed, to characterize the system, I should call it not national at all, but denominational, with a conscience clause. Nothing, therefore, surprised me more than the desire that I heard expressed to make it more denominational than it was. I could not conceive how this could be done except by denationalizing it altogether, and I ultimately gathered that this was actually the result contemplated and desired. To me, on the contrary, it seemed that the aim and effort of all connected with it should be entirely in the opposite direction, and that if the system which had confessedly done so much for Ireland in the past were to continue to do so in the future every means should be taken to diminish its denominationalism. But this could not be done without putting an end to non-vested schools. All schools should be so connected with the Commissioners of National Education that they could not at any moment be withdrawn from their control, and it cannot but appear a strange thing that the very institutions for which the State has been paying, and which it has been fostering, should be the chief source of its weakness and a standing threat and danger within the whole body of the National schools. Numerous facts in my own limited experience proved, however, that this was no imaginary danger. Schools that had been kept in existence for years by the State, their masters salaried and themselves inspected, had on the first favourable opportunity been withdrawn and transferred to a different and an antagonistic organization.

Anomalies in the National system.

(1.) The existence of non-vested schools.

(2.) The character of the management.

151. Again as to the management, I have already indicated that I consider it mainly to blame for the small measure of success that has comparatively speaking attended the efforts of the Commissioners in their object of promoting mixed education. As long as the management of the school is intrusted to individuals with irresponsible power in determining the character of the religious education, in the selection and dismissal of masters, the system does not deserve to be called National, nor is it conceivable that any one except the manager himself can be satisfied with it. The teachers can hardly like it, and must necessarily be discontented when they hold their office by so insecure and capricious a tenure as the will of one man. Persons again of a different religious persuasion from that of the local manager, especially if he be a clergyman, and they also be clergymen, can hardly regard such a state of things with favour. A Board of local managers seems to be required in order to constitute a National system.

(3.) The support of the schools falling entirely on the State.

152. Again it seems an anomaly that in administering the system such as it is, the Commissioners should have contented themselves with the present arrangements for the pecuniary support of the schools. In my district at least, there was no yearly offset or equivalent on the part of the public or more properly speaking on the part of the local manager for the yearly benefits conferred and paid for by the State. The advantages were all on one side, salary and inspection were counterbalanced by no return. On the contrary, as if these were not enough, the manager of a non-vested school held in his hand not only its patronage, such as it was, but its very existence.

(4.) The appointment of untrained teachers.

153. But perhaps the anomaly that most impressed me, and that seemed most likely to hurt the National system was the liberty given to patrons to elect untrained men and women to the office of teacher. I have already said that the best National schools are above all others in Ireland in point of general excellence. It is scarcely too much to say that the worst National schools in my experience, enjoy also their bad pre-eminence above all others (except hedge schools) and that they are conducted by untrained and often incompetent masters. It is not for me to say how this is to be remedied, but it is my duty to mention the fact that the continued appointment of untrained masters threatens the usefulness, if not the existence of the National schools. The excellent men who have given the system its reputation, I mean the trained teachers in the ordinary National schools, will be replaced if things go on much longer as at present, by very inferior substitutes. Even as it is, I found the complaint rife on every hand, that it was hard to get competent men to devote themselves to teaching, and that the class who formerly adopted the profession were looking out for different pursuits, so that the office of schoolmaster was rapidly falling into the hands of an inferior set of men. Partly also no doubt this result is brought about by other causes, the insecurity of tenure and the insufficiency of income.

154. To one admirable feature in the National system I have had occasion often to refer in the course of my report. I will conclude with mentioning it once more; I mean the inspection. Comparing it with what I have seen in Scotland, I could not but give the preference to the thoroughness of the Irish work. I cannot imagine anything more efficient, and I attribute not a little of the success of the schools to the Inspectors.

I have the honour to be, my Lords and Gentlemen, your obedient servant,

THOMAS HARVEY.

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